

Art – Y8 – Culture Explores

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 5 APRIL- MAY	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Big Ideas	<p>Understand how cultures use colour differently, and how these colour can link to traditions and customs.</p> <p>Understand how colour schemes are selected when painting/drawing.</p> <p>Understand how to decide on their own colour scheme and how this can be applied to their own practice when painting.</p>					
Cultural use of colour	<p>Research -Students to gain knowledge of context and gather ideas based on colour schemes in cultures.</p> <p><u>Possible tasks:</u> -Artist write up -Reading task -Mood board -Photography -Reading task</p>	<p>Plan -Student to generate ideas whilst considering painting materials, techniques, designs, subject matter and processes.</p> <p><u>Possible tasks:</u> -Spider diagram -Drawings -Photography -Collage -Class discussion</p>	<p>Contextual Links -Students to be able to describe, evaluate and analyse the work of artists in relation to pattern work within a culture. -Compare and contrast artists</p> <p><u>Possible tasks:</u> -Artist write up -Artist comparison -Museum/gallery visit -Artist interview -Reading task</p>	<p>Apply Technique -Students to be able to mark make, create texture and tone when using cultural patterns using paint media.</p> <p><u>Possible tasks:</u> -Pencil -Pen -Ink -Chalk/charcoal -Paint</p>	<p>Refine -Students to be able to refine their skills by re-working and re-drafting as they respond to feedback on painting skills.</p> <p><u>Possible tasks:</u> -Pencil -Pen -Ink -Chalk/charcoal -Paint</p>	<p>Evaluate -Students to be able to respond to feedback on painting. -Students to be able to evaluate their own work and that others.</p> <p><u>Possible tasks:</u> -Evaluation on template: peer/self/teacher feedback -Class discussion -Paired discussion -1:1 tutorial</p>
Knowledge & Skills development	<p>M (Making)</p> <ul style="list-style-type: none"> M: Drawing using a range of materials (pen, pencil, charcoal) M: Ability to use various marks to create tone and texture M: Ability to draw in proportion : Ability to mix colours (tints, tones, shades) 			<p>I (Ideas)</p> <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 		
	<p>K (Knowledge)</p> <ul style="list-style-type: none"> K: Knowledge the context of their artwork K: Knowledge of the design process, and drawing in particular 			<p>E (Evaluation)</p> <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. Teacher/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 culture that is not their own Understanding different religions and ways of life 					

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

	<ul style="list-style-type: none"> Using design principles from other cultures 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 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 drawing rules and methods Reading about the work of artists (biographies, gallery reviews, interviews)
Key Vocabulary	Design Draw Drew Drawing Artists Designer Craftsperson Culture Country Cultural Tradition Custom Highlight Mid-tone Shadow Mark Line Horizontal Vertical Diagonal Parallel Cross Hatching Hatching Scribbling Curved Straight Sketch Composition Layout Sketch
Digital Literacy	Extension activities: Digital art using Kaleido Lens app. Time-lapse video of drawing. Digital drawing using apps. Animation using Koma Koma. Firefly resources.
Cross-curricular links	Maths – proportion/quantities/ratio when mixing colours. Shapes/geometry when drawing. English –writing to evaluate and analyse
Careers	Illustration. Graphic Design. Advertising. Marketing.

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