



## 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.

## 6.6 - Discovery 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 Award Bronze	<p><u>A: Take part in the arts</u> <b>Topic: African Art (throughout the year)</b></p> <p><b>Suggested Suggested Key Questions:</b> 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><b>Key skills and knowledge:</b> Students will continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. With support students comment on the work of famous artists and name their pieces of work with support.</p>	<p><u>A: Take part in the arts</u> <b>Topic: African Art (throughout the year)</b></p> <p>Experiment: scraffito and chalk</p> <p><b>Suggested Suggested Key Questions:</b> 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><b>Key skills and knowledge:</b> Students can create a colour palette, demonstrating mixing techniques; use a range of paint create visually interesting pieces.</p>	<p><u>A: Take part in the arts</u> <b>Topic: African Art (throughout the year)</b></p> <p>Experiment: clay</p> <p><b>Suggested Suggested Key Questions:</b> 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><b>Key skills and knowledge:</b> 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 others, giving and receiving feedback.</p>	<p><u>B: Review an Arts event</u> <b>Topic: African Art (throughout the year)</b></p> <p>Review of Pitt Rivers</p> <p><b>Suggested Suggested Key Questions:</b> 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><b>Key skills and knowledge:</b> 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 understanding to their teacher/ peers.</p>	<p><u>B: Review an arts event</u> <b>Topic: African Art (throughout the year)</b></p> <p>Review of Birmingham Gallery</p> <p><b>Suggested Suggested Key Questions:</b> What was the best part of the visit? What was your favourite piece? Why? What did you like about it?</p> <p><b>Key skills and knowledge:</b> 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 understanding to their teacher/ peers.</p>	<p><u>C: Research an artist or crafts person</u> <b>Topic: African Art (throughout the year)</b></p> <p>Research traditional African art</p> <p><b>Suggested Suggested Key Questions:</b> 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><b>Key skills and knowledge:</b> With support students will use their observations to review and revisit ideas. Will discuss their ideas with a peer and teacher. They will respond positively to suggestions and adapt and refine ideas. Students will consider what images to use, how the composition is positioned and what</p>

						media to use. Their design plan will clearly reflect their project brief.
<b>Link to Gatsby Benchmark</b>	<p><b>4. Linking curriculum learning to careers.</b> Discussion of design process and page composition – key skills needed in graphic design and illustration.</p>	<p><b>4. Linking curriculum learning to careers.</b> Discussion of design process and page composition – key skills needed in graphic design and illustration.</p>	<p><b>4. Linking curriculum learning to careers.</b> – ceramics, making and 3d design. Sales and auction.</p>	<p><b>4. Linking curriculum learning to careers.</b> – careers in art gallery and retail</p> <p><b>5. Encounters with employers and employees</b> – first hand experience meeting employees of gallery</p>	<p><b>4. Linking curriculum learning to careers.</b> – careers in art gallery and retail</p> <p><b>5. Encounters with employers and employees</b> – first hand experience meeting employees of gallery</p>	<p><b>4. Linking curriculum learning to careers.</b> – artist, designer – understanding importance of design and planning.</p>
<b>Year 13</b>	<p>Unit 7 <b><u>C: Research and artist or crafts person</u></b></p> <p><b><u>Suggested Key Questions:</u></b> 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><b><u>Key skills and knowledge:</u></b> Students will continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. With support students comment on the work of famous artists and name their pieces of work with support.</p>	<p>Unit 8 <b><u>C: Research an artist or crafts person</u></b></p> <p><b><u>Suggested Key Questions:</u></b> 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><b><u>Key skills and knowledge:</u></b> Students will continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. With support students comment on the work of famous artists and name their pieces of work with support.</p>	<p>Unit 9 <b><u>D: Pass on a skill</u></b> Coil pots</p> <p><b><u>Suggested Key Questions:</u></b> 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><b><u>Key skills and knowledge:</u></b> 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 others, giving and</p>	<p>Unit 10 <b><u>D: Pass on a skills</u></b> Scruffito</p> <p><b><u>Suggested Key Questions:</u></b> 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><b><u>Key skills and knowledge:</u></b> 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 others, giving and receiving feedback.</p>	<p>Unit 11 Refecion of sections A-D</p> <p>Written annotation and individual targets</p> <p>Students will become more confident using techniques already learned and use the vocabulary learned accurately, e.g. shading, thick and thin. Students reflect on advise and refine their work.</p>	<p>Unit 12 Mini cultural Project – research and sketches</p> <p><b><u>Suggested Key Questions:</u></b> What do we notice about the images we are seeing? How could we use these images to create a composition?</p> <p><b><u>Key skills and knowledge:</u></b> With support students will use their observations to review and revisit ideas. Will discuss their ideas with a peer and teacher. They will respond positively to suggestions, adapt, and refine ideas. Students will consider what images to use, how the composition is positioned and what media to use.</p>

			receiving feedback.			Their design plan will clearly reflect their project brief.
<b>Link to Gatsby Benchmark</b>	4. Linking curriculum learning to careers. – artist, designer – understanding importance of design and planning.	4. Linking curriculum learning to careers. – artist, designer – understanding importance of design and planning.	4. Linking curriculum learning to careers. in teaching and support – how to encourage and give positive feedback and advise	4. Linking curriculum learning to careers. in teaching and support– how to encourage and give positive feedback and advise	3. Addressing the needs of each pupil  Identifying incomplete work and target setting	4. Linking curriculum learning to careers. Discussion of design process and page composition – key skills needed in graphic design and illustration.
<b>Year 14</b>	<p>Topic: Tiki Art</p> <p><b>A: Take part in the arts</b></p> <p><b>Suggested Key Questions:</b> 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><b>Key skills and knowledge:</b> Students will continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. With support students comment on the work of famous artists and name their pieces of work with support.</p>	<p><b>A: Take part in the arts</b></p> <p><b>Suggested Key Questions:</b> 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><b>Key skills and knowledge:</b> Students can: a create a colour palette, demonstrating mixing techniques; use a range of paint create visually interesting pieces.</p>	<p><b>A: Take part in the arts</b></p> <p><b>Suggested Key Questions:</b> 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><b>Key skills and knowledge:</b> Student will become more confident using key vocabulary to demonstrate knowledge and understanding: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p><b>A: Take part in the arts</b></p> <p><b>Austin Garrick workshop – Tiki Masks</b></p> <p><b>Suggested Key Questions:</b> 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><b>Key skills and knowledge:</b> Students will continue to learn from the works of famous artists. They now expand their knowledge by looking at the range of more famous artists. With support students comment on the work of famous artists and name their pieces of work with support.</p>	<p><b>B: Review an arts event</b></p> <p>Review of BMAG art gallery</p> <p><b>Suggested Key Questions:</b> 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><b>Key skills and knowledge:</b> 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 understanding to their teacher/ peers.</p>	<p>Mini cultural Project – research and sketches</p> <p><b>Suggested Key Questions:</b> 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><b>Key skills and knowledge:</b> With support students will use their observations to review and revisit ideas. Will discuss their ideas with a peer and teacher. They will respond positively to suggestions and adapt and refine ideas. Students will consider what images to use, how the composition is positioned and what media to use. Their design plan will clearly reflect their project brief.</p>

<p><b>Link to Gatsby Benchmark</b></p>	<p><b>4. Linking curriculum learning to careers.</b> Discussion of design process and page composition – key skills needed in graphic design and illustration.</p>	<p><b>4. Linking curriculum learning to careers.</b> Discussion of design process and page composition – key skills needed in graphic design and illustration.</p>	<p><b>4. Linking curriculum learning to careers.</b> – ceramics, making and 3d design. Sales and auction.</p>	<p><b>4. Linking curriculum learning to careers.</b> in teaching and support– how to encourage and give positive feedback and advice. Careers in pottery. Students experience working alongside practicing artists</p>	<p><b>4. Linking curriculum learning to careers.</b> – careers in art gallery and retail</p> <p><b>5. Encounters with employers and employees</b> – firsthand experience meeting employees of gallery</p>	<p><b>4. Linking curriculum learning to careers.</b> Discussion of design process and page composition – key skills needed in graphic design and illustration.</p>
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