



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.

6.1- 6.3 - Navigator Curriculum –Long Term Plan

	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 12 African Art Arts Award Bronze	<p><u>A: Take part in the arts</u> Topic: African Art (throughout the year)</p> <p>Suggested Suggested Key Questions: What do we notice about the colours we are seeing? Why are these colours important? How would you describe African Art? What do notice about the patterns?</p> <p>Key skills and knowledge: Students will start collecting more information and resources to present in sketchbooks. They will review and revisit ideas in their sketchbooks; with support they will offer feedback using technical vocabulary.</p>	<p><u>A: Take part in the arts</u> Topic: African Art (throughout the year)</p> <p>Experiment: scraffito and chalk</p> <p>Suggested Suggested Key Questions: What colours will work best? Why? How do we apply these colours? How can we reflect African culture in the colours we choose? What colours do we link with African culture? Has is chalk different to oil pastel?</p> <p>Key skills and knowledge: Students will become more confident using techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin.</p>	<p><u>A: Take part in the arts</u> Topic: African Art (throughout the year)</p> <p>Experiment: clay</p> <p>Suggested Suggested Key Questions: What do we notice about these pots? How have they been made? How can we keep our coil pot symmetrical? How do we join the coils? What is slip for? Why is it important?</p> <p>Key skills and knowledge: Students will become more confident using techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin.</p> <p>Students will</p>	<p><u>B: Review an Arts event</u> Topic: African Art (throughout the year)</p> <p>Review of Pitt Rivers</p> <p>Suggested Suggested Key Questions: What was the best part of the visit? What was your favourite piece? Why? What did you like about it? Tell me about the artifacts on display.</p> <p>Key skills and knowledge: Student will become more confident using key vocabulary to demonstrate knowledge and understanding: line, pattern, texture, form, record, detail, question, observe, refine. With support, students will practise and share their</p>	<p><u>B: Review an arts event</u> Topic: African Art (throughout the year)</p> <p>Review of Birmingham Gallery</p> <p>Suggested Suggested Key Questions: What was the best part of the visit? What was your favourite piece? Why? What did you like about it?</p> <p>Key skills and knowledge: Student will become more confident using key vocabulary to demonstrate knowledge and understanding: line, pattern, texture, form, record, detail, question, observe, refine. With support, students will practise and share their learning and skills with</p>	<p><u>C: Research an artist or crafts person</u> Topic: African Art (throughout the year)</p> <p>Research traditional African art</p> <p>Suggested Suggested Key Questions: How can your page reflect African culture? What makes a successful page composition? What colours should you use? How will you apply colour?</p> <p>Key skills and knowledge: With prompts / support student can give observations about notable artists' and designers' work and their lives; They understand key vocabulary and can demonstrate their knowledge and</p>

	<p>think critically about their art and design work with teacher prompts; with support use digital technology as sources for developing ideas with support; With support/ prompts will use key vocabulary to demonstrate knowledge and understanding.</p>	<p>Students will demonstrate a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. They will explore using a variety of tools and will use key vocabulary to demonstrate knowledge and understanding.</p> <p>Students can: A - create a colour palette, demonstrating mixing techniques; B - use a range of paint create visually interesting pieces.</p>	<p>demonstrate a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching. They will explore using a variety of tools and will use key vocabulary to demonstrate knowledge and understanding.</p> <p>Students can: A - create a colour palette, demonstrating mixing techniques; B - use a range of paint create visually interesting pieces.</p>	<p>learning and skills with others, giving and receiving feedback.</p>	<p>others, giving and receiving feedback.</p>	<p>understanding to their teacher/ peers.</p>
<p>Link to Gatsby Benchmark</p>	<p>4. Linking curriculum learning to careers. Discussion of design process and page composition – key skills needed in graphic design an illustration.</p>	<p>4. Linking curriculum learning to careers. Discussion of design process and page composition – key skills needed in graphic design and illustration.</p>	<p>4. Linking curriculum learning to careers. – ceramics, making and 3d design. Sales and auction.</p>	<p>4. Linking curriculum learning to careers. – careers in art gallery and retail</p> <p>5. Encounters with employers and employees – firsthand experience meeting employees of gallery</p>	<p>4. Linking curriculum learning to careers. – careers in art gallery and retail</p> <p>5. Encounters with employers and employees – firsthand experience meeting employees of gallery</p>	<p>4. Linking curriculum learning to careers. – artist, designer – understanding importance of design and planning.</p>
<p>Year 13</p>	<p><u>C: Research and artist or crafts person</u></p> <p><u>Suggested Key Questions:</u> How can your page reflect Picassos style? How would you describe Picassos art work? Why do you think he chose to draw like that? What do you notice about his use of colour?</p> <p><u>Key skills and knowledge:</u> Students will develop their resources /research to present in sketchbooks. They continue to build and secure their knowledge of techniques by experimenting and predicting what might</p>	<p><u>C: Research an artist or crafts person</u></p> <p><u>Suggested Key Questions:</u> How can your page reflect African culture? How would you describe Magdalene's pots? What do you like about them? Why are they so expensive? How are they made?</p> <p><u>Key skills and knowledge:</u> Students will use key vocabulary to demonstrate knowledge and understanding.</p> <p>Students will continue to learn from the works</p>	<p><u>D: Pass on a skill</u> Coil pots</p> <p><u>Suggested Key Questions:</u> What will you teach, how do we communicate well? How will you know if they have understood your instructions? What you do if they are stuck or if has not worked out right?</p> <p><u>Key skills and knowledge:</u> Students will use their observations to review and revisit ideas. Will confidently discuss their ideas with a peer and teacher. They will respond positively to</p>	<p><u>D: Pass on a skills</u> Scruffito</p> <p><u>Suggested Key Questions:</u> What will you teach, how do we communicate well? How will you know if they have understood your instructions? What you do if they are stuck or if has not worked out right?</p> <p><u>Key skills and knowledge:</u> Students will use their observations to review and revisit ideas. Will confidently discuss their ideas with a peer and teacher. They will respond positively to</p>	<p>Reflection of sections A-D</p> <p>Written annotation and individual targets</p>	<p>Topic: Mini cultural Project – research and sketches</p> <p><u>Suggested Key Questions:</u> What do we notice about the images we are seeing? How could we use these images to create a composition?</p> <p><u>Key skills and knowledge:</u> Students continue to use a variety of drawing tools but are introduced to new techniques, e.g. creating perspective. They become more confident in techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. They will rely on their sketching books to</p>

	<p>happen. They will continue to review and revisit ideas in their sketchbooks. Will offer feedback using technical vocabulary, can think critically about their art and design work and use digital technology as sources for developing ideas.</p>	<p>of famous artists. They now expand their knowledge by looking at the range of more famous artists. Students comment on the work of famous artists and name their pieces of work with support.</p> <p>Student can give detailed observations about notable artists. They can use key vocabulary and can demonstrate their knowledge and understanding to their teacher/ peers.</p>	<p>suggestions and adapt and refine ideas as well as giving advice to others. Students will consider what images to use, how the composition is positioned and what media to use reflecting on their prior studies. Their design plan will clearly reflect their project brief.</p>	<p>suggestions and adapt and refine ideas as well as giving advice to others. Students will consider what images to use, how the composition is positioned and what media to use reflecting on their prior studies. Their design plan will clearly reflect their project brief.</p>		<p>improve their drawing skills. Students will consider what images to use, how the composition is positioned and what media to use reflecting on their prior studies. Their design plan will clearly reflect their project brief.</p>
<p>Link to Gatsby Benchmark</p>	<p>4. Linking curriculum learning to careers. – artist, designer – understanding importance of design and planning.</p>	<p>4. Linking curriculum learning to careers. – artist, designer – understanding importance of design and planning.</p>	<p>4. Linking curriculum learning to careers. in teaching and support – how to encourage and give positive feedback and advise</p>	<p>4. Linking curriculum learning to careers. in teaching and support– how to encourage and give positive feedback and advise</p>		<p>4. Linking curriculum learning to careers. Discussion of design process and page composition – key skills needed in graphic design and illustration.</p>
<p>Year 14</p>	<p><u>Topic: Tiki Art</u></p> <p><u>A: Take part in the arts</u></p> <p>Suggested Key Questions: What do we notice about the artwork we are seeing? What is a Tiki? How are they made? What were they for?</p> <p>Pupils explore tradition Tiki arts works from secondary source.</p> <p>Experiment: Painting and drawing</p> <p>Key skills and knowledge: research skills Students will continue to independently develop their resources /research to present in sketchbooks reflecting</p>	<p><u>A: Take part in the arts</u></p> <p>Suggested Key Questions: What colours will work best? Why? How do we apply these colours? How can we reflect Tiki culture in the colours we choose? What colours do we link with Tiki culture?</p> <p>Experiment: scraffito and chalk</p> <p>Key skills and knowledge: Drawing skills Students continue refine and develop their drawing/ painting skills. They will become more confident using a</p>	<p><u>A: Take part in the arts</u></p> <p>Suggested Key Questions: What makes a good design? Is symmetry important? How do we use our tools safely? Where do we think about more than one design?</p> <p>Experiment and Design : card construction</p> <p>Key skills and knowledge: Construction skills Students continue refine and develop their drawing/ painting skills. They will become more confident using a variety of drawing tools and techniques.</p>	<p><u>A: Take part in the arts</u></p> <p>Austin Garrick workshop – Tiki Masks</p> <p>Suggested Key Questions: What did you enjoy out the day? What did you learn? What techniques did you use? Where does clay come from? How can you add detail?</p> <p>Key skills and knowledge: Research and presentation skills Student will confidently use key vocabulary to demonstrate clear knowledge and understanding. They will articulate their response</p>	<p><u>B: Review an arts event</u></p> <p>Review of BMAG art gallery</p> <p>Suggested Key Questions: What was the best part of the visit? What was your favourite piece? Why? What did you like about it? Would you recommend to a family member? Why?</p> <p>Key skills and knowledge: Research presentation and communication skills Student will confidently use key vocabulary to demonstrate clear knowledge and understanding. They will articulate their response giving accurate and</p>	<p>Mini cultural Project – research and sketches</p> <p>Suggested Key Questions: What do we notice about the images we are seeing? How could we use these images to create a composition? What media should we use? Why have you selected this?</p> <p>Key skills and knowledge: design skills Students will creatively use their observations to review and revisit ideas taking their project into a unique and individual direction. Will confidently discuss their ideas with a peer and teacher using appropriate</p>

	<p>their style /interests. They continue to build and secure their knowledge of a range of techniques by experimenting/ reflecting and predicting what might happen. They will continue to review and revisit ideas in their sketchbooks. Will offer detailed feedback using appropriate vocabulary. They can think critically about their art and the work of others discussing a range of possible outcomes.</p>	<p>variety of drawing tools and techniques.</p> <p>Students can confidently use a variety of techniques to add effects, They can confidently use a variety of tools and select the most appropriate and justify their choice. They can use key vocabulary when talking about their work and the work of others.</p>	<p>Students can confidently use a variety of techniques to add effects, They can confidently use a variety of tools and select the most appropriate and justify their choice. They can use key vocabulary when talking about their work and the work of others.</p>	<p>giving accurate and justified reasoning. Students will confidently practise and share their learning and skills with others, giving detailed feedback with subject specific vocabulary for improvement.</p>	<p>justified reasoning. Students will confidently practise and share their learning and skills with others, giving detailed feedback with subject specific vocabulary for improvement.</p>	<p>artistic vocabulary. They will respond positively to suggestions and adapt and refine ideas as well as giving advice to others observing areas of good practice and areas for improvement. Students will carefully consider what images to use, scale, how the composition is positioned and what media to use reflecting on their prior studies. Their design plan will confidently reflect their project brief whilst taking on a unique and personal direction.</p>
<p>Link to Gatsby Benchmark</p>	<p>4. Linking curriculum learning to careers. Discussion of design process and page composition – key skills needed in graphic design and illustration.</p>	<p>4. Linking curriculum learning to careers. Discussion of design process and page composition – key skills needed in graphic design and illustration.</p>	<p>4. Linking curriculum learning to careers. – ceramics, making and 3d design. Sales and auction.</p>	<p>4. Linking curriculum learning to careers. in teaching and support– how to encourage and give positive feedback and advice. Careers in pottery. Students experience working alongside practicing artists</p>	<p>4. Linking curriculum learning to careers. – careers in art gallery and retail</p> <p>5. Encounters with employers and employees – firsthand experience meeting employees of gallery</p>	<p>4. Linking curriculum learning to careers. Discussion of design process and page composition – key skills needed in graphic design and illustration.</p>

