

# Art – Y8 – Culture Explores

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 3 JAN-FEB	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Big Ideas</b>	<p>Become proficient in areas of sculptural techniques.</p> <p>Understand the difference between 2 and 3 dimensional forms.</p> <p>Understand how to translate 2-dimensional form in to 3-dimensional creations, whilst respecting the customs and design rules of a chosen culture.</p>					
<p>TOPIC (S)</p> <p><b>Sculpture: Cultural use of 3D forms.</b></p>	<p><b>Research</b></p> <p>-Students to gain knowledge of context and gather ideas based on sculptures from a particular culture.</p> <p><u>Possible tasks:</u></p> <p>-Artist write up -Reading task -Mood board -Photography -Reading task</p>	<p><b>Plan</b></p> <p>-Student to generate ideas whilst considering sculptural materials, techniques, designs, subject matter and processes.</p> <p><u>Possible tasks:</u></p> <p>-Spider diagram -Drawings -Photography -Collage -Class discussion</p>	<p><b>Contextual Links</b></p> <p>-Students to be able to describe, evaluate and analyse the work of artists in relation to sculpture within a culture.</p> <p>-Compare and contrast artists</p> <p><u>Possible tasks:</u></p> <p>-Artist write up -Artist comparison -Museum/gallery visit -Artist interview -Reading task</p>	<p><b>Apply Technique</b></p> <p>-Students to be able to create shapes, forms, textures with 3D materials, and experiment with proportion.</p> <p><u>Possible tasks:</u></p> <p>-Clay -Mod roc -Papier-mâché -Card/grey board construction</p>	<p><b>Refine</b></p> <p>-Students to be able to refine their skills by re-working and re-drafting as they respond to feedback on their sculptural skills.</p> <p><u>Possible tasks:</u></p> <p>-Clay -Mod roc -Papier-mâché -Card/grey board construction</p>	<p><b>Evaluate</b></p> <p>-Students to be able to respond to feedback on their sculpture.</p> <p>-Students to be able to evaluate their own work and that others.</p> <p><u>Possible tasks:</u></p> <p>-Evaluation on template: peer/self/teacher feedback -Class discussion -Paired discussion -1:1 tutorial</p>
<p><b>Knowledge &amp; Skills development</b></p>	<p><b>M (Making)</b></p> <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> </ul>			<p><b>I (Ideas)</b></p> <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> </ul>		
	<p><b>K (Knowledge)</b></p> <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>			<p><b>E (Evaluation)</b></p> <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>		
<p><b>Assessment / Feedback Opportunities</b></p>	<p>Formative teacher assessment - verbal</p>	<p>Formative teacher assessment – verbal.</p> <p>Teacher/self-assessment yellow box.</p>	<p>Formative teacher assessment – verbal.</p> <p>Peer assessment yellow box.</p>	<p>Formative teacher assessment – verbal.</p>	<p>Self-assessment yellow box.</p>	<p>Teacher summative assessment.</p>
<p><b>Cultural Capital</b></p>	<ul style="list-style-type: none"> <li>Connection to a culture that is not their own</li> <li>Understanding different religions and ways of life</li> <li>Using design principles from other cultures</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 sculpting rules and methods</li> <li>• Reading about the work of artists (biographies, gallery reviews, interviews)</li> </ul>
<b>Key Vocabulary</b>	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
<b>Digital Literacy</b>	Extension activities: Digital art using Kaleido Lens app. Time-lapse video of sculpting. Animation using Koma Koma and sculpture. Firefly resources.
<b>Cross-curricular links</b>	Maths – proportion/quantities/ratio when using materials. Shapes/geometry when sculpting. English –writing to evaluate and analyse
<b>Careers</b>	Sculptor. Engineer. Builder. Set design. Craftsperson. Merchandising.

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