



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.

6.2 – 6.5 Explorer Curriculum –Long Term Plan

| | 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 |
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| Year 12 Arts Award Bronze | <p><u>A: Take part in the arts</u></p> <p>Topic: introduction to D.T room and wire manipulation</p> <p><u>Key Questions:</u> How do we keep safe in the D.T room? What is potentially dangerous? Why?</p> <p>What are the properties of wire? What shapes can we make? What could you use wire for?</p> <p><u>Key Skills and knowledge</u> Questioning, shape and material</p> | <p><u>A: Take part in the arts</u></p> <p>Experiment: wire and tissue paper</p> <p><u>Key Questions:</u> What shapes can we make? How can we apply colour? Which colours will allow the light through?</p> <p><u>Key Skills and knowledge</u> Manipulation of material Build a construction/ sculpture using a variety of objects e.g. recycled, natural and</p> | <p><u>A: Take part in the arts</u></p> <p>Experiment: rotational casting and concrete</p> <p><u>Key Questions:</u> What is concrete used for? What are the properties for concrete? What did you learn? What do you need to do to create even thickness</p> <p><u>Key Skills and knowledge</u> Exploring materials select from and use a wider range of tools and equipment to</p> | <p><u>B: Review an Arts event</u></p> <p>Review of Pitt Rivers</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?</p> <p><u>Key Skills and knowledge</u> Questioning and presentation Identify the strengths and weaknesses of their ideas and products Consider the views of others, including intended users, to</p> | <p><u>B: Review an arts event</u></p> <p>Review of BMAG</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?</p> <p><u>Key Skills and knowledge</u> Questioning and presentation Identify the strengths and weaknesses of their ideas and products Consider the views of others, including</p> | <p><u>C: Research an artist or crafts person</u></p> <p>Research traditional Chinese art</p> <p><u>Key Questions:</u> How can your page reflect Chinese culture?</p> <p><u>Key Skills and knowledge</u> Questioning and presentation Identify the strengths and weaknesses of their ideas and products Consider the views of others, including intended users, to improve their work Refer back to their</p> |

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| | <p>manipulation Use a sketchbook to plan and develop simple ideas and making simple informed choices in media. Demonstrate experience in surface patterns/ textures and use them when appropriate.</p> <p>Assessment outcomes: Pupils create 3d shapes using wire</p> | <p>manmade materials.</p> <p>Assessment outcomes: Chinese lanterns</p> | <p>perform practical tasks [e.g. cutting, shaping, joining and finishing], accurately</p> <ul style="list-style-type: none"> • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Assessment outcomes: Dragon eggs</p> | <p>improve their work Refer back to their design criteria as they design and make Use their design criteria to evaluate their completed products</p> <p>Assessment outcomes: Pupils visit Pitt Rivers Oxford and produce a double page visual research of their experience.</p> | <p>intended users, to improve their work Refer back to their design criteria as they design and make Use their design criteria to evaluate their completed products</p> <p>Assessment outcomes: Pupils visit BMAG Gallery and produce a double page visual research of their experience</p> | <p>design criteria as they design and make Use their design criteria to evaluate their completed products</p> <p>Assessment outcome: Pupils produce a double page visual research on Chinese Art</p> |
| Year 13 | <p>Unit 7 C: Research an artist or crafts person</p> <p>Chinese New Year Key Questions: How do the Chinese celebrate the New year? Why do they use red and fire crackers?</p> <p>Key Skills and knowledge Research Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work. Discuss own work and others work, expressing thoughts and feelings.</p> | <p>Unit 8 C: Research and artist or crafts person</p> <p>Key Questions: Research workshop (t.b.c) Pupils take part in one day workshop making dragon sculpture</p> <p>Key Skills and knowledge Reflection and presentation Explore the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work. Discuss own work and others work, expressing</p> | <p>Unit 9 D: Pass on a skill Concrete planter</p> <p>Key Questions: What will you teach, how do we communicate well? How will you know if they have understood your instructions? What you do if they are stuck or if has not worked out right?</p> <p>Key Skills and knowledge Communication skills</p> <p>Assessment outcomes: Pass on how to make a concrete planter. This is visually recorded (photos)</p> | <p>Unit 10 D: Pass on a skills Wooden cross with joint</p> <p>Key Questions: What will you teach, how do we communicate well? How will you know if they have understood your instructions? What you do if they are stuck or if has not worked out right?</p> <p>Key Skills and knowledge Communication skills</p> <p>Assessment outcomes: Pass on how to make a jointed wooden cross. This is visually recorded (photos) with written</p> | <p>Unit 11 Refection of sections A-D</p> <p>Written annotation and individual targets</p> | <p>Unit 12 Dragon tale Bottle opener</p> <p>Key Questions: how can we create a unique bottle opener design based on the theme Chinese Culture/dragons? Is it important the bottle opener feel comfortable in our hands How much would you sell a handmade bottle opener for?</p> <p>Key Skills and knowledge Manipulation of materials, fine motor skills. Select tools and equipment suitable for the task Explain their choice of</p> |

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| | <p>Assessment outcomes: Pupils produce a double page visual research on Chinese New Year</p> | <p>thoughts and feelings.</p> <p>Assessment outcomes: Pupils produce a double page visual research Picassos take on African masks</p> | <p>with written annotation</p> | <p>annotation</p> | | <p>tools and equipment in relation to the skills and techniques they will be using Select materials and components suitable for the task Explain their choice of materials and components according to functional properties and aesthetic qualities Order the main stages of making Produce detailed lists of tools, equipment and materials that they need</p> <p>Assessment outcomes:</p> <p>Pupils create a Dragon tale bottle opener</p> |
| Year 14 | <p>A: Take part in the arts Health and Safety in the D.T room and embossing of foil</p> <p>Key Questions: How do we keep safe in the D.T room? What is potentially dangerous? Why?</p> <p>Pupils explore investigate Egyptian Culture. What are hieroglyphics? What where they used for?</p> <p>Key Skills and knowledge Questioning and manipulation of</p> | <p>A: Take part in the arts Pewter casting – Hieroglyphic tag</p> <p>Key Questions: What can we use Pewter for? What are the properties of Pewter</p> <p>Key Skills and knowledge Exploring materials Select from a range of tools and equipment explaining their choices Select from a range of materials and components according to their characteristics</p> | <p>A: Take part in the arts Wire and tissue paper sculptures</p> <p>Key Questions: What petal shapes can we make? How can we apply colour? Which colours will allow the light through? Which colours should we choose.</p> <p>Key Skills and knowledge Exploring materials Follow procedures for safety Use a wider range of materials and components, including construction</p> | <p>A: Take part in the arts</p> <p>Large Flower sculpture</p> <p>Key Questions: How can we make the petal shapes large? What may happen if we create a larger shape? What may we need to do to add further support?</p> <p>Key Skills and knowledge Exploring materials Accurately measure to nearest mm, mark out, cut and shape materials and</p> | <p>B: Review an arts event</p> <p>Review of Botanical Gardens</p> <p>Key Questions: What was the best part of the visit? Why? What did you like about it?</p> <p>Key Skills and knowledge reflection and communication skills</p> <p>Assessment outcomes: Pupils visit Botanical gardens and produce a double page visual research of their experience</p> | <p>A: Take part in the arts candle stick holders</p> <p>Key Questions: How can we manipulate wood? What different shapes do candlesticks come in?</p> <p>Key Skills and knowledge Exploring materials and presentation skills Identify the strengths and weaknesses of their ideas and products Consider the views of others, including intended users, to improve their work Refer back to their</p> |

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| <p>materials. Follow procedures for safety Use and make own templates Measure, mark out, cut out and shape materials and components Assemble, join and combine materials and components Use simple fixing materials e.g. temporary – paper clips tape and permanent – glue, staples Use finishing techniques, including those from art and design</p> <p>Assessment outcomes: Embossing in foil</p> | <p>Assessment outcomes: Hieroglyphic tag in Pewter</p> | <p>materials and kits, textiles, food ingredients, mechanical components and electrical components</p> <p>Assessment outcomes: Pupils make small wire and tissie flower sculptures</p> | <p>components Accurately assemble, join and combine materials/ components Accurately apply a range of finishing techniques, including those from art and design</p> <p>Assessment outcomes: Large tissue paper flowers</p> | <p>Refection of sections A-D</p> <p>Written annotation and individual targets</p> | <p>design criteria as they design and make Use their design criteria to evaluate their completed products</p> <p>Assessment outcomes: Pupils create a candlestick using wood and metal</p> |
| <p>Links to Gatsby bench mark</p> | | | | | |

