Discovery Curriculum - Semi Formal

- Our semi-formal curriculum for children with complex needs, autism and severe learning difficulties.
- Focus is on **Communication** and basic fundamental Literacy and Numeracy skills
- At KS4 and KS5 Pre Entry qualification pathways are in place.
- Phonics, Early Literacy and Numeracy. Self Help, Personal Progress.
- Fine and Gross Motor and pre entry skills.

6.7 - 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 12 **Arts Award Bronze**	**A; Take part in the arts** Topic: introduction to D.T room and wire manipulation **Key Questions:** How do we keep safe in the D.T room? What is potentially dangerous? Why? What are the properties of wire? What shapes can we make? What could you use wire for? **Key skills and knowledge:** Questioning, shape and material manipulation. Questioning, shape and material	**A: Take part in the arts** Experiment: wire and tissue paper **Key Questions:** What shapes can we make? How can we apply colour? Which colours will allow the light through? **Key skills and knowledge:** Manipulation of material. Manipulation of material Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	**A:Take part in the arts** Experiment: rotational casting and concrete **Key Questions:** 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 **Key skills and knowledge:** Exploring materials **Assessment outcomes:** Dragon eggs	**B: Review an Arts event** Review of Pitt Rivers **Key Questions:** What was the best part of the visit? What was your favourite piece? Why? What did you like about it? **Key skills and knowledge:** Questioning and presentation **Assessment outcomes:** Pupils visit Pitt Rivers Oxford and produce a double page visual research of their experience.	**B:Review an arts event** Review of BMAG **Key Questions:** What was the best part of the visit? What was your favourite piece? Why? What did you like about it? **Key skills and knowledge:** Questioning and presentation **Assessment outcomes:** Pupils visit BMAG Gallery and produce a double page visual research of their	**C: Research an artist or crafts person** Research traditional Chinese art **Key Questions:** How can your page reflect Chinese culture? **Key skills and knowledge:** Questioning and presentation **Assessment outcome:** **Pupils produce a double page visual research on Chinese Art**

	manipulation Questioning, shape and material 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. Assessment outcomes: Pupils create 3d shapes using wire	**Assessment outcomes:** Chinese lanterns			experience	
Link to Gatsby Benchmark						
Year 13	Unit 7 **C: Research an artist or crafts person** **Chinese New Year** **Key Questions:** How do the Chinese celebrate the New year? Why do they use red and fire crackers? **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.	**Unit 8** **C: Research and artist or crafts person** **Key Questions:** Research workshop (t.b.c) Pupils take part in one day workshop making dragon sculpture **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	Unit 9 **D: Pass on a skill** Concrete planter **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? **Key skills and knowledge:** Communication skills **Assessment outcomes:**	Unit 10 **D: Pass on a skills** Wooden cross with joint **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? **Key skills and knowledge:** Communication skills **Assessment outcomes:**	Unit 11 Refection of sections A-D Written annotation and individual targets	Unit 12 Dragon tale Bottle opener **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? **Key skills and knowledge:** Manipulation of materials, fine motor

	Discuss own work and others work, expressing thoughts and feelings. **Assessment outcomes:** **Pupils produce a double page visual research on Chinese New Year**	links to their own work. Discuss own work and others work, expressing thoughts and feelings. **Assessment outcomes:** **Pupils produce a double page visual research Picassos take on African masks**	Pass on how to make a concrete planter. This is visually recorded (photos) with written annotation	Pass on how to make a jointed wooden cross. This is visually recorded (photos) with written annotation		skills. **Assessment outcomes:** Pupils create a Dragon tale bottle opener
Link to Gatsby Benchmark						
Year 14	**A; Take part in the arts** Health and Safely in the D.T room and embossing of foil **Key Questions:** How do we keep safe in the D.T room? What is potentially dangerous? Why? Pupils explore investigate Egyptian Culture. What are hieroglyphics? What where they used for? **Key skills and knowledge:** Questioning and manipulation of materials. Assessment	**A: Take part in the arts** Pewter casting – Hieroglyphic tag **Key Questions:** What can we use Pewter for? What are the properties of Pewter **Key skills and knowledge:** Exploring materials **Assessment outcomes:** Hieroglyphic tag in Pewter	**A:Take part in the arts** Wire and tissue paper sculptures **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. **Key skills and knowledge:** Exploring materials **Assessment outcomes:** Pupils make small wire and tissie flower sculptures	**A:Take part in the arts** **Large Flower sculpture** **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? **Key skills and knowledge:** **Exploring materials** **Assessment outcomes:** Large tissue paper flowers	**B:Review an arts event** Review of Botanical Gardens **Key Questions:** What was the best part of the visit? Why? What did you like about it? **Key skills and knowledge:** reflection and communication skills **Assessment outcomes:** Pupils visit Botanical gardens and produce a double page visual research of their experience Refection of sections A-D	**A; Take part in the arts** candle stick holders **Key Questions:** How can we manipulate wood? What different shapes do candlesticks come in? **Key skills and knowledge:** Exploring materials and presentation skills **Assessment outcomes:** Pupils create a candlestick using wood and metal

	outcomes: Embossing in foil				Written annotation and individual targets	
Link to Gatsby Benchmark						