

# Art – Y11 – GCSE Exam

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 3 JAN-FEB	Outcome 1 (1-3 lessons)	Outcome 2 (1-3 lessons)	Outcome 3 (1-3 lessons)	Outcome 3 (4-6 lessons)	Outcome 4 (1-3 lessons)	Outcome 5 (4-6 lessons)
<p>TOPIC (S)</p> <p><b>Personalised responses to exam theme</b></p>	<p><b>Research</b></p> <p>-Students to gain knowledge of context and gather ideas.</p> <p><u>Possible tasks:</u></p> <p>-Title page -Spider diagram -Mood board -Statement of intent</p>	<p><b>Plan</b></p> <p>-Generate Ideas -Consider materials, techniques, processes. -Annotate all photographs</p> <p><u>Possible tasks:</u></p> <p>-Photography</p>	<p><b>Digital Edits</b></p> <p>-Edit own photographs digitally and by hand. -Closely link theme to photographs -Annotate all edits</p> <p><u>Possible tasks:</u></p> <p>-Photoshop -Digital apps -Hand manipulation/collage</p>	<p><b>Mono Printing</b></p> <p>-Skilfully and safely handle materials and processes to produce a mono print. -Experiment with the mono print process to develop own outcomes.</p> <p><u>Possible tasks:</u></p> <p>-Mono print from own photographs -Mono print on to white paper -Mono print on to fabric/newspaper/collage/ prepared background etc. -Work in to photographs with a range of materials -Annotate all prints</p>	<p><b>Contextual Understanding</b></p> <p>-Students to gain knowledge of context and link this to their own work.</p> <p><u>Possible tasks:</u></p> <p>-Artist write up per skill. -Photographers: Karl Blossfeldt, Damien Hirst, David Bailey.</p>	<p><b>Drawing</b></p> <p>-Generate ideas through drawing -Draw from observation -Draw using a range of materials/styles/processes -Annotate all drawings</p> <p><u>Possible tasks:</u></p> <p>-Observational pen/pencil drawings -Continuous line drawing workshop</p>
<p><b>Knowledge &amp; Skills development</b></p>	<p><b>AO1 – Contextual Understanding</b></p> <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>			<p><b>AO2 – Creative Making</b></p> <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>		
	<p><b>AO3 – Reflective Recording</b></p>			<p><b>AO4 –Personal Presentation</b></p> <ul style="list-style-type: none"> <li>Presented personal and imaginative ideas and outcomes.</li> </ul>		

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

	<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>	<ul style="list-style-type: none"> <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>	Formative teacher assessment – verbal The project must be an independent response	
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>Connection to a person with a different background who has shown this through their artwork</li> <li>Understanding different people/communities and ways of life</li> <li>Understanding how context effects artwork, and knowing about different context through history</li> <li>Linguistic cultural capital- students develop their means of communication and self-presentation by discussing their own artwork and that of others.</li> </ul>	
<b>SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance &amp; Respect)</b>	<ul style="list-style-type: none"> <li>Understanding the work of artists and how they have created artwork in an open society.</li> <li><b>Spiritual development through</b> independent thinking whilst realising personal ideas and intentions expressed visually.</li> <li><b>Social development as</b> students work is celebrated throughout the school through displays. Students work independently and collaboratively to develop public and community artworks that express relationships between the students and local community. Students discuss and research a range of artists and art work, encouraging and developing communication skills.</li> </ul>	
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>Reading about the era/art movements studied.</li> <li>Reading about materials/techniques/processes and how to use them.</li> <li>Reading about the work of artists (biographies, gallery reviews, interviews)</li> </ul>	
<b>Key Vocabulary</b>	Design Artists 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 Primary Source Secondary Source Process Develop Refine Design Sculpt Sculpture Sculptor 2-dimensional 3-dimensional Artists Designer Craftsperson Detail Form Shape Connect Connection Slip Glue Mould Texture Smooth Rough Ceramics Clay Mod Roc Papier- mâché Blending Dabbing Gradient Wet Blend Dry Blend <b>Successful Unsuccessful Outcome Improve Develop Enhance Presentation Re-structure Comparatively Judgement</b>	
<b>Digital Literacy</b>	Extension activities: Digital art using Kaleido Lens app. Digital drawing using apps. Time-lapse video of artwork Animation using Koma Koma. Firefly resources.	
<b>Cross-curricular links</b>	Maths – proportion/quantities/ratio when mixing colours. Shapes/geometry when drawing. English –writing to evaluate and analyse	
<b>Careers</b>	Designer. Artist. Craftsperson. Curator. Museum worker. Gallery assistant. Illustrator. Architect. Photographer. Print maker. Fashion design. Product design. Interior design. Marketing. Advertising. Creative director. Game designer. Web designer. Animator.	

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