



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 D.T

	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: Futuristic Body Adornment (sustained project) Topic: AQA GCSE Introduction to AQA expectations, health, and safety in the D.T room. Experimentation into Papier-mâché</p> <p>Key questions: what tools are potentially dangerous in the D.T room? Why are these dangerous? What do we mean by Futuristic Body Wear? What sorts of things could we make?</p> <p>Key skills and knowledge: Ideas and planning Explore papier-mache., Introduction to wood</p>	<p>Topic: Futuristic Body Adornment (sustained project) Steel headwear</p> <p>Key questions: What could we make? How can we manipulate steel? What are the properties of steel?</p> <p>Key skills and knowledge: Research designers and analyse the design styles. Identify elements of design and use in their ideas. Build sketching skills: 2D, 3D, heavy/light lines, shading, shadow. Explore making techniques using variety of hand tools to cut shape and manipulate sheet metals and wire.</p>	<p>Topic: Futuristic Body Adornment (sustained project) Investigating casting</p> <p>Key questions: What makes a good design? What is casting? When is it used? What are the dangers when casting? How can we ensure we keep safe?</p> <p>Key skills and knowledge: Investigating in research casting techniques and design using casting features and processes. Reflection into the design and production of the casting outcome. How to reflect and analyse research, design, planning and making.</p>	<p>Topic: Futuristic Body Adornment (sustained project) Trip to BMAG / Mac to review artworks Experimentation into enameling</p> <p>Key questions: What artwork did you like the best? What did you like about it? How can the designs inspire your art work</p> <p>What are the properties of enameling?</p> <p>Key skills and knowledge: Reflection of trip. Identify key features they like. Improve sketching skills: line, shading, tone, shadow and annotation of ideas. Experimentation of materials: copper/ brass</p>	<p>Topic: Futuristic Body Adornment (sustained project) Planning for exam Final piece and completion of final piece</p> <p>Key questions: What materials do I need, how shall I manipulate the materials?</p> <p>Key skills and knowledge: Planning and design ideas, refine design matching to artist, style, use, experiment using different media – justifying choice, manufacturing. Organising order of making. Independent use of tools and machinery (dependent on skill/ ability level)</p>	<p>Mini investigations Topic: investigation into the properties of Concrete mobile phone holder</p> <p>Key questions: What is concrete usually used for? What are its properties? What could we make? What shapes could we cast?</p> <p>Key skills and knowledge: Planning, Research, analysis, design ideas, refine design matching to artist, style, use of object, justifying choice of materials and processes. Organising order of making/ TIMING. Independent use of tools</p>

	<p>turning.</p> <p><u>Assessment outcome:</u></p> <p>Pupils explore possible ideas and create mood board Experimentation into papier mashe</p>	<p>Finishing steel. Adding detail using rivets, weld, bolts, glue-gun, High density foam.</p> <p>How to reflect and analyse research, design, planning and making.</p> <p><u>Assessment outcome:</u></p> <p>Pupils design and make steel headband, tiara, bracelet, armlet inspired by Futuristic Art</p>	<p><u>Assessment outcome:</u></p> <p>researching Designers, Different ways of casting, making and using rivets. Logo design.</p>	<p>– enamel</p> <p>How to reflect and analyse research, design, planning and making.</p> <p><u>Assessment outcome:</u></p> <p>Pupils create an enamel logo design</p> <p>Artist research</p>	<p><u>Assessment outcome:</u></p> <p>Students design and create a piece of body Adornment inspired by Futuristic art</p> <p>Evaluation</p>	<p>and machinery (dependent on skill/ ability level)</p> <p><u>Assessment outcome:</u></p> <p>Pupils create a concrete mobile phone holder</p>
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