







Art – Y7

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 2 OCT-DEC	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<p>TOPIC (S)</p> <p>Pattern</p>	<p>L.O. Create work that celebrates local architecture whilst utilising zentangle methods. (mono chrome pattern work)</p> 	<p>L.O. Evaluate and refine your artwork that celebrates local architecture whilst utilising zentangle methods.</p> 	<p>L.O. Evaluate and analyse the work of Maria Thomas and Tula Moon, whilst comparing their work with your own.</p> 	<p>L.O. Create work that celebrates local architecture whilst utilising the style of Tula Moon. (coloured pattern work)</p> 	<p>L.O. Create an ink study in the style of Ian Fennelly using ink.</p> 	<p>L.O. Refine your ink study in the style of Ian Fennelly using ink.</p> 
<p>Knowledge & Skills development</p>	<ul style="list-style-type: none"> M: Ability to draw repeated shapes/patterns using pen and pencil M: Ability to shade/render colours from light to dark with coloured pencils M: Ability to apply these colours and shapes I: Creativity to select/mix a range of colours for a particular design I: Creativity to design a pattern made out of complex shapes K: Knowledge of how to create a zentangle K: Knowledge of the work of Maria Thomas and Tula Moon E: Ability to evaluate own practical skills – pattern-work and drawing M/E: Ability to refine practical skills after evaluation E: Ability to evaluate their own drawing skills 					
<p>Assessment / Feedback Opportunities</p>	<p>Formative teacher assessment – verbal.</p>	<p>Self-assessment yellow box.</p> <p>Formative teacher assessment - verbal</p>	<p>Teacher summative assessment</p>	<p>Self-assessment yellow box</p> <p>Formative teacher assessment - verbal</p>	<p>Formative teacher assessment - verbal</p>	<p>Teacher summative assessment</p>
<p>Cultural Capital</p>	<ul style="list-style-type: none"> Connection to Maria Thomas an American artist. Connection to art therapy and meditation through art (zentangles) 					

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

	<ul style="list-style-type: none"> • Connection to Tula Moon a local artist based in Liverpool • Connection to the city of Liverpool and its buildings. • Linguistic cultural capital- students develop their means of communication and self-presentation by discussing their own artwork and that of others.
SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> • Understanding the work of the 2 female 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. • Cultural development as students develop their knowledge and understanding of local and international artist's ideas and concepts.
Reading opportunities	<ul style="list-style-type: none"> • Reading Tula Moon's biography • Reading Maria Thomas' biography • Reading zentangles rules and guide • Reading about the architecture within Liverpool
Key Vocabulary	Colour scheme Design Draw Drew Paint Painted Architecture Building City Artists Highlight Mid-tone Shadow Mark Line Horizontal Vertical Diagonal Parallel Cross Hatching Hatching Scribbling Curved Straight Sketch
Digital Literacy	Extension activity – Digital art using Kaleido Lens app. Time-lapse video of painting. Firefly resources
Cross-curricular links	Maths – proportion/quantities/ratio when mixing colours. Shapes/geometry when drawing. Geography – city of Liverpool History – history of Liverpool English –writing to evaluate and analyse
Careers	Architect. City Planning. Illustration. Graphic Design. Artist.

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