



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.

8E - 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 8	<p>Topic: Egyptian art</p> <p>Key questions: Who was Tutankhamun? Who found Tutankhamun's tomb (what Country)? Where was Tutankhamun from? Why was Tutankhamun important?</p> <p>Key Skills and knowledge: Paint and experimentation Paint and experimentation Start to record simple media explorations in a sketch book. Control the types of marks made with the range of media.</p>	<p>Topic: Egyptian art continued</p> <p>Key questions: What is the grid method? How can it help you to create an accurate drawing? How do you apply colour? How do we hold a paintbrush properly? What size brush?</p> <p>Key Skills and knowledge: Grid method</p> <p>Grid method Continue to investigate tone by drawing light/dark lines, light/dark patterns,</p>	<p>Topic: Keith Haring</p> <p>Key questions: Who is Keith Haring? Where and when was he born? How was he inspired by street art? How would we describe his style? Why is his art work important?</p> <p>Key Skills and knowledge: Paint and design skills</p> <p>Paint and design skills Explore the work of a range of artists, craft makers and designers, describing</p>	<p>Topic: Keith Haring continued</p> <p>Key questions: How can we create our Haring character in 3D? What must we remember when using dangerous tools like glue gun and knives?</p> <p>Key Skills and knowledge: Construction skills Construction skills Use tools and equipment safely and in the correct way. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>Topic: Picasso</p> <p>Key questions: Who is Picasso? Where and when was he born? How is his style unique? How do we draw the face correctly? Why did Picasso choose to draw the faces this way?</p> <p>Key Skills and knowledge: Research and presentation skills</p> <p>Research skills Discuss own work and others work, expressing thoughts and feelings.</p>	<p>Topic: Picasso continued</p> <p>Key questions: Why did Picasso choose to paint in pink and blue? What happened to him to make him feel so sad? What changed and made him feel happier? How does your portrait reflect Picasso's style?</p> <p>Key Skills and knowledge: Chalk and oil pastel experimentation Chalk and oil pastel experimentation Begin to control the types of marks made with a range of painting/ colour techniques e.g. layering, mixing media, and adding</p>

	<p>Draw on different surfaces with a range of media.</p> <p>Assessment outcome:</p> <p>Pupils explore Tutankhamun's treasure. Pupils will produce art work using collage and experiment using the grid method to aid drawing skills.</p>	<p>light/dark shapes using a pencil. Name, match and draw lines/marks from observations.</p> <p>Assessment outcome:</p> <p>Pupils will further develop their investigation into Ancient Egypt by creating a painted Tutankhamun.</p>	<p>the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Assessment outcome:</p> <p>Pupils investigate the Pop artist Keith Haring whilst experimenting using a range of media including paint, printing and scraffio,</p>	<p>Assessment outcome:</p> <p>Pupils continue to investigate Keith Haring whilst developing their team working skills. Pupils will work in groups of 4 to create a large freestanding card Haring sculpture.</p>	<p>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 outcome:</p> <p>Pupils will learn about the work of Pablo Picasso. They will create a double page research on Picasso</p>	<p>texture.</p> <p>Assessment outcome:</p> <p>Pupils will continue their investigations in Picasso by turning their self-portrait into a Picasso inspired portrait. Pupils will explore Picasso artwork whilst experimenting using chalk, oil pastel and colour mixing</p>
<p>Links to Gatsby benchmark</p>						

