



Navigator

Navigator Curriculum - Formal Curriculum

- A formal academic curriculum for students closer to age related expectations.
- Aspirational and challenging.
- It is typically for our children with high functioning autism or moderate learning difficulties.
- A broad and balanced secondary curriculum.
- Leads to good GCSE, Level 1 and Level 2 outcomes.
- Subjects become more specialist.

7N - Navigator 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 7	<p>Topic: BASE LINE TEST AND COLOUR WHEEL</p> <p>Key Questions: Baseline test – independent work – verbal prompts and ppt. to support only</p> <p>Colour theory: What are the 3 Primary/Secondary colours – how do we know they are Primary? What is a Tertiary colour? Can you give an example of a Tertiary colour? How are Primary and Secondary colours different?</p>	<p>Topic: Vincent Van Gogh</p> <p>Key Questions: Who is Van Gogh? Why is he famous? How has what people said about his art work affect his mental health What is Van Gogh's style? How is it unique? How would Van Gogh feel now if he knew he became one of the most famous artists? How do we mix the colours we need to create Van Gogh's sunflowers?</p> <p>Key Skills and knowledge</p>	<p>Topic: Gustav Klimt</p> <p>Key Questions: Who is Klimt? What does his art work look like? What shapes can we see in his paintings? What are the characteristics of Klimts art works?</p> <p>Key Skills and knowledge research skills Shape and pattern Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices</p>	<p>Topic: Gustav Klimt part 2</p> <p>Key Questions: What are the characteristics to Klimts paintings? How does your art work reflect Klimt's unique style? Can you make up a Klimts style pattern? Can you incorporate pattern and sequence in your designs?</p> <p>Key Skills and knowledge Patterns and sequence – math skills Paint and colour mixing</p>	<p>Topic: The Green man</p> <p>Key Questions: Who is the green man? What did the Green man supposedly bring about? Why is he portrayed this way? What is a myth? What are harmonious colours? What makes a good design? What do we mean by symmetry?</p> <p>Key Skills and knowledge design skills Drawing and design skills</p>	<p>Topic: Aboriginal art.</p> <p>Key Questions: Who were the aborigines? How did they live? How would you describe their painting style? What did the Aborigines believe? Why did they use warm colours? How were these colours made? How can we create different dots?</p> <p>Key Skills and knowledge Fine motor skills Paint and fine motor skills Experiment with a</p>

	<p>How do we make orange, purple, green?</p> <p><u>Key Skills and knowledge</u> Paint and experimentation Start to mix a range of secondary colours, moving towards predicting resulting colours.</p> <p>Assessment outcome:</p> <p>Base line test week 1 -2 to assess pupil's current ability. Pupils will complete a series of investigations of the formal elements. Pupils will explore colour theory creating their own colour wheel though mixing exercise.</p>	<p>Fine motor skills Oil pastel Start to record simple media explorations in a sketch book. 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>pupils learn about the artist and his work, how he was regarded whilst alive and how his art was valued after death. Pupils create a research page on the artist and experiment with mark making influenced by his artworks.</p>	<p>and disciplines, and making links to their own work.</p> <p>Assessment outcomes:</p> <p>Pupils investigate the artwork of Gustav Klimt exploring shape and colour. Pupils will produce a research page about the artist</p>	<p>Begin to control the types of marks made with the range of media. Look at and talk about own work and that of other artists and the techniques they had used.</p> <p>Assessment outcomes: Continued investigation into Klimt Pupils create an A4 composition inspired by the style of Klimt</p>	<p>Extend the variety of drawings tools. Pencils, rubbers, crayons, pastels, charcoal, chalk and control the types of marks made with the media.</p> <p>Assessment outcomes:</p> <p>Pupils explore the history behind the Green man. Pupils will draw natural forms from direct observation and record images using oil pastel using harmonious colours.</p>	<p>variety of media; different brush sizes and tools.</p> <p><u>Assessment outcome:</u> Pupils will explore art work native to Australia both traditional and modern Pupils will experiment using paint, drawing and print</p>
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