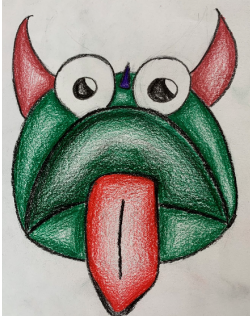


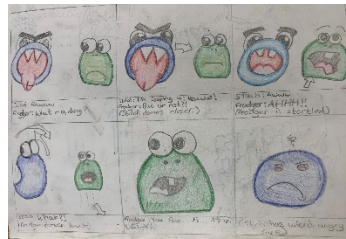


Art – Y7

MAGHULL HIGH SCHOOL – CURRICULUM MAP



HALF TERM 5 APRIL-JUNE	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
TOPIC (S) 2D to 3D	L.O. Generate ideas for a monster sculpture by drawing several monster designs (Roll-a-monster) 	L.O. Understand how to translate 2-dimensional forms in to 3-dimensional creations. (Sculpting) 	L.O. Create a plan or your 3-dimensional ceramic monster. (Drawing) 	L.O. Draw a storyboard for a stop frame animation using your ceramic monster. (If clay isn't dry/fired) 	L.O. Create an appropriate colour scheme for your monster. (Paint monsters)	L.O. Create a stop frame animation using your ceramic monster. (Koma Koma app)
Knowledge & Skills development	<ul style="list-style-type: none"> M: Ability to paint a variety of marks using watercolour and ink M: Ability to create highlights, mid-tones and shadows when drawing M: Ability to cut and collage shapes to resemble an object I: Creativity to select appropriate marks for each area of a painting I: Creativity to compose an image with several parts K: Knowledge of how marks that can be used when drawing and painting (highlights, mid-tones and shadows) K: Knowledge of the work of Allan Egan or Zaira Dzhaubaeva and Eric Carle. E: Ability to evaluate own practical skills – painting, collage and drawing M/E: Ability to refine practical skills after evaluation E: Ability to evaluate the work of painters and drawers. 					
Assessment / Feedback Opportunities	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
Cultural Capital	<ul style="list-style-type: none"> Connection to monsters from children's books and movies Connection to ceramics and its uses/market Linguistic cultural capital- students develop their means of communication and self-presentation by discussing their own artwork and that of others 					

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

SMSC / Promoting British Values (Democracy, Liberty, Rule of Law, Tolerance & Respect)	<ul style="list-style-type: none"> • 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 about different ceramic artists • Reading about ceramic techniques • Reading books with monsters
Key Vocabulary	Blend Graduated Wash Dry Blend Wet Blend Dabbing Stippling Ink Watercolour Colour scheme Design Draw Drew Paint Painted Mix Ratio Proportion Quantities
Digital Literacy	Extension activity – Time-lapse video of painting. Firefly resources
Cross-curricular links	Maths – proportion/quantities/ratio. Shapes/geometry when drawing Science – species DT – design process and briefs English –writing to evaluate and analyse
Careers	Animator. Illustrator. Designer. Artist.

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