



MAGHULL HIGH SCHOOL – CURRICULUM MAP

HALF TERM 1.0	Lesson 1-3	Lesson 4	Lesson 5-7	Lesson 8	Lesson 9-11
LESSON TOPIC QUESTION(S)	Practical lesson (including live teacher feedback) How do I create a final piece which is highly imaginative, personal, meaningful and sophisticated? (band 5 criteria)	1:1 tutorial How can I support your creative journey? Is your theme sustained? Is your work personal, meaningful, sophisticated and imaginative?	Practical lesson (including live teacher feedback) How do I create a final piece which is highly imaginative, personal, meaningful and sophisticated? (band 5 criteria)	Student circle What is going well? How could the work be even better? Does the work meet band 5 criteria?	Practical lesson (including live teacher feedback) How do I create a final piece which is highly imaginative, personal, meaningful and sophisticated? (band 5 criteria)
Personal Presentation - Refining a theme Theme: Own sub-theme chosen last term.	Lesson 12	Leson 13-15	Lesson 16		
	1:1 tutorial How can I support your creative journey? Is your theme sustained? Is your work personal, meaningful, sophisticated and imaginative?	Practical lesson (including live teacher feedback) How do I create a final piece which is highly imaginative, personal, meaningful and sophisticated? (band 5 criteria)	Student circle What is going well? How could the work be even better? Does the work meet band 5 criteria?	Create a series of high-quality final pieces which are personal and highly imaginative (AO4)	
Knowledge & Skills Development	AO1 – Contextual Understanding <ul style="list-style-type: none"> Investigated the work of other artists, craftspeople and designers as well as other sources and used your research to develop a range of ideas. Documented own judgements and opinions about the work of others. Developed own ideas through sustained, focused and coherent investigations, demonstrating a clear understanding of your sources and their relevance to own ideas. 			AO2 – Creative Making <ul style="list-style-type: none"> Explored and refined your ideas throughout each stage of development. Been able to select and experiment with a variety of materials and processes in order to progress your work. Skilfully and safely handled materials and processes to produce quality outcomes. Reviewed work to improve quality as it progresses. 	
	AO3 – Reflective Recording <ul style="list-style-type: none"> Used suitable and varied methods to record ideas, observations and experiences, preferably from first hand, rather than secondary, sources. Demonstrated that research and enquiry has been relevant to personal intentions. 			AO4 –Personal Presentation <ul style="list-style-type: none"> Presented personal and imaginative ideas and outcomes. Demonstrated the processes through which they have realised their own intentions. 	

	<ul style="list-style-type: none"> Organised and clearly conveyed own ideas as they have developed from research, reflecting on the work as it has progressed. 	<ul style="list-style-type: none"> Made clear connections between the various parts of your work, including that of other artists, so that it is meaningful and in a sequence that can be easily followed Thought carefully about the final selection and method of presentation of the work.
Assessment / Feedback Opportunities	Formative Assessment: <u>Teacher:</u> Cold Calling. Exit Tickets. One-on-One Tutorials. Work-in-Progress (WIP) Reviews. Digital Portfolios with Comments. Checklists for Project Milestones. <u>Peer:</u> Sketchbook Circles. Mark Scheme Peer Analysis. <u>Self:</u> Process Journals/Logs. Checklists for Project Milestones. Mind Mapping for Idea Development.	Summative Assessment: Students are to be provided with feedback per AO1-4 every half term, in the form of a checklist, which includes 'Do To', and 'Aim High' tasks.
Key Vocabulary	Designer Artist Designer Craftsperson Movement Society Community Identity Highlight Mid-tone Shadow Mark Line Colour Scheme Aesthetics Concept Idea Theme Identity Annotate Evaluate Analyse Describe Composition Layout Sketch Background Foreground Detail Blending Intricate Realistic Photography Photograph Photoshop Digital Edit Digital Manipulation Mono Print Ink Roller Aquatint Drawing Observation Continuous Line Primary Source Secondary Source Successful Unsuccessful Outcome Improve Develop Enhance Presentation	
Literacy/Reading Opportunities	<ul style="list-style-type: none"> Reading about the era/art movements studied. Reading about the work of photographers. (biographies, gallery reviews, interviews) Reading about materials/techniques/processes and how to use them. Reading camera instructions, 	
Cross-Curricular Themes	Maths – proportion/quantities/ratio/scales/proportion/size/shape/geometry English – writing to evaluate and analyse History – considered when putting work into context IT – use of computer software to edit/manipulate images	
Personal Development (including British Values, RSE, Citizenship)	Teaching about the importance of planning as students plan their own project/final piece. Teaching about self-promotion and presentation skills as students plan their own exhibition.	
Career Opportunities	Designer. Artist. Craftsperson. Curator. Museum worker. Gallery assistant. Illustrator. Architect. Photographer. Print maker. Fashion designer. Product designer. Interior designer. Marketing. Advertising. Creative director. Game designer. Web designer. Animator. Content creator. Art historian. Art therapist. Buyer.	