

Art – Y9 – Identity

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 3 JAN-FEB	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Big Ideas	<p>Explore artwork and artists who their own identities.</p> <p>Understand what 'identity' means.</p> <p>Understand how to portray their own identity within a piece of artwork.</p> <p>Understand what a primary source is.</p>					
TOPIC (S) Mixed Media	Research -Students to gain knowledge of context and gather ideas around meaning. <u>Possible tasks:</u> -Artist write up -Reading task -Mood board -Photography	Plan -Generate Ideas -Consider materials, techniques, processes in relation to meaning. <u>Possible tasks:</u> -Spider diagram -Drawings -Photography -Collage -Class discussion	Contextual Links -Describe -Evaluate and analyse -Compare and contrast <u>Possible tasks:</u> -Artist write up -Artist comparison -Museum/gallery visit -Artist interview	Apply Technique -Shape -Form -Proportion -Texture <u>Possible tasks:</u> -Pencil -Pen -Ink -Chalk/charcoal -Paint	Refine -Refinement of skills -Re-working and re-working -Respond to feedback. <u>Possible tasks:</u> -Pencil -Pen -Ink -Chalk/charcoal -Paint	Evaluate -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
Knowledge & Skills development	M (Making) <ul style="list-style-type: none"> M: Ability to draw/paint/sculpt using a different materials M: Ability to use create different textures M: Ability to draw/paint/sculpt different forms and connect them 			I (Ideas) <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 I: Ability to incorporate concepts into visual work 		
	K (Knowledge) <ul style="list-style-type: none"> K: Knowledge the context of their artwork K: Knowledge of the design process, and sculpting in particular 			E (Evaluation) <ul style="list-style-type: none"> E: Ability to evaluate practical skills M/E: Ability to refine practical skills after evaluation 		
Assessment / Feedback Opportunities	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.
Cultural Capital	<ul style="list-style-type: none"> Connection to a person with a different background Understanding different people/communities and ways of life Understanding how context effects artwork, and knowing about different context through history Linguistic cultural capital- students develop their means of communication and self-presentation by discussing their own artwork and that of others. 					

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

SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> • Understanding the work of artists and how they have created artwork in an open society. • Spiritual development through independent thinking whilst realising personal ideas and intentions expressed visually. • Social development as 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.
Reading opportunities	<ul style="list-style-type: none"> • Reading about the era/art movements studied. • Reading about the work of artists (biographies, gallery reviews, interviews)
Key Vocabulary	<p>Successful Unsuccessful Outcome Improve Develop Enhance Presentation Re-structure Comparatively Judgement Design Sculpt Sculpture Sculptor 2-dimensional 3-dimensional Artists Designer Identity Politics Political Humanitarian Environmental Craftsperson Detail Form Shape Connect Connection Slip Glue Mould Texture Smooth Rough Ceramics Clay Mod Roc Papier-mâché Person Personal</p>
Digital Literacy	<p>Extension activities: Digital art using Kaleido Lens app. Time-lapse video of sculpting. Animation using Koma Koma and sculpture. Firefly resources.</p>
Cross-curricular links	<p>Maths – proportion/quantities/ratio when using materials. Shapes/geometry when sculpting. English –writing to evaluate and analyse</p>
Careers	<p>Sculptor. Engineer. Builder. Set design. Craftsperson. Merchandising.</p>

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