



## MAGHULL HIGH SCHOOL – CURRICULUM MAP

HALF TERM 2.2	Lesson 1-14	Lesson 15	Lesson 16-19	Lesson 20	
<b>LESSON TOPIC QUESTION(S)</b>  <b>Refining a theme</b>  <b>Theme: Own sub-theme chosen last term.</b>	<b>Acrylic Painting</b> -Possible ideas sketches -Paint sample test page -Plan How do I create an a acrylic painting that links to my theme?	<b>Artist analysis – Georgia O’Keefe/Vincent Van Gogh/Olga Tkachyk</b>  Who are they and how can they inspire my work?	<b>Large scale work</b> What skill am I best at?  What skill links best to my chosen theme?  What subject matter/composition will convey my message most effectively?	<b>Artist link to large scale work</b> Who are they and what can I learn from them?	
<b>Knowledge &amp; Skills Development</b>	<b>AO1 – Contextual Understanding</b> <ul style="list-style-type: none"> <li>Investigated the work of other artists, craftspeople and designers as well as other sources and used your research to develop a range of ideas.</li> <li>Documented own judgements and opinions about the work of others.</li> <li>Developed own ideas through sustained, focused and coherent investigations, demonstrating a clear understanding of your sources and their relevance to own ideas.</li> </ul>			<b>AO2 – Creative Making</b> <ul style="list-style-type: none"> <li>Explored and refined your ideas throughout each stage of development.</li> <li>Been able to select and experiment with a variety of materials and processes in order to progress your work.</li> <li>Skilfully and safely handled materials and processes to produce quality outcomes.</li> <li>Reviewed work to improve quality as it progresses.</li> </ul>	
	<b>AO3 – Reflective Recording</b> <ul style="list-style-type: none"> <li>Used suitable and varied methods to record ideas, observations and experiences, preferably from first hand, rather than secondary, sources.</li> <li>Demonstrated that research and enquiry has been relevant to personal intentions.</li> <li>Organised and clearly conveyed own ideas as they have developed from research, reflecting on the work as it has progressed.</li> </ul>			<b>AO4 –Personal Presentation</b> <ul style="list-style-type: none"> <li>Presented personal and imaginative ideas and outcomes.</li> <li>Demonstrated the processes through which they have realised their own intentions.</li> <li>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</li> <li>Thought carefully about the final selection and method of presentation of the work.</li> </ul>	
<b>Assessment / Feedback Opportunities</b>	<b>Formative Assessment:</b> <b>Teacher:</b> Cold Calling. Exit Tickets. One-on-One Tutorials. Work-in-Progress (WIP) Reviews. Digital Portfolios with Comments. Checklists for Project Milestones. <b>Peer:</b> Sketchbook Circles. Mark Scheme Peer Analysis. <b>Self:</b> Process Journals/Logs. Checklists for Project Milestones. Mind Mapping for Idea Development.			<b>Summative Assessment:</b> 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.	

<b>Key Vocabulary</b>	<p>Designer Artist Designer Craftsperson Movement Society Community Identity Highlight Mid-tone Shadow Mark Line Colour Scheme Aesthetics</p> <p>Concept Idea Theme Identity Annotate Evaluate Analyse Describe Composition Layout Sketch Background Foreground Detail Blending</p> <p>Intricate Realistic Photography Photograph Photoshop Digital Edit Digital Manipulation Mono Print Ink Roller Aquatint Drawing Observation</p> <p>Continuous Line Primary Source Secondary Source Successful Unsuccessful Outcome Improve Develop Enhance Presentation</p>
<b>Literacy/Reading Opportunities</b>	<ul style="list-style-type: none"> <li>• Reading about painters such as Georgia O’Keefe/Vincent Van Gogh/Olga Tkachyk.</li> <li>• Reading about paint materials/techniques/processes and how to use them.</li> <li>• Oracy through: structured discussions, modelling oracy, think-pair-share, group critiques, sketchbook circles, gallery walk, debates.</li> </ul>
<b>Cross-Curricular Themes</b>	<p>Maths – proportion/quantities/ratio/scales/proportion/size/shape/geometry</p> <p>English –writing to evaluate and analyse</p> <p>History – considered when putting work into context</p> <p>IT – use of computer software to edit/manipulate images</p>
<b>Personal Development (including British Values, RSE, Citizenship)</b>	<p>Promotion of emotional expression and self-awareness as students decide on colours, shapes, and styles when painting, that can reflect their mood and subconscious state.</p> <p>Teaching confidence, resilience and persistence as students create large scale final pieces.</p>
<b>Career Opportunities</b>	<p>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. Web designer. Animator. Content creator. Art historian. Art therapist. Buyer.</p>