



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.

# 4D - Discovery Curriculum/ 11E – Long Term Plan C.D.E Students will either be working towards Arts award **discover** or **Explore**

	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
Year 10 Arts Award Discover/ Explore	<p><b>A: Take part in the arts-</b> Participating in arts activities</p> <p>Health and safety in the Textiles room and make a collage.</p> <p><b>Suggested Key Questions:</b> Why is it important to work safely in the textiles room? What tools may be dangerous? Do you know the tools we use in Textiles? What is collage? Can you name various materials to make a collage?</p> <p><b>Key skills and knowledge:</b> Use sketchbooks to collect and record visual information from different sources as well as planning and</p>	<p><b>A: Take part in the arts</b> <b>D: Present your work participating in arts activities</b></p> <p><b>Topic: Day of the Dead</b></p> <p><b>Suggested Key questions:</b> What do you notice about the artwork from India? How is it different? What characteristics describe Indian art? Have you seen artwork like this anywhere else?</p> <p><b>Key skills and knowledge:</b> With support, students can select appropriate materials and use a variety of techniques, e.g. printing, stitching to create different textural effects. Students develop skills in stitching,</p>	<p><b>B: Explore Artists and take part in the arts</b> <b>Researching artist and their art works</b></p> <p><b>Topic: Wayne Thiebaud</b></p> <p><b>Suggested Key Questions:</b> What is research? What does Theibaud's artwork look like? What can you recall about Theibaud's life? Do you like his work? Why? How can we apply tissue paper in different ways?</p> <p><b>Key skills and knowledge:</b> With support discuss and review own and others work, expressing</p>	<p><b>B: Explore Artists and take part in the arts</b> <b>Researching artist and their art works</b></p> <p><b>Miro/ Matisse</b></p> <p><b>Suggested Key Questions:</b> What does Kandinsky's artwork look like? What are the key characteristics of Kandinsky's artwork? What can you recall about Kandinsky's life? How is it different to Picasso? Do you like his work? Why?</p> <p><b>Key skills and knowledge:</b> Work to develop their own style of painting. Can control the types of</p>	<p><b>C: Explore Arts Organisations</b> <b>sharing their arts discoveries</b></p> <p><b>Research/Visit &amp; Review of Icon or Birmingham Art Gallery or MAC</b></p> <p><b>Suggested Key Questions:</b> What Arts organization you are going to research? Have you decided the two arts organization that you would research or visit? Names? What did you find fascinating about the arts organization? What was your favourite part? Why?</p> <p>What did you like about</p>	<p><b>D: Present</b> <b>sharing their arts discoveries</b></p> <p><b>Suggested Key Questions:</b> What was the best artwork you have created this year? What was your favourite piece? Why? What did you like about it? How will you present this Evaluation with images to the group for their feedback? Notebook or PowerPoint? <b>Key skills and knowledge:</b> With minimal support will reflect on their work and identify strengths and areas for development. With minimal will explain with support how their work reflects the artist/</p>

	<p>collecting source material. With support will annotate work in sketchbook. Use the sketch book to plan a composition with support</p>	<p>cutting and joining and work with minimal support.</p> <p>Use key vocabulary to demonstrate knowledge and understanding in this strand: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration</p>	<p>thoughts and feelings explaining their views. Identify artists/ practitioners who have worked in a similar way to their own work. Explore a range of great Artists, architects and designers in history</p>	<p>marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p>	<p>if? Can you make something inspired by the work? Explain</p> <p><b>Key skills and knowledge:</b></p> <p>With support discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists/ practitioners who have worked in a similar way to their own work. Explore a range of great Artists, architects and designers in history</p>	<p>movement.</p>
<p><b>Links to Gatsby bench mark</b></p>	<p><b>4. Linking curriculum learning to careers</b></p> <p>Preparing students for working in a practical environment</p>	<p><b>4. Linking curriculum learning to careers</b></p> <p>Reference to body art – tattooist / mehndi art. Design and communication skills</p>	<p><b>4. Linking curriculum learning to careers</b></p> <p>Careers in fine art, design and illustration.</p>	<p><b>4. Linking curriculum learning to careers.</b> – artist, designer – understanding importance of design and planning. Pattern maker, costume design, fabric / textile designer</p>	<p><b>5. Encounters with employers and employees</b></p> <p>Students will visit art gallery - discussion of careers opportunities within a gallery setting</p>	<p><b>4. Linking curriculum learning to careers.</b></p> <p>Events planning, careers in curator / fashion show/ organization and communication skills</p>