



Explorer Curriculum – Building block to Formal Curriculum

- The building block before a fully formal curriculum.
- Strong focus on Early Literacy and Numeracy.
- Key skills and knowledge to understand the world around them.
- Functional Skills to apply basic knowledge.
- For children with moderate learning difficulties, autism and other learning needs. Learning takes place through tangible 'real life situations' with regular revisiting of learning.
- Students follow an Entry Level (1-3) Pathway at KS4 and KS5.

10E - Explorer Curriculum – Long Term Plan ART

| | 2020 - 2021 Autumn 1 Unit 1 | 2020 - 2021 Autumn 2 Unit 2 | 2020 - 2021 Spring 1 Unit 3 | 2020 - 2021 Spring 2 Unit 4 | 2020 - 2021 Summer 1 Unit 5 | 2020 - 2021 Summer 2 Unit 6 |
|---------|--|---|--|---|---|--|
| Year 10 | <p>Topic: Introduction to AQA course Ancient culture</p> <p>Key questions:</p> <p>What do we know of arts work from around the world?</p> <p>How would you describe this artwork?</p> <p>What do you notice about the artwork from India?</p> <p>How would you describe Mehndi patterns?</p> <p>Key Skills and Knowledge</p> <p>Drawing, sketching grid Drawing, sketching grid</p> | <p>Topic: Indian Art</p> <p>Key questions:</p> <p>What do you notice about the African Art Style?</p> <p>How do you sketch?</p> <p>How heavy should you draw when sketching?</p> <p>Key Skills and Knowledge</p> <p>Grid method and tone Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations. Draw as a way of recording experiences</p> | <p>Topic: Japanese Art</p> <p>Key questions:</p> <p>How would you describe this style?</p> <p>How have they used colour?</p> <p>What do you notice about the facial features?</p> <p>Key Skills and Knowledge</p> <p>Grid, watercolor – brush work</p> <p>Grid, watercolor – brush work Produce increasingly accurate drawings of people.</p> | <p>Topic: Final Composition</p> <p>Key questions:</p> <p>What makes a successful composition?</p> <p>How should we apply colour</p> <p>How should we place images?</p> <p>Key Skills and Knowledge</p> <p>Composition, design</p> <p>Grid and watercolor modifications/ changes and see how they can be developed further. Identify artists who have</p> | <p>Topic: Pop Art</p> <p>Key questions:</p> <p>What is pop art and when did it start?</p> <p>Who re the 3 main Pop Art artists</p> <p>What are the characteristics of Warhol, Haring and Lichtenstein's work?</p> <p>How did it change art history?</p> <p>Key Skills and Knowledge</p> <p>Design, grid, drawing</p> <p>Paint, brush control Confidently control the types of marks made and experiment with</p> | <p>Topic: Final Composition</p> <p>Key questions:</p> <p>What makes a successful composition?</p> <p>How should we apply colour</p> <p>How should we place images?</p> <p>Key Skills and Knowledge</p> <p>Composition, design</p> <p>Composition, design Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas,</p> |

| | | | | | | |
|--|---|--|--|--|--|---|
| | <p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture.</p> <p>Assessment outcome:</p> <p>Pupils recreate artwork in tonal pencil and chalk Indian art – pupils explore traditional Indian artworks Pupils will experiment using the grid method to aid drawing skills</p> | <p>and feelings. Discuss use of shadows, use of light and dark.</p> <p>Assessment outcome:</p> <p>Pupils learn about tradition behind the mask and African patterns.</p> <p>Topic: Day of the Dead</p> <p>Key questions:</p> <p>When does Day of the Dead take place? Who celebrates it? How is it celebrated? How is it different to Halloween</p> <p>Key Skills:</p> <p>Paint, brush control Grid method and tone Draw for a sustained period of time at an appropriate level. Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Assessment outcome:</p> <p>Day of the Dead – pupils recreate artwork using the grid method, printing and painting.</p> <p>Trip to Pitt Rivers Research</p> | <p>Record from first hand observation, experience and imagination.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify</p> <p>Assessment outcome:</p> <p>Japanese artwork – traditional and contemporary manga. Pupils explore artwork- using watercolour, tonal pencil, drawing inks and the ipad</p> <p>Topic Manga:</p> <p>Key questions:</p> <p>How is Manga different to traditional Japanese art? Which do you prefer? Why? What tip do we need to remember when using the grid method?</p> <p>Key Skills:</p> <p>Grid and watercolor Grid, watercolor – brush work Produce increasingly accurate drawings of people.</p> <p>Record from first hand observation, experience and imagination.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify</p> <p>Assessment outcome</p> <p>Assessment outcome:</p> <p>Manga – contemporary Japanese art, use of grid method and water colour</p> | <p>worked in a similar way to their own work.</p> <p>Assessment outcome</p> <p>Final composition for Culture project. Pupils will create an A2 final composition in response to their Ancient Culture investigations. This will be completed in exam conditions with teacher support.</p> | <p>different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Assessment outcome</p> <p>Pop art. Pupils investigate the artwork of Roy Lichtenstein. They will demonstrate skills in tonal pencil, gridded drawing and paint.</p> | <p>plan colours and collect source material for future works.</p> <p>Assessment outcome</p> <p>Final composition for their mini pop art project. Pupils will create an A2 final composition in response to their Pop art investigations. This will be completed in exam conditions with teacher support.</p> |
|--|---|--|--|--|--|---|

| | | | | | | |
|---|--|--|--------|--|--|--|
| | | | paints | | | |
| Links to Gatsby benchm ark | | | | | | |

