

# Art – Y9 – Creative Experimentation 2.0



## MAGHULL HIGH SCHOOL – CURRICULUM MAP

HALF TERM 5 APRIL- MAY	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Big Ideas</b>	<p><b>Become proficient</b> in drawing, painting, sculpture and other art, craft and design techniques.</p> <p><b>Understand the properties of different materials</b> and how they can be combined with <b>concepts to convey messages/meanings.</b></p>					
<b>TOPIC (S)</b>  <b>Sculpture</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> -Shape -Form -Proportion -Texture  <u>Possible tasks:</u> -Clay -Mod roc -Papier-mâché -Card/grey board construction	<b>Refine</b> -Refinement of skills -Re-working and re-working -Respond to feedback.  <u>Possible tasks:</u> -Clay -Mod roc -Papier-mâché -Card/grey board construction	<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: Ability to sculpt using a 3D material (e.g. clay/mod roc/papier-mâché)</li> <li>M: Ability to use create different textures</li> <li>M: Ability to sculpt different forms and connect them</li> <li>M: Ability to include meaning in 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 incorporate concepts into visual work</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 sculpting 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. <b>Self-assessment yellow box.</b>	Formative teacher assessment – verbal. <b>Peer assessment yellow box.</b>	Formative teacher assessment – verbal.	<b>Self-assessment yellow box.</b>	<b>Teacher summative assessment.</b>
<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> </ul>					

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

	<ul style="list-style-type: none"> <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 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 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</p>
<b>Digital Literacy</b>	<p>Extension activities: Digital art using Kaleido Lens app. Time-lapse video of sculpting. Animation using Koma Koma and sculpture. Firefly resources.</p>
<b>Cross-curricular links</b>	<p>Maths – proportion/quantities/ratio when using materials. Shapes/geometry when sculpting.</p> <p>English –writing to evaluate and analyse</p>
<b>Careers</b>	<p>Sculptor. Engineer. Builder. Set design. Craftsperson. Merchandising.</p>

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