

# Art – Y9 – Exploring Meaning

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 1 SEPT-OCT	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Big Ideas</b>	Explore artwork and artists with different identities and methods of portraying these concepts. Understand how artists incorporate meaning in to their artwork. Understand how to add meaning to their own visual artwork.					
TOPIC (S)  <b>Painting</b>	<b>Research</b> -Students to gain knowledge of context and gather ideas around meaning. <u>Possible tasks:</u> -Artist write up -Reading task -Mood board -Photography	<b>Plan</b> -Generate ideas -Consider materials, techniques, processes in relation to meaning.  <u>Possible tasks:</u> -Spider diagram -Drawings -Photography -Collage -Class discussion	<b>Contextual Links</b> -Describe -Evaluate and analyse -Compare and contrast  <u>Possible tasks:</u> -Artist write up -Artist comparison -Museum/gallery visit -Artist interview	<b>Apply Technique</b> -Mark making -Texture -Tone -Colour Mixing  <u>Possible tasks:</u> -Poster paint -Watercolour -Ink	<b>Refine</b> -Refinement of skills -Re-working and re-drafting -Respond to feedback.  <u>Possible tasks:</u> -Poster paint -Watercolour -Ink	<b>Evaluate</b> -Respond to feedback -Evaluation of own work and that others  <u>Possible tasks:</u> -Evaluation on template: peer/self/teacher feedback -Class discussion -Paired discussion -1:1 tutorial
<b>Knowledge &amp; Skills development</b>	<b>M (Making)</b> <ul style="list-style-type: none"> <li>M: Painting using a range of materials (watercolour, ink, poster paint)</li> <li>M: Ability to use various marks to create tone and texture</li> <li>M: Ability to mix colours (tints, tones, shades)</li> <li>M: Ability to incorporate concepts into visual work</li> </ul>			<b>I (Ideas)</b> <ul style="list-style-type: none"> <li>I: Ability to generate ideas for a piece of artwork</li> <li>I: Creativity to design an outcome whilst being inspired by others.</li> <li>I: Ability to create artwork with meaning</li> </ul>		
	<b>K (Knowledge)</b> <ul style="list-style-type: none"> <li>K: Knowledge the context of their artwork</li> <li>K: Knowledge of the design process, and painting in particular</li> </ul>			<b>E (Evaluation)</b> <ul style="list-style-type: none"> <li>E: Ability to evaluate practical skills</li> <li>M/E: Ability to refine practical skills after evaluation</li> </ul>		
<b>Assessment / Feedback Opportunities</b>	Formative teacher assessment - verbal	Formative teacher assessment – verbal. Self-assessment yellow box.	Formative teacher assessment – verbal. Peer assessment yellow box.	Formative teacher assessment – verbal.	Self-assessment yellow box.	Teacher summative assessment.
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>Connection to a person with a different background</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>					

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

<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 the work of artists (biographies, gallery reviews, interviews)</li> </ul>
<b>Key Vocabulary</b>	<p>Successful Unsuccessful Outcome Improve Develop Enhance Presentation Re-structure Comparatively Judgement</p> <p>Design Paint Painter Painted Painting Artists Designer Craftsperson Movement Society Community Identity Highlight Mid-tone Shadow</p> <p>Mark Line Horizontal Vertical Diagonal Parallel Composition Layout Sketch Background Foreground Detail Blending Dabbing Gradient</p> <p>Wet Blend Dry Blend</p>
<b>Digital Literacy</b>	Extension activities: Digital art using Kaleido Lens app. Time-lapse video of painting. Animation using Koma Koma. Firefly resources.
<b>Cross-curricular links</b>	<p>Maths – proportion/quantities/ratio when mixing colours. Shapes/geometry when drawing.</p> <p>English –writing to evaluate and analyse</p>
<b>Careers</b>	Designer. Artist. Craftsperson. Curator. Museum worker. Gallery assistant.

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