



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.

6.3 - 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
Year 1 African Art Arts Award Bronze	<p><u>A; Take part in the arts</u></p> <p>Topic: African Art</p> <p>Key Questions: What do we notice about the colours we are seeing? Why are these colours important? How would you describe African Art?</p> <p>Pupils explore tradition African arts works from secondary source.</p> <p>Key Skills and knowledge Drawing and painting skills Use a sketchbook to</p>	<p><u>A: Take part in the arts</u></p> <p>Experiment: scraffito and chalk</p> <p>Key Questions: What colours will work best? Why? How do we apply these colours? How can we reflect African culture in the colours we choose? What colours do we link with African culture?</p> <p>Key Skills and knowledge Fine motor skills Demonstrate experience in</p>	<p><u>A:Take part in the arts</u></p> <p>Experiment: clay</p> <p>Key Questions: What do we notice about these pots? How have they been made? How can we keep our coil pot symmetrical? How do we join the coils</p> <p>Key Skills and knowledge Making skills Demonstrate experience in surface patterns/ textures and use them when appropriate. Explore carving as a</p>	<p><u>B: Review an Arts event</u></p> <p>Review of Pitt Rivers</p> <p>Key Questions: What was the best part of the visit? What was your favourite piece? Why? What did you like about it?</p> <p>Key Skills and knowledge Research and presentation</p> <p>Explore the work of a range of artists, craft makers and designers, describing</p>	<p><u>B:Review an arts event</u></p> <p>Review of Birmingham Gallery</p> <p>Key Questions: What was the best part of the visit? What was your favourite piece? Why? What did you like about it?</p> <p>Key Skills and knowledge Research and presentation</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p>	<p><u>C: Research an artist or crafts person</u></p> <p>Research traditional African art</p> <p>Key Questions: How can your page reflect African culture?</p> <p>Key Skills and knowledge Research 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.</p> <p>Assessment</p>

	<p>record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Assessment outcomes: Drawing African masks</p> <p>Painting African masks</p>	<p>different grades of pencil and other implements to draw different forms and shapes</p> <p>Assessment outcomes: Chalk work African masks</p> <p>Scraffito African patterns</p>	<p>form of 3D art. Use language appropriate to skill and technique.</p> <p>Assessment outcomes: African coil pot</p>	<p>the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Assessment outcomes: Pupils visit Pitt Rivers Oxford and produce a double page visual research of their experience</p>	<p>Assessment outcomes: Pupils visit Icon Gallery and produce a double page visual research of their experience</p>	<p>outcome:</p> <p>Pupils produce a double page visual research on Traditional African masks/ Art</p>
Year 2	<p>Unit 7 C: Research and artist or crafts person</p> <p>Key Questions: How can your page reflect Picassos style? How would you describe Picassos art work? Why do you think he chose to draw like that?</p> <p>Key Skills and knowledge Research and presentation Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Assessment outcomes:</p>	<p>Unit 8 C: Research an artist or crafts person</p> <p>Key Questions: How can your page reflect African culture? How would you describe Magdalene's pots? What do you like about them?</p> <p>Key Skills and knowledge Research and presentation Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Assessment outcomes: Pupils produce a double page visual</p>	<p>Unit 9 D: Pass on a skill Coil pots</p> <p>Key Questions: What will you teach, how do we communicate well? How will you know if they have understood your instructions? What do you do if they are stuck or if has not worked out right?</p> <p>Key Skills and knowledge Communication skills Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Assessment outcomes: Pass on how to make a coil build pot. This</p>	<p>Unit 10 D: Pass on a skills Scraffito</p> <p>Key Questions: What will you teach, how do we communicate well? How will you know if they have understood your instructions? What do you do if they are stuck or if has not worked out right?</p> <p>Key Skills and knowledge Communication skills Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Assessment outcomes: Pass on how to make</p>	<p>Unit 11 Refection of sections A-D Written annotation and individual targets</p>	<p>Unit 12 Mini cultural Project – research and sketches</p> <p>Key Questions: What do we notice about the images we are seeing? How could we use these images to create a composition?</p> <p>Key Skills and knowledge Design skills Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material for future works. Start to develop their own style using tonal contrast and mixed media.</p> <p>Assessment outcomes:</p>

	Pupils produce a double page visual research Picassos take on African masks	research on ceramicist Magdalene Odundo	is visually recorded (photos) with written annotation	a coil build pot. This is visually recorded (photos) with written annotation		Pupils create a composition using a range of media from cultural images all secondary source
Year 3	<p>Topic: Tiki Art</p> <p><u>A: Take part in the arts</u></p> <p>Key Questions: What do we notice about the artwork we are seeing? What is a Tiki?</p> <p>Pupils explore tradition Tiki arts works from secondary source.</p> <p>Experiment: Painting and drawing</p> <p>Key Skills and knowledge research skills Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Assessment outcomes: Drawing Tiki masks Double page research Painting Tiki masks</p>	<p><u>A: Take part in the arts</u></p> <p>Key Questions: What colours will work best? Why? How do we apply these colours? How can we reflect Tiki culture in the colours we choose? What colours do we link with Tiki culture?</p> <p>Experiment: scraffito and chalk</p> <p>Key Skills and knowledge Drawing skills Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Assessment outcomes: Chalk work Tiki masks</p> <p>Scraffito Tiki patterns/ imagery</p>	<p><u>A: Take part in the arts</u></p> <p>Key Questions: What makes a good design? Is symmetry important? How do we use our tools safely?</p> <p>Experiment and Design : card construction</p> <p>Key Skills and knowledge Construction skills Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p> <p>Assessment outcomes: Tiki card relief mask</p>	<p><u>A: Take part in the arts</u></p> <p>Austin Garrick workshop – Tiki Masks</p> <p>Key Questions: What did you enjoy out the day? What did you learn? What techniques did you use?</p> <p>Key Skills and knowledge Research and presentation skills Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Review of workshop</p> <p>Assessment outcomes: Free standing Tiki mask. Double page research on workshop and ceramicist</p>	<p><u>B: Review an arts event</u></p> <p>Review of BMAG art gallery</p> <p>Key Questions: What was the best part of the visit? What was your favourite piece? Why? What did you like about it?</p> <p>Key Skills and knowledge Research presentation and communication skills 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 BMAG and produce a double page visual research of their experience</p> <p>Reflection of sections A-D</p>	<p>Mini cultural Project – research and sketches</p> <p>Key Questions: What do we notice about the images we are seeing? How could we use these images to create a composition?</p> <p>Key Skills and knowledge design skills Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade.</p> <p>Assessment outcomes: Pupils create a composition using a range of media from cultural images all secondary source</p>

					Written annotation and individual targets	
Links to Gatsby benchmark						

