

Art – Y8 – Culture Explores

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 5 APRIL-MAY	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Big Ideas	<p>Understand how cultures use colour differently, and how these colour can link to traditions and customs.</p> <p>Understand how colour schemes are selected when painting/drawing.</p>					
LESSON TOPIC QUESTION(S): Cultural use of colour/tone How do I explore cultural use of colour?	<p>Research -Students to gain knowledge of context and gather ideas based on colour schemes in cultures.</p> <p>Possible tasks: -Artist write up -Reading task -Mood board -Photography -Reading task</p> <p>Plan -Student to generate ideas whilst considering painting materials, techniques, designs, subject matter and processes.</p> <p>Possible tasks: -Spider diagram -Drawings -Photography -Collage -Class discussion</p> <p>Contextual Links -Students to be able to describe, evaluate and analyse the work of artists in relation to pattern work within a culture. -Compare and contrast artists</p> <p>Possible tasks: -Artist write up -Artist comparison -Museum/gallery visit -Artist interview -Reading task</p> <p>Apply Technique -Students to be able to mark make, create texture and tone when using cultural patterns using paint media.</p> <p>Possible tasks: -Pencil -Pen -Ink -Chalk/charcoal -Paint</p> <p>Refine -Students to be able to refine their skills by re-working and re-drafting as they respond to feedback on painting skills.</p> <p>Possible tasks: -Pencil -Pen -Ink -Chalk/charcoal -Paint</p> <p>Evaluate -Students to be able to respond to feedback on painting. -Students to be able to evaluate their own work and that others.</p> <p>Possible tasks: -Evaluation on template: peer/self/teacher feedback -Class discussion -Paired discussion -1:1 tutorial</p>					
Knowledge & Skills Development	<p>M (Making)</p> <ul style="list-style-type: none"> • M: Drawing using a range of materials (pen, pencil, charcoal) • M: Ability to use various marks to create tone and texture • M: Ability to draw in proportion • : Ability to mix colours (tints, tones, shades) 			<p>I (Ideas)</p> <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 		
	<p>K (Knowledge)</p> <ul style="list-style-type: none"> • K: Knowledge the context of their artwork • K: Knowledge of the design process, and drawing in particular 			<p>E (Evaluation)</p> <ul style="list-style-type: none"> • E: Ability to evaluate practical skills • M/E: Ability to refine practical skills after evaluation 		
Assessment / Feedback Opportunities	<p>Formative Assessment: <u>Teacher</u>: Cold calling. Exit tickets. One-on-One tutorials. Work-in-progress reviews. Observation and discussion. <u>Peer</u>: Sketchbook circles. Mark scheme peer analysis. <u>Self</u>: Process journals/logs/evaluations.</p>			<p>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.</p>		

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

Personal Development (including British Values, RSE, Citizenship)	<p>Cultural awareness and respect as taught as students engage with Day of the Dead imagery (skulls, marigolds, altars) This encourages them to learn about and appreciate another culture. This builds empathy, open-mindedness, and a broader worldview—key traits in personal growth.</p> <p>Students discuss their own work, promoting communication skills, self-reflection and awareness.</p>
Literacy/Reading Opportunities	<ul style="list-style-type: none"> • Reading about Asian cultures and traditions • Reading about the work of Asian artists (biographies, gallery reviews, interviews) • Oracy through: structured discussions, modelling oracy, think-pair-share, group critiques, sketchbook circles, gallery walk, debates.
Key Vocabulary	Design Draw Drew Drawing Artists Designer Craftsperson Culture Country Cultural Tradition Custom Highlight Mid-tone Shadow Mark Line Horizontal Vertical Diagonal Parallel Cross Hatching Hatching Scribbling Curved Straight Sketch Composition Layout Sketch
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	Illustration. Graphic Design. Advertising. Marketing. Colour analyst. Colour manufacturer.

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