

Art – Y8 – Culture Explores



MAGHULL HIGH SCHOOL – CURRICULUM MAP

HALF TERM 4 FEB- APRIL	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Big Ideas	Understand the properties of different materials and how they can be combined . Understand how cultures use different materials as symbols within their artwork.					
TOPIC (S) Mixed Media: Cultural use of mixed media.	Research -Students to gain knowledge of context and gather ideas based on mixed media work from a particular culture. <u>Possible tasks:</u> -Artist write up -Reading task -Mood board -Photography -Reading task	Plan -Student to generate ideas whilst considering different materials, techniques, designs, subject matter and processes. <u>Possible tasks:</u> -Spider diagram -Drawings -Photography -Collage -Class discussion	Contextual Links -Students to be able to describe, evaluate and analyse the work of artists in relation to mixed media within a culture. -Compare and contrast artists <u>Possible tasks:</u> -Artist write up -Artist comparison -Museum/gallery visit -Artist interview -Reading task	Apply Technique -Students to be able to create combine media to create tone, texture and differing layering effects . <u>Possible tasks:</u> -Pencil -Pen -Ink -Chalk/charcoal -Paint	Refine -Students to be able to refine their skills by re-working and re-drafting as they respond to feedback on their skills of using different media. <u>Possible tasks:</u> -Pencil -Pen -Ink -Chalk/charcoal -Paint	Evaluate -Students to be able to respond to feedback on their mixed media. -Students to be able to evaluate their own work and that others. <u>Possible tasks:</u> -Evaluation on template: peer/self/teacher feedback -Class discussion -Paired discussion -1:1 tutorial
Knowledge & Skills development	M (Making) <ul style="list-style-type: none"> M: Painting/drawing using a range of materials (e.g. watercolour, ink, poster paint, pencil, pen, charcoal, chalk) M: Ability to use various marks to create tone and texture M: Ability to mix colours and tones 			I (Ideas) <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 		
	K (Knowledge) <ul style="list-style-type: none"> K: Knowledge the context of their artwork K: Knowledge of the design process, and painting in particular 			E (Evaluation) <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 Using design principles from other cultures 					

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

	<ul style="list-style-type: none"> 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 painting/drawing rules and methods Reading about the work of artists (biographies, gallery reviews, interviews)
Key Vocabulary	Design Paint Painter Painted Painting Artists Designer Craftsperson Culture Country Cultural Tradition Custom Highlight Mid-tone Shadow Mark Line Horizontal Vertical Diagonal Parallel Composition Layout Sketch Background Foreground Detail Blending Dabbing Gradient Wet Blend Dry Blend
Digital Literacy	Extension activities: Digital art using Kaleido Lens app. Time-lapse video of painting. 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	Designer. Artist. Craftsperson. Curator. Museum worker. Gallery assistant.

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