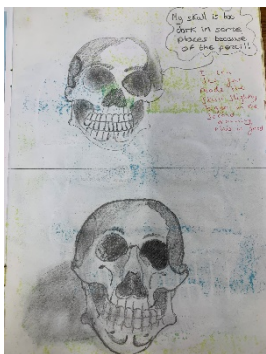




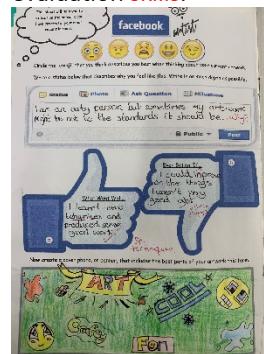


# Art – Y7

## MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 6 JUNE-JULY	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>TOPIC (S)</b>  Visual Diaries	<b>L.O. Draw</b> from an object from <b>observation</b> .  	<b>L.O. Analyse and evaluate cultural traditions</b> .  	<b>L.O. Create a drawing that respects cultural traditions and design rules</b> .  	<b>L.O. Experiment with colour whilst respecting cultural traditions and design rules</b> .  	<b>L.O. Experiment with mixed media whilst respecting cultural traditions and design rules</b> .  	<b>L.O. Evaluate</b> your use of making, idea, knowledge and evaluation <b>skills</b> .  
<b>Knowledge &amp; Skills development</b>	<ul style="list-style-type: none"> <li>M: Ability to draw from observation</li> <li>M: Ability to combine materials when drawing/painting</li> <li>M: Ability to cut and collage shapes to resemble an pattern</li> <li>I: Creativity to select appropriate colours, shapes and patterns</li> <li>I: Creativity to compose an image with several parts</li> <li>K: Knowledge of how marks that can be used when drawing, collage and painting (highlights, mid-tones and shadows)</li> <li>K: Knowledge of the Mexican Day of the Dead celebration.</li> <li>E: Ability to evaluate own practical skills – painting, collage and drawing</li> <li>M/E: Ability to refine practical skills after evaluation</li> <li>E: Ability to evaluate the work of artists and craftspeople</li> </ul>					
<b>Assessment / Feedback Opportunities</b>	Formative teacher assessment - verbal	Self-assessment yellow box.  Formative teacher assessment - verbal	Peer assessment yellow box.  Formative teacher assessment - verbal	Formative teacher assessment – verbal	Self-assessment yellow box	Teacher summative assessment
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>Knowledge of Mexican Day of the Dead celebration</li> <li>Knowledge of how Mexican Day of the Dead celebration is celebrated in different countries</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</b> (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> <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> <li>• <b>Cultural development as</b> students develop their knowledge and understanding of local and international artist's ideas and concepts.</li> </ul>
<b>Reading opportunities</b>	<ul style="list-style-type: none"> <li>• Reading the Mexican day of the dead festival.</li> <li>• Reading about countries who celebrate the festival.</li> </ul>
<b>Key Vocabulary</b>	Colour Line Shape Pattern Horizontal Vertical Diagonal Parallel Mexico Mexican Skull Jaw Chin Shades Teeth Forehead Colour scheme Design Draw Drew Paint Painted Papel Picado Mix Ratio Proportion Quantities Dia de los Muertos
<b>Digital Literacy</b>	Extension activity – Prisma app – edit a photo of a skull/edit a photo of your work. Firefly resources
<b>Cross-curricular links</b>	Maths – Proportion/quantities/ratio when mixing colours. Shapes/geometry when drawing. Geography – link to Mexican culture Spanish –link to language through keywords English –writing to evaluate and analyse
<b>Careers</b>	Illustrator. Designer. Artist. Translator.

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