



MAGHULL HIGH SCHOOL – CURRICULUM MAP

HALF TERM 2.2	Lesson 1	Lesson 2-3	Lesson 4	Lesson 5	Lesson 6-7
LESSON TOPIC QUESTION(S) Refining a theme (selecting a specialism) Theme: Own sub-theme chosen last term.	Artist Analysis 1 How does this artist link to my theme? How successful is their work?	Artist inspired work 1 What can I learn from this artist that will influence my own work?	Artist Analysis 2 How does this artist link to my theme? How successful is their work?	Artist inspired work 2 What can I learn from this artist that will influence my own work?	Artist Analysis 3 How does this artist link to my theme? How successful is their work?
	Lesson 8	Lesson 9	Lesson 1-11	Lesson 12	Lesson 13
	Artist inspired work 3 What can I learn from this artist that will influence my own work?	Artist Analysis 4 How does this artist link to my theme? How successful is their work?	Artist inspired work 4 What can I learn from this artist that will influence my own work?	Final piece photoshoot What images do I need for my final piece?	Final piece ideas How do I sketch ideas for a final piece?
	Lesson 14	Lesson 15	Book Controlled Assessment	Unit 2 now complete (40%) Course now complete. (100%)	
	Final piece plan How do I create a final piece in 10 hours?	Exam planning lesson What equipment/resources do I need for my exam?	10 hour controlled assessment – students create a final piece for their project using their chosen specialism/subject matter. Book rooms/inclusion team.		
Knowledge & Skills Development	AO1 – Contextual Understanding <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. 			AO2 – Creative Making <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. 	
	AO3 – Reflective Recording <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. 			AO4 –Personal Presentation <ul style="list-style-type: none"> Presented personal and imaginative ideas and outcomes. Demonstrated the processes through which they have realised their own intentions. 	

	<ul style="list-style-type: none"> Organised and clearly conveyed own ideas as they have developed from research, reflecting on the work as it has progressed. 	<ul style="list-style-type: none"> 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. <u>Peer:</u> Sketchbook Circles. Mark Scheme Peer Analysis. <u>Self:</u> 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	<ul style="list-style-type: none"> Reading about the era/art movements studied. Reading about the work of photographers. (biographies, gallery reviews, interviews) 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 continue 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. Web designer. Animator. Content creator. Art historian. Art therapist. Buyer.	