



Discovery

## 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.

## Class 3d - Discovery Curriculum - ART/ 2 Lesson weekly

Year	2021 – 2022 Autumn 1 Unit 1	2021 – 2022 Autumn 2 Unit 2	2021 – 2022 Spring 1 Unit 3	2021 – 2022 Spring 2 Unit 4	2021 – 2022 Summer 1 Unit 5	2021 – 2022 Summer 2 Unit 6
7	<p><b>Topic:</b> <b>BASE LINE TEST AND COLOUR WHEEL</b> Baseline test – independent work – verbal prompts and ppt. to support only</p> <p><b>Suggested Key Questions:</b> Colour theory: What is a primary colour? Can you name a primary colour? What is a Tertiary colour? How do we make a tertiary colour? How do we hold a paint brush? And What size should we select?</p> <p><b>Key Skills and Knowledge:</b></p>	<p><b>Topic:</b> <b>Greek pottery</b></p> <p><b>Suggested Key Questions:</b> What do we notice about Greek pots? Where does clay come from? What process does the clay have to go through? What were these pots originally used for? What can we learn from these pots about life in Ancient Greece.</p> <p><b>Key Skills and Knowledge:</b> To give verbal / physical indication of what they see in the art work.</p>	<p><b>Topic:</b> <b>Mondrian</b></p> <p><b>Suggested Key Questions:</b> What does Mondrian's work look like? What colours Describe his work? What shapes can we see in Mondrian's art? What are the key characteristics of Mondrian's art work?</p> <p><b>Key Skills and Knowledge:</b> Look and talk about what they have produced, name simple techniques and media used with</p>	<p><b>Topic:</b> <b>Mondrian continued</b></p> <p><b>Suggested Key Questions:</b> What does Mondrian's work look like? What colours Describe his work? What shapes can we see in Mondrian's art? What are the key characteristics of Mondrian's art work?</p> <p><b>Key Skills and Knowledge:</b> Look and talk about what they have produced, name simple techniques and media used with</p>	<p><b>Topic:</b> <b>Gustav Klimt</b></p> <p><b>Suggested Key Questions:</b> What are the characteristics to Klimt's paintings? What shapes can you see? How would you describe Klimt's art work How does your art work reflect Klimt's unique style? What do you like about Klimt's art work?</p> <p><b>Key Skills and Knowledge:</b> Explore the work of a range of artists, craft</p>	<p><b>Topic:</b> <b>Greenman</b></p> <p><b>Suggested Key Questions:</b> Who is the green man? What did the Green man supposedly bring about? Why is he portrayed this way? What do we mean by symmetry? What are natural colours?</p> <p><b>Key Skills and Knowledge:</b> Enjoy using graphic tools, fingers, hands, chalk, pens and pencils with some control. Use and begin to control a</p>

	<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Experiment using a range of media. Draw on different surfaces and coloured paper. To purposely select colours. Look and talk about what they have produced, name simple techniques and media used with prompts.</p>	<p>Start to produce different patterns and textures from observations, imagination and illustrations. To demonstrate understanding of the artist by creating art work inspired by the artworks looked at as directed by teacher/ supported by TA where necessary.</p>	<p>prompts. To demonstrate understanding of the artist by creating art work inspired by the artworks looked at as directed by teacher/ supported by TA where necessary.</p>	<p>prompts. Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Experiment using a range of media. Draw on different surfaces and coloured paper. To purposely select colours.</p>	<p>makers and designers, describing the differences and similarities between different practices and disciplines. Making links to their own work. Will look at and talk about own work and that of other artists and the techniques they use.</p>	<p>range of media. Produce lines of different. To give verbal / physical indication of what they see in the art work. Can recall 2/3 facts about an artist's work</p>
<p><b>Links to Gatsby Benchmarks:</b></p>	<p>4. Linking curriculum learning to careers How to hold a paintbrush correctly, what careers use paint? Why do you need to paint neatly?</p>	<p>4. Linking curriculum learning to careers. Ceramics Pottery industry. How archaeologists use these arts works to find facts about the past.</p>	<p>4. Linking curriculum learning to careers. Careers in design, artist, product design and packaging.</p>	<p>4. Linking curriculum learning to careers Careers in design, artist, product design and packaging.</p>	<p>4. Linking curriculum learning to careers Careers in mural art, painting and decorating.  3. Addressing the needs of each pupil – further developing understanding of mathematical shapes</p>	<p>4. Linking curriculum learning to careers. Careers in art history and sculpture. Understanding the process of making and exploring materials.</p>

<p>8</p>	<p><b>Topic:</b> <b>Topic:</b> Egyptian art</p> <p><b>Suggested Key questions:</b> Who was Tutankhamun? Who found Tutankhamun's tomb (what Country)? Where was Tutankhamun from? Why was Tutankhamun important?</p> <p><b>Key Skills and Knowledge:</b></p> <p>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. To give verbal / physical indication of what they see in the art work. Can recall 2/3 facts about an artist's work.</p>	<p><b>Topic:</b> Egyptian art continued</p> <p><b>Suggested Key questions:</b> Who was Tutankhamun? Where did he come from? What was his job? How do apply collage</p> <p><b>Key Skills and Knowledge:</b></p> <p>Use and begin to control a range of media. Produce lines of different thickness and tone using a pencil. To demonstrate a clear understanding of the artist by creating art work inspired by the artworks looked at. Can discuss their ideas with peer/ teacher.</p>	<p><b>Topic:</b> Keith Haring</p> <p><b>Suggested Key questions:</b> Who is Keith Haring? Where and when was he born? How would we describe his style?</p> <p><b>Key Skills and Knowledge:</b></p> <p>Paint and design skills 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>To give verbal / physical indication of what they see in the art work. Can recall 2/3 facts about an artist's work</p>	<p><b>Topic:</b> Keith Haring continued</p> <p><b>Suggested Key questions:</b> How can we manipulate paper? Scrunch/cut /tear Who is Keith Haring? What does his artwork look like?</p> <p><b>Key Skills and Knowledge:</b> 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>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils with some control. Use and begin to control a range of media.</p>	<p><b>Topic:</b> Picasso</p> <p><b>Suggested Key questions:</b> 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><b>Key Skills and Knowledge:</b> Fine motor skills Research and presentation skills 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 different practices and disciplines, and making links to their own work</p> <p>To give verbal / physical indication of what they see in the art work. Can recall 2/3 facts</p>	<p><b>Topic:</b> Picasso continued</p> <p><b>Suggested Key questions:</b> 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><b>Key Skills and Knowledge:</b> 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 texture.</p> <p>To demonstrate a clear understanding of the artist by creating art work inspired by the artworks looked at. Can discuss their ideas with peer/ teacher.</p>
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					<p>about an artist's work</p> <p>Use and begin to control a range of media. Produce lines of different thickness and tone using a pencil.</p>	<p>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. Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures.</p>
<p><b>Links to Gatsby Benchmarks:</b></p>	<p>4. Linking curriculum learning to careers Archeology – what this art work can tell us about life in Ancient Egypt.</p>	<p>4. Linking curriculum learning to careers. How to hold a paintbrush correctly, what careers use paint? Why do you need to paint neatly?</p>	<p>4. Linking curriculum learning to careers. Careers in design, artist, product design and packaging. Careers in product design, page layout and composition. Graffiti and graphic design.</p>	<p>4. Linking curriculum Careers in art history and sculpture. Understanding the process of making and exploring materials.</p>	<p>4. Linking curriculum learning to careers in fine art and painting and decorating. Career in art history.</p>	<p>4. Linking curriculum learning to careers. Careers in art history and design. Art therapy – how people use art for their own mental health and wellbeing.</p>