



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 - Explorer Curriculum – Long Term Plan D.T

	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 Arts Award Bronze	<p>Topic: <u>A: Take part in the arts</u></p> <p>Topic: introduction to D.T room and simple wire manipulation/ sculpture.</p> <p>Suggested Key Questions: How do we keep safe in the D.T room? What are the properties of wire? What shapes can we make? What could you use wire for? What skills have you learnt/ want to learn?</p> <p>Key Skills and Knowledge: With support, students will start collecting some information and resources to present in</p>	<p>Topic: <u>A: Take part in the arts</u></p> <p>Experiment: wire and tissue paper/ Chinese Lanterns.</p> <p>Suggested Key Questions: What shapes can we make? How can we apply colour? Which colours will allow the light through? What skills have you learnt?/ want to learn? What skills could you pass on to others?</p> <p>Key Skills and Knowledge: With support, students will start collecting some information and resources to present in</p>	<p>Topic: <u>A: Take part in the arts</u></p> <p>Experiment: rotational casting and concrete- Dragon Eggs!</p> <p>Suggested Key Questions: What is concrete used for? What are the properties for concrete? What do you need to do to create even thickness? What skills have you learnt/ want to learn?</p> <p>Key Skills and Knowledge: With support, students will start collecting more information and resources to present in</p>	<p>Topic: <u>B: Review an Arts event</u></p> <p>Review of Pitt Rivers</p> <p>Suggested Key Questions: What was the best part of the visit? What was your favourite Artist/ genre/piece? Why? What did you like about it? What would you like to make now, after the visit? Have you shared what you like about the visit?</p> <p>Key Skills and Knowledge: Questioning and presentation With support, students will start collecting more information and</p>	<p>Topic: <u>B: Review an arts event</u></p> <p>Review of BMAG</p> <p>Suggested Key Questions: What was the best part of the visit? What was your favourite Artist/ genre/piece? Why? What did you like about it? What would you like to make now, after the visit? Have you shared what you like about the visit?</p> <p>Key Skills and Knowledge: Questioning and presentation With support, students will start collecting more information and</p>	<p>Topic: <u>C: Research an artist or crafts person</u></p> <p>Research traditional Chinese art</p> <p>Suggested Key Questions: Have you identified an artist/ designer that you like? Can you explain what you like about their work? Can you say to others how they inspire you to make your own things? How can your designs reflect Chinese culture/ art? What features of chine art would you like to use?</p> <p>Key Skills and Knowledge: Questioning and presentation With support, students expand their knowledge by looking at a range of</p>

	<p>sketchbooks. Questioning, shape and material manipulation. Students will continue to learn from the works of a famous artist. Students will become more confident using a range of media and techniques to create 3d models.</p>	<p>sketchbooks. Students will continue to learn from the works of famous artists. Manipulation of material. Students will become more confident using a range of media and techniques to create 3d models.</p>	<p>sketchbooks. Students will continue to learn from the works of famous artists. Exploring materials With support, students will practise and share their learning and skills with others, giving and receiving feedback. Students will become more confident using a range of media and techniques to create 3d models.</p>	<p>resources to present in sketchbooks. Students will continue to learn from the works of famous artists. They now expand their knowledge by looking at a few of the more famous artists. With support, students comment on the work of famous artists and name their pieces of work with support. Students will share their experience with staff and peers.</p>	<p>resources to present in sketchbooks. 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. Students will share their experience with staff and peers.</p>	<p>more famous artists. student can give observations about notable artists' and designers' work and their lives; With support, students will use their observations to review and revisit ideas. Will discuss their ideas with a peer and teacher. Can explain the main features of the artist and their work, what they like about it and how it inspires the student to want to create or have a go at something.</p>
Year 13	<p>Unit 7 Topic: C: Research an artist or crafts person</p> <p>Chinese New Year</p> <p>Suggested Key Questions: How do the Chinese celebrate the New year? Why do they use red fire crackers?</p> <p>Key Skills and Knowledge: With support, 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. Students comment on the work of famous artists and name their pieces of work with support. They continue to build and secure their knowledge of techniques by experimenting and predicting what might happen.</p>	<p>Unit 8 Topic: C: Research an artist or crafts person</p> <p>Suggested Key Questions: Research workshop..... Pupils take part in one day workshop making dragon sculpture</p> <p>Key Skills and Knowledge: Reflection and presentation. With support, 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. Students comment on the work of famous artists and name their pieces of work with support. Student can give observations about notable artists. Students are introduced to new techniques.</p>	<p>Unit 9 Topic: D: Pass on a skill</p> <p>Using mod roc, embossing foil, papier mache, pencil sketching/ shading Painting skills, Workshop skills.</p> <p>Suggested Key Questions: 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? Have you explained why you chose that skill?</p> <p>Key Skills and Knowledge: Communication skills With support students will practise and share their learning and skills with others, giving and receiving feedback. Students use key vocabulary and can demonstrate their knowledge and understanding to their teacher/ peers. They will respond positively to suggestions and adapt</p>	<p>Unit 10 Topic: D: Pass on a skills</p> <p>Using mod roc, embossing foil, papier mache, pencil sketching/ shading Painting skills, Workshop skills.</p> <p>Suggested Key Questions: 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>Key Skills and Knowledge: Communication skills With support students will practise and share their learning and skills with others, giving and receiving feedback. Students use key vocabulary and can demonstrate their knowledge and understanding to their teacher/ peers. Students evaluate how well they shared a skill.</p>	<p>Unit 11 Topic: Reflection of sections A-D</p> <p>Suggested Key Questions: Have you evidence researching an artist? Have you explained about the work of an artist to another person. Have you shared a skill and explained why you chose that skill/ How you helped others.</p> <p>Key Skills and Knowledge: Written annotation and in Sketching and modelling show they are thinking about form, function and texture. Choose materials for properties and finish/ texture. Individual targets. Students reflect on their outcomes to allow them to take the next steps in their project development.</p>	<p>Unit 12 Topic: Dragon-tail Bottle opener</p> <p>Suggested Key Questions: how can we create a unique bottle opener design based on the theme Chinese Culture/dragons? Is it important the bottle opener feel comfortable in our hands? How much would you sell a handmade bottle opener for?</p> <p>Key Skills and Knowledge: With support students: Manipulation of materials, fine motor skills. Written annotation and in Sketching and modelling show they are thinking about form, function and texture. Choose materials for properties and finish/ texture. Students continue to use a variety of making tools but are introduced to new techniques.</p>

		Students reflect on their outcomes to allow them to take the next steps in their project development. They can use a variety of tools and select the most appropriate.	and refine ideas as well as giving advice to others.	They will respond positively to suggestions and adapt and refine ideas as well as giving advice to others. Students will practise and share their learning and skills with others, giving detailed feedback for improvement.	They will respond positively to suggestions and adapt and refine ideas as well as giving advice to others. Students will practise and share their learning and skills with others, giving detailed feedback for improvement.	
Year 14	<p>Topic: A: Take part in the arts Health and Safety in the D.T room and embossing of foil</p> <p>Suggested Key Questions: How do we keep safe in the D.T room? What is potentially dangerous? Why? Pupils explore investigate Egyptian Culture. What are hieroglyphics? What where they used for? What skills have you learnt? What skills do you want to learn? What skills can you pass on.</p> <p>Key Skills and Knowledge: Questioning and manipulation of materials. With support, students continue to build and secure their knowledge of techniques by experimenting and predicting what might happen. Will confidently offer feedback using technical vocabulary. Can think critically about their art, design work, and use digital technology as sources for developing ideas.</p>	<p>Topic: A: Take part in the arts Pewter casting – Hieroglyphic tag</p> <p>Suggested Key Questions: What can we use Pewter for? What are the properties of Pewter? What is a mould? How can we cast pewter? What skills have you learnt? What skills do you want to learn? Can you present your work to others and explain the processes and where you got your ideas from?</p> <p>Key Skills and Knowledge: Exploring materials With support, students continue to build and secure their knowledge of techniques by experimenting and predicting what might happen. Through independent sketching and modelling show, they are thinking about form, function and texture.</p>	<p>Topic: A: Take part in the arts Wire and tissue paper sculptures</p> <p>Suggested Key Questions: What petal/ leaf shapes can we make? How can we apply colour? Which colours will allow the light through? Which colours should we choose? What skills have you learnt? What skills do you want to learn?</p> <p>Key Skills and Knowledge: Exploring materials With support, students continue to build and secure their knowledge of techniques by experimenting and predicting what might happen. Will confidently offer feedback using technical vocabulary. Can think critically about their art, design work, and use digital technology as sources for developing ideas.</p>	<p>Topic: Topic: D: Pass on a skill Using embossing foil, mod roc, wire, papier mache, pencil sketching/ shading Painting skills, Workshop skills.</p> <p>Suggested Key Questions: What will you teach/ why? How will you know if they have understood your instructions? What will you do if they are stuck or if has not worked out right? What did you find was the hardest part for the learner? What would you do differently if you were to share the same skill again?</p> <p>Key Skills and Knowledge: With support, students can correctly use key vocabulary and demonstrate their knowledge and understanding to their teacher/ peers. They will respond positively to suggestions, adapt, and refine ideas as well as giving advice to others. Students will share their learning and skills with others, giving detailed feedback for improvement.</p>	<p>Topic: B: Review an arts event Review of Botanical Gardens/ BMAG</p> <p>Suggested Key Questions: Where did you go? What was the best part of the visit? Why? What did you like about it? Have you any ideas of what to make because of the visit? Any art you would like to try? Can you explain to others why they would find a visit interesting?</p> <p>Key Skills and Knowledge: Reflection and communication skills. With support, students will share their experience with staff and peers. 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. Students comment on the work of famous artists and name their pieces of work with minimal support.</p>	<p>Topic: A: Take part in the arts candle stick holders/ individual projects.</p> <p>Suggested Key Questions: What style will you base your ideas from? What artist inspires you? How can we manipulate and shape materials? What skills will you need and can share? Can you talk about your project to others and explain how you got the ideas from the artist?</p> <p>Key Skills and Knowledge: Exploring materials and presentation skills With support, students continue to build and secure their knowledge of techniques by experimenting and predicting what might happen. Will confidently offer feedback using technical vocabulary. Can think critically about their art, design work, and use digital technology as sources for developing ideas.</p>

<p>Gatsby Bench mark:</p>	<p>6. Experiences of the workplaces, galleries. 4. Linking curriculum learning to careers. Safe working in a workshop/ workplace. Working in a joinery workshop/ building site/ artist's studio; conditions, environment, skill set, organization- personnel. Customer/Designer/Maker: CAD Design in various industries.</p>	<p>3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers jewellery and fashion. Express themselves through individual fashion, style, design. Students work to their ability: Explore what they can do and build on those skills. Experiment and experience new skills. Designers and designing for fashion: form and function. 6. Experiences of workplaces: jewellery design, art, sculpture.</p>	<p>3. Addressing the needs of each pupil. 4. Linking curriculum learning to careers. Safe working in a workshop/ workplace. Working in workshop: conditions, environment, skill set, organisation. Designer: CAD Design in various industries.</p>	<p>4. Linking curriculum learning to careers. 3. Addressing the needs of each pupil. Working in a metal workshop: conditions, environment, skill set, organization-personnel. Express themselves through individual fashion, style, design. Students work to their ability: Explore what they can do and build on those skills. Experiment and experience new skills.</p>	<p>6. Experiences of workplaces. Addressing the needs of each pupil. 4. Linking curriculum learning to careers. Safe working in a workshop/ workplace. Working in an engineering workshop: conditions, environment, skill set, organisation. Paper Modelling in a variety of industries: Architecture, car design, product design Designer: CAD Design in various industries.</p>	<p>6. Experiences of workplaces. Addressing the needs of each pupil. 4. Linking curriculum learning to careers. Safe working in a workshop/ workplace. Working in an engineering workshop: conditions, environment, skill set, organisation. Paper Modelling in a variety of industries: Architecture, product design Designer: CAD Design in various industries.</p>
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