



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 Textiles

	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 Arts Award Explore	<p><u>A: Take part in the arts-</u> Health and safety in the Textiles room and investigations into embroidery.</p> <p><u>Key Questions:</u> Why is it important to work safely in the textiles room? What tools may be dangerous? What different ways of sewing can we think of? Do you know the tools we use in Textiles?</p> <p><u>Key skills and knowledge:</u> Design skills – making health and safety poster Fine motor skills</p>	<p><u>A: Take part in the arts</u></p> <p><u>Topic: Indian Art</u></p> <p><u>Key questions:</u> What do you notice about the art work from India? How is it different? Is Indian Art related to its culture?</p> <p><u>Key skills and knowledge:</u> Research and Design skills Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of</p>	<p><u>A:Take part in the arts</u></p> <p><u>Picasso faces</u></p> <p><u>Key Questions:</u> What does Picasso's art work look like? How is it different to how we usually draw faces? Do you like his work? Why? How can we apply tissue paper in different ways?</p> <p><u>Key skills and knowledge:</u> Research skills Begin to identify different types and textures of fabric and materials for collage. Use appropriate language to describe</p>	<p><u>A:Take part in the arts</u> Picasso face continued and evaluation PRESENT</p> <p><u>B: Review an Arts event</u> <u>Visit & Review of Icon or Birmingham Art Gallery or MAC</u></p> <p><u>Key Questions:</u> What was the best part of the visit? What was your favourite piece? Why? What did you like about it? Can you make something inspired by this work</p> <p><u>Key skills and knowledge:</u></p>	<p><u>C: Research an artist or crafts person</u></p> <p>Research Picasso</p> <p><u>Key Questions:</u> How can your page reflect Picasso's style? What are the characteristics of his art work? How can you personalise your presentation?</p> <p><u>Key skills and knowledge:</u> Design skills Cutting, sticking , gluing Discuss own and others work, expressing thoughts</p>	<p><u>D: Present</u></p> <p>Pupils select their favourite made piece and present to group, where they will discuss their work.</p> <p><u>Key skills and knowledge:</u> Evaluating their work, discussing strengths and areas for development</p> <p><u>Assessment outcome:</u></p> <p><u>Tea Party preparation:</u> Pupils make items for</p>

	<p>Have experience in colouring textiles: printing, fabric crayons.</p> <p>Use more than one type of stitch. Explain how to thread a needle and have a go.</p> <p>Have some experience of weaving and understand the process and some techniques.</p> <p>Assessment outcomes: Pupils create a health and safety in Textiles poster Investigating into free hand embroidery, planning and designing their own freehand Emb. with some prompts.</p>	<p>fabric.</p> <p>Show experience in simple stitch work.</p> <p>Assessment outcome: Indian art – pupils explore traditional indian artworks Pupils will experiment using the grid method to aid drawing skills.</p> <p><u>(Visit – Pitt Rivers)</u></p>	<p>colours, media, equipment and textures. Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Assessment outcomes: Pupils create a mixed media collage inspired by Picasso's work. Pupils create hand stitched Picasso face.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work.</p> <p>Assessment outcomes: Pupils visit Icon Gallery and produce a double page visual research of their experience.</p>	<p>and feelings, and using knowledge and understanding of artists and techniques. Identify changes they might make or how their work could be developed further.</p> <p>Assessment outcome: Pupils produce a double page visual research on Picasso.</p>	<p>the tea party. Pupils will invite staff to their tea party where they will present their art work to their teachers.</p>
<p>Links to Gatsby bench mark</p>						