

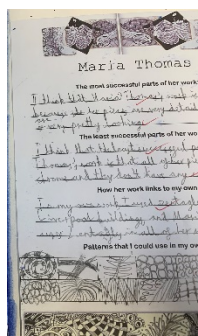


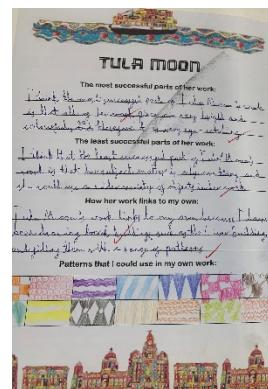


# Art – Y7

## MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 2 OCT-DEC	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<p>Lesson Topic Questions:</p> <p>Pattern Work</p> <p>How do I use pattern within architectural drawings?</p>	<p>L.O. Create work that celebrates local architecture whilst utilising zentangle methods. (<b>mono chrome pattern</b> work)</p> 	<p>L.O. Evaluate and refine your artwork that celebrates local architecture whilst utilising zentangle methods.</p> 	<p>L.O. Evaluate and analyse the work of Maria Thomas, whilst comparing her work with your own.</p> 	<p>L.O. Create work that celebrates local architecture whilst utilising the style of Tula Moon. (<b>coloured pattern</b> work)</p> 	<p>L.O. Evaluate and refine your artwork that celebrates local architecture whilst utilising the style of Tula Moon.</p> 	<p>L.O. Evaluate and analyse the work of Tula Moon, whilst comparing with your own work.</p> 
Knowledge & Skills development	<ul style="list-style-type: none"><li>• M: Ability to draw repeated shapes/patterns using pen and pencil</li><li>• M: Ability to shade/render colours from light to dark with coloured pencils</li><li>• M: Ability to apply these colours and shapes</li><li>• I: Creativity to select/mix a range of colours for a particular design</li><li>• I: Creativity to design a pattern made out of complex shapes</li><li>• K: Knowledge of how to create a zentangle</li><li>• K: Knowledge of the work of Maria Thomas and Tula Moon</li><li>• E: Ability to evaluate own practical skills – pattern-work and drawing</li><li>• M/E: Ability to refine practical skills after evaluation</li><li>• E: Ability to evaluate their own drawing skills</li></ul>					
Assessment / Feedback Opportunities	<p><b>Formative Assessment:</b></p> <p><b>Teacher:</b> Cold calling. Exit tickets. One-on-One tutorials. Work-in-progress reviews. Observation and discussion.</p> <p><b>Peer:</b> Sketchbook circles. Mark scheme peer analysis.</p> <p><b>Self:</b> Process journals/logs/evaluations.</p>			<p><b>Summative Assessment:</b></p> <p>Teachers assess student work using the MIKE skills. This means skills/knowledge/assessment have a natural progression from KS2-3-4-5-beyond. Teachers give feedback in a WWW/EBI format for every <b>key</b> 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.</p>		
Literacy/Reading opportunities	<ul style="list-style-type: none"><li>• Reading Tula Moon’s biography</li><li>• Reading Maria Thomas’ biography</li></ul>					

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

	<ul style="list-style-type: none"> <li>• Reading zentangles rules and guide</li> <li>• Artist write ups</li> <li>• Reading about the architecture within Liverpool</li> </ul>
<b>Key Vocabulary</b>	Colour scheme Design Draw Drew Paint Painted Architecture Building City Artists Highlight Mid-tone Shadow Mark Line Horizontal Vertical Diagonal Parallel Cross Hatching Hatching Scribbling Curved Straight Sketch
<b>Cross-curricular themes</b>	Maths – proportion/quantities/ratio when mixing colours. Shapes/geometry when drawing. Geography – city of Liverpool History – history of Liverpool English –writing to evaluate and analyse
<b>Personal Development (including British Values, RSE, Citizenship)</b>	Teaching the zentangle drawing method which promotes mindfulness and stress life. Repetitive, rhythmic pattern drawing calms the nervous system, and anchors students in the present moment, similar to meditation, reducing anxiety and stress.  Following or creating patterns when drawing trains the brain to notice details and maintain attention over time. It strengthens patience and persistence, useful for tasks that require sustained focus.
<b>Career Opportunities</b>	Architect. City Planning. Illustration. Graphic Design. Artist.

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