



MAGHULL HIGH SCHOOL – CURRICULUM MAP

HALF TERM 2 OCT-DEC	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Big Ideas	<p>Explore artwork and artists who their own identities. Understand what 'identity' means. Understand how to portray their own identity within a piece of artwork. Understand what a primary source is.</p>					
<p>LESSON TOPIC QUESTION(S)</p> <p>Refinement of mixed media – showing identity</p> <p>How can an artist show their identity through artistic elements?</p>	<p>Research -Students to gain knowledge of context and meaning in artwork by gathering ideas in relation to drawings. <u>Possible tasks:</u> -Artist write up -Reading task -Mood board -Photography</p>	<p>Plan -Student to generate ideas around meaning whilst considering drawing materials, techniques, designs, subject matter and processes. <u>Possible tasks:</u> -Spider diagram -Drawings -Photography -Collage -Class discussion</p>	<p>Contextual Links -Students to be able to describe, evaluate and analyse the work of artists in relation to the meaning within and context of their artwork. <u>Possible tasks:</u> -Artist write up -Artist comparison -Museum/gallery visit -Artist interview</p>	<p>Apply Technique -Students to be able to mark make, create texture and tone when using drawing media, to create artwork with meaning. <u>Possible tasks:</u> -Pencil -Pen -Ink -Chalk/charcoal</p>	<p>Refine -Students to be able to refine their skills by re-working and re-drafting as they respond to feedback on drawing skills, to create artwork with meaning. <u>Possible tasks:</u> -Pencil -Pen -Ink -Chalk/charcoal</p>	<p>Evaluate -Students to be able to respond to feedback on their drawing. -Students to be able to evaluate their own work and that others, including the context and meaning within the work. <u>Possible tasks:</u> -Evaluation on template: peer/self/teacher feedback -Class discussion -Paired discussion -1:1 tutorial</p>
Knowledge & Skills Development	<p>M (Making)</p> <ul style="list-style-type: none"> M: Drawing using a range of materials (pen, pencil, charcoal) M: Ability to use various marks to create tone and texture M: Ability to draw in proportion M: Ability to incorporate concepts into visual work 			<p>I (Ideas)</p> <ul style="list-style-type: none"> I: Ability to generate ideas for a piece of artwork I: Creativity to design an outcome whilst being inspired by others I: Ability to create artwork with meaning 		
	<p>K (Knowledge)</p> <ul style="list-style-type: none"> K: Knowledge the context of their artwork K: Knowledge of the design process, and drawing in particular 			<p>E (Evaluation)</p> <ul style="list-style-type: none"> E: Ability to evaluate practical skills M/E: Ability to refine practical skills after evaluation 		
Assessment / Feedback Opportunities	<p>Formative Assessment: Teacher: Cold calling. Exit tickets. One-on-One tutorials. Work-in-progress reviews. Observation and discussion.</p>			<p>Summative Assessment: Teachers assess student work using the MIKE skills. This means skills/knowledge/assessment have a natural progression from KS2-3-4-5-</p>		

*Units to work on a rotation when appropriate due to equipment.

	Peer: Sketchbook circles. Mark scheme peer analysis. Self: Process journals/logs/evaluations.	beyond. Teachers give feedback in a WWW/EBI format for every key piece of work in each project. This provides balanced feedback for practical work. Key work is selected to cover the full range of practical skills over the year.
Personal Development (including British Values, RSE, Citizenship)	<p>Drawing develops students' attention to detail, observation, patience and discipline.</p> <p>Self-awareness and expression are developed as students are asked to create a design that encapsulates their identity.</p> <p>Students discuss their own work, promoting communication skills, self-reflection and awareness.</p>	
Reading Opportunities	<ul style="list-style-type: none"> • Reading about how artists raise awareness for endangered animals. • Reading about the work of artists who celebrate animals and work with animal charities (biographies, gallery reviews, interviews) • Oracy through: structured discussions, modelling oracy, think-pair-share, group critiques, sketchbook circles, gallery walk, debates. • Writing about students own work, peers, artists and designers through critiques, evaluations, comparisons and logs. 	
Key Vocabulary	<p>Successful Unsuccessful Outcome Improve Develop Enhance Presentation Re-structure Comparatively Judgement</p> <p>Design Draw Drew Drawing Movement Society Community Identity Politics Political Humanitarian Environmental Highlight Mid-tone</p> <p>Shadow Mark Line Horizontal Vertical Diagonal Parallel Cross Hatching Hatching Scribbling Curved Straight Sketch Composition Layout</p> <p>Sketch</p>	
Cross-Curricular Themes	<p>Maths – proportion/quantities/ratio when mixing colours. Shapes/geometry when drawing.</p> <p>English –writing to evaluate and analyse</p>	
Career Opportunities	Illustration. Graphic Design. Advertising. Marketing.	

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