



MAGHULL HIGH SCHOOL – CURRICULUM MAP

HALF TERM 4 FEB-APRIL	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Big Ideas	Critically evaluate and analyse creative work using the language of art, craft and design. Understand how to evaluate artwork aesthetically , and in relational to concepts/messages/ meanings . Understand how to apply the lessons learnt from to their own practice – visually and conceptually .					
LESSON TOPIC QUESTION(S) Refinement of mixed media – evaluating aesthetics/concepts How do artists convey meanings and messages through visual elements?	Research -Students to gain knowledge of context and gather ideas based on mixed media work from a particular culture. <u>Possible tasks:</u> -Artist write up -Reading task -Mood board -Photography	Plan -Student to generate ideas whilst considering different materials, techniques, designs, subject matter and processes. <u>Possible tasks:</u> -Spider diagram -Drawings -Photography -Collage -Class discussion	Contextual Links -Students to be able to describe, evaluate and analyse the work of artists in relation to mixed media within a culture. -Compare and contrast artists <u>Possible tasks:</u> -Artist write up -Artist comparison -Museum/gallery visit -Artist interview	Apply Technique -Students to be able to create combine media to create tone, texture and differing layering effects . <u>Possible tasks:</u> -Pencil -Pen -Ink -Chalk/charcoal -Paint	Refine -Students to be able to refine their skills by re-working and re-drafting as they respond to feedback on their skills of using different media. <u>Possible tasks:</u> -Pencil -Pen -Ink -Chalk/charcoal -Paint	Evaluate -Students to be able to respond to feedback on their mixed media. -Students to be able to evaluate their own work and that others. <u>Possible tasks:</u> -Evaluation on template: peer/self/teacher feedback -Class discussion -Paired discussion -1:1 tutorial
Knowledge & Skills Development	M (Making) <ul style="list-style-type: none"> M: Ability to draw/paint/sculpt using a different materials M: Ability to use create different textures M: Ability to draw/paint/sculpt different forms and connect them 			I (Ideas) <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 incorporate concepts into visual work 		
	K (Knowledge) <ul style="list-style-type: none"> K: Knowledge the context of their artwork K: Knowledge of the design process, and sculpting in particular 			E (Evaluation) <ul style="list-style-type: none"> E: Ability to evaluate practical skills M/E: Ability to refine practical skills after evaluation 		
Assessment / Feedback Opportunities	Formative Assessment: Teacher: Cold calling. Exit tickets. One-on-One tutorials. Work-in-progress reviews. Observation and discussion. Peer: Sketchbook circles. Mark scheme peer analysis. Self: Process journals/logs/evaluations.			Summative Assessment: 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 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.		

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

Personal Development (including British Values, RSE, Citizenship)	Understanding the work of artists and how they have created artwork in an open society develop student awareness of the world they live in. Students discuss and research a range of artists and art work, encouraging and developing research, analysis and communication skills.
Literacy/Reading Opportunities	<ul style="list-style-type: none"> • Reading about the artistic campaigns that save animals • Reading about the work of artists (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	Successful Unsuccessful Outcome Improve Develop Enhance Presentation Re-structure Comparatively Judgement Design Paint Painter Painted Painting Artists Designer Craftsperson Culture Country Cultural Tradition Custom Highlight Mid-tone Shadow Mark Line Horizontal Vertical Diagonal Parallel Composition Layout Sketch Background Foreground Detail Blending Dabbing Gradient Wet Blend Dry Blend
Cross-Curricular Themes	Maths – proportion/quantities/ratio when mixing colours. Shapes/geometry when drawing. English –writing to evaluate and analyse Geography – understanding various cultures and the geographical context of artwork. History – learning about artists and artwork from different time periods and their historical context.
Career Opportunities	Designer. Artist. Craftsperson. Curator. Museum worker. Gallery assistant. Art Critic. Journalist.

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