



MAGHULL HIGH SCHOOL – CURRICULUM MAP

HALF TERM 2.0	Lesson 1-3	Lesson 4-6	Lesson 7-11	Lesson 12	Lesson 13-19
LESSON TOPIC QUESTION(S) <u>Sustaining and exploring a theme</u> <u>Theme: Own sub-theme chosen last term.</u>	Mono Prints How do I create a mono print that links to my theme?	Aqua Tints How do I create a mono print that links to my theme?	Lino Prints How do I create a mono print that links to my theme?	Artist analysis – Rachel Newling/Angie Lewin/Tom Callos Who are they and what can I learn from them?	Screen Prints -Drawing -Exposure -Colour ways -Print on to prepared background -Print on to fabric
	Lesson 20				
	Artist analysis - Caitlin Parks/Andy Who are they and what can I learn from them?				
Knowledge & Skills Development	<p>AO1 – Contextual Understanding</p> <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. <p>AO3 – Reflective Recording</p> <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. Organised and clearly conveyed own ideas as they have developed from research, reflecting on the work as it has progressed. 	<p>AO2 – Creative Making</p> <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. <p>AO4 – Personal Presentation</p> <ul style="list-style-type: none"> Presented personal and imaginative ideas and outcomes. Demonstrated the processes through which they have realised their own intentions. 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.	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.			

	<p><u>Peer:</u> Sketchbook Circles. Mark Scheme Peer Analysis.</p> <p><u>Self:</u> Process Journals/Logs. Checklists for Project Milestones. Mind Mapping for Idea Development.</p>	
Key Vocabulary	Designer Artist Designer Craftsman 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 print-makers such as Rachel Newling/Angie Lewin/Tom Callos. • Reading about print making materials/techniques/processes and how to use them. • Oracy through: structured discussions, modelling oracy, think-pair-share, group critiques, sketchbook circles, gallery walk, debates. 	
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)	Print-making techniques train the brain to notice details and maintain attention over time. It strengthens patience and persistence, useful for tasks that require sustained focus. The print-making process also teaches patience and the value of gradual progress—important life skill.	
Career Opportunities	Designer. Artist. Craftsman. 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.	