



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.

8N - Navigator Curriculum – Long Term Plan Art

	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? When did he reign? Who found Tutankhamun's tomb? How do you think Howard Carter and Lord Caveron felt when they discovered the un touched tomb?</p> <p>Key skills and knowledge: Paint and experimentation Start to record simple media explorations in a sketch book. Control the types of marks made with the range of media. Draw on different surfaces with a range of media.</p> <p>Assessment outcome: Pupils explore</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? Colour mixing – how can we create the shadows in Tutankhamun's nose? how are you expected to apply water colour in this exercise? How do we hold the brush? What brush size? Where do we rest our hand?</p> <p>Key skills and knowledge: Grid method Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Name, match and draw lines/marks from observations.</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 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>Topic: Keith Haring continued</p> <p>Key questions: How can we create a Haring character 3D? What must we remember when using dangerous tools like glue gun and knives?</p> <p>Key skills and knowledge: 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>Assessment outcome: Pupils continue to investigate Keith Haring</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? Are all portraits realistic? Why do artists choose to create them different ways?</p> <p>Key skills and knowledge: Research skills Discuss own work and others work, expressing thoughts and feelings. Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between</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? What others ways can portraits be manipulated?</p> <p>Key skills and knowledge: 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 texture.</p> <p>Assessment outcome: Pupils will continue their investigations in Picasso</p>

	<p>Tutankhamun's treasure. Pupils will produce art work using collage and experiment using the grid method to aid drawing skills.</p>	<p><u>Assessment outcome:</u></p> <p>Pupils will further develop their investigation into Ancient Egypt by creating a painted Tutankhamun.</p>	<p>Pupils investigate the Pop artist Keith Haring whilst experimenting using a range of media including paint, printing and scraffio,</p>	<p>whilst developing their team working skills. Pupils will work in groups of 4 to create a large freestanding card Haring sculpture.</p>	<p>different practices and disciplines, and making links to their own work.</p> <p><u>Assessment outcome:</u></p> <p>Pupils will learn about the work of Pablo Picasso. They will produce a double page research on Picasso.</p>	<p>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>						

