GCSE Art & Design – Y11

MAGHULL HIGH SCHOOL – CURRICULUM MAP

HALF TERM 2.0	Lesson 1-3	Lesson 4-5	Lesson 6-7	Lesson 8-9	Lesson 10-13
LESSON TOPIC QUESTION(S) Exam project starts – 1st January (follow '10 steps to success worksheet') Theme: Chosen by student from the exam paper	Select a theme Title page How do you start an art project?	Spider diagram What keywords link to our theme?	Mood Board What images link to our theme?	Statement of Intent How will we structure the project?	Own Photographs What do we need to photograph for our project?
	Lesson 13-17 Observational Drawings How do I capture different subjects for my theme?				

| Knowledge & Skills Development | **AO1 – Contextual Understanding**
• 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**
• 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**
• 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. | | **AO4 –Personal Presentation**
• 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:**
Teacher: Cold Calling. Exit Tickets. One-on-One Tutorials. Work-in-Progress (WIP) Reviews. Digital Portfolios with Comments. Checklists for Project Milestones.
Peer: Sketchbook Circles. Mark Scheme Peer Analysis.
Self: 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	- Reading about artists that link to their own personal theme. - Reading about 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)	Teaching self-reflection and decision making as students select their own themes from the exam paper. Teaching the importance of planning and how to structure time as students start their own independent exam theme.
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. Wed designer. Animator. Content creator. Art historian. Art therapist. Buyer.