

# Art – Y12 – Personal Investigation

## MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 4 FEB-APRIL	Outcome 1 (6-8 lessons)	Outcome 2 (1-3 lessons)	Outcome 3 (10-15 lessons)	Outcome 4 (1-3 lessons)
<p>TOPIC (S)</p> <p><b>Painting</b></p>	<p><b>Watercolour/Ink</b></p> <p>-Skilfully and safely handle materials and processes to produce a series of painting.</p> <p>-Experiment with the painting process to develop own outcomes.</p> <p><u>Possible tasks:</u></p> <p>-Ink test page -Stick and ink drawing -Ink test page -Ink and water drawing -Painting plan -Watercolour test page -Watercolour painting -Annotate all paintings</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. -Painters – Loui Jover, Tom French, Mary Denson</p> <p><b>1,000 word essay relating to personal investigation</b></p>	<p><b>Acrylic Painting</b></p> <p>-Skilfully and safely handle materials and processes to produce a series of painting.</p> <p>-Experiment with the acrylic painting process to develop own outcomes.</p> <p><u>Possible tasks:</u></p> <p>-Acrylic test page -Colour mixing test page -Small acrylic painting (thumbnail) -Painting plan -Large acrylic painting -Painting on different surfaces -Annotate all paintings</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. -Painters – Joel Wright, Jenny Saville.</p>
<p><b>Knowledge &amp; Skills development</b></p>	<p><b>AO1 – Contextual Understanding</b></p> <ul style="list-style-type: none"> <li>use my chosen contextual and other references to develop <i>new</i> thoughts and ideas</li> <li>carry out investigations which are <i>sustained</i> and <i>focused</i> on information relevant to my study;</li> <li><i>evaluate</i> the methods, approaches, purposes and intentions of artists / craftworkers/ designers and <i>understand</i> how the different contexts in which their work has been produced influence interpretation and meaning</li> <li><i>apply</i> contextual understanding in ways which <i>inform my own approach</i></li> </ul>		<p><b>AO2 – Creative Making</b></p> <ul style="list-style-type: none"> <li>convey a <i>sense of purpose</i> in exploring resources, processes and the visual elements</li> <li><i>carefully</i> select media and techniques and use them <i>appropriately</i> so that they complement my intentions;</li> <li>research stimulating sources for <i>innovative</i> possibilities and <i>proficiently</i> draft my initial ideas</li> <li>review my work regularly to <i>improve</i> and <i>refine</i> it where necessary</li> <li><i>skilfully</i> handle materials, techniques and processes to produce <i>quality</i> outcomes</li> <li>document <i>coherent</i> evidence of each stage of the creative process with clear relationships established between working methods and outcomes</li> </ul>	
	<p><b>AO3 – Reflective Recording</b></p> <ul style="list-style-type: none"> <li>apply myself <i>thoroughly</i> to productive methods of research and enquiry</li> <li>utilise a <i>suitable</i> range of recording methods and <i>competent</i> recording skills</li> </ul>		<p><b>AO4 –Personal Presentation</b></p> <ul style="list-style-type: none"> <li>present ideas and outcomes which are <i>my own</i> and not plagiarised</li> <li>present my submission in <i>logical order</i> making <i>clear connections</i> between the various parts where appropriate</li> </ul>	

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

	<ul style="list-style-type: none"> <li>transfer ideas and skills to <i>new situations</i> and look for <i>meaning</i> and <i>purpose</i> in my studies</li> <li><i>thoughtfully</i> review my work and progress to <i>deepen my understanding</i></li> <li><i>effectively</i> record ideas, observations and insights in line with my intentions</li> <li><i>efficiently</i> gather, select, organise and convey the findings of my research</li> </ul>			<ul style="list-style-type: none"> <li><i>plainly convey</i> and <i>successfully realise</i> my intentions</li> <li>devise an <i>appropriate</i> form of presentation which <i>suits the purpose</i> of my work and <i>engages an audience</i></li> <li>demonstrate <i>critical understanding</i> in the development of my outcome</li> <li>produce work which is <i>well informed</i> and has <i>meaning</i> for myself and others</li> </ul>	
<b>Assessment / Feedback Opportunities</b>	Formative teacher assessment - verbal	Formative teacher assessment – verbal.	Formative teacher assessment – verbal. Self-assessment.	Peer assessment - group tutorial	Formative teacher assessment – written.
<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 Blending Marks Lines Texture Painting Painter Dry Brush Dry Blend Wet Blend Dabbing				
<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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