



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.

7N - 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 7	<p>Topic: BASE LINE TEST AND COLOUR WHEEL</p> <p>Suggested Key Questions: Baseline test – independent work – verbal prompts and ppt. to support only</p> <p>Colour theory: What are the 3 Primary/Secondary colours – how do we know they are Primary? What is a Tertiary colour? Can you give an example of a Tertiary colour? How are Primary and Secondary colours different? How do we make orange, purple, green?</p> <p>Key Skills and knowledge: Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within</p>	<p>Topic: Vincent Van Gogh</p> <p>Suggested Key Questions: Who is Van Gogh? Why is he famous? How has what people said about his art work affect his mental health? What is Van Gogh's style? How is it unique? How would Van Gogh feel now if he knew he became one of the most famous artists? How do we mix the colours we need to create Van Gogh's sunflowers?</p> <p>Key Skills and knowledge: Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can</p>	<p>Topic: Gustav Klimt</p> <p>Suggested Key Questions: Who is Klimt? What does his art work look like? What shapes can we see in his paintings? What are the characteristics of Klimt's art works?</p> <p>Key Skills and knowledge: Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p>	<p>Topic: Gustav Klimt part 2</p> <p>Suggested Key Questions: What are the characteristics to Klimt's paintings? How does your art work reflect Klimt's unique style? Can you make up a Klimt's style pattern? Can you incorporate pattern and sequence in your designs?</p> <p>Key Skills and knowledge: Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and</p>	<p>Topic: The Green man</p> <p>Suggested Key Questions: Who is the green man? What did the Green man supposedly bring about? Why is he portrayed this way? What is a myth? What are harmonious colours? What makes a good design? What do we mean by symmetry?</p> <p>Key Skills and knowledge: Begin to develop an awareness of composition scale and proportion in their paintings and select images with support from teacher. Will discuss with their teacher their ideas and will plan a final response.</p>	<p>Topic: Aboriginal art.</p> <p>Suggested Key Questions: Who were the aborigines? How did they live? How would you describe their painting style? What did the Aborigines believe? Why did they use warm colours? How can we create different dots?</p> <p>Key Skills and knowledge: Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge.</p>

	their own work.	be developed further. Identify artists who have worked in a similar way to their own work.		mixed media.		
Links to Gatsby benchmark	<p>4. Linking curriculum learning to careers</p> <p>Careers in design and the visual arts. Produce design and illustration</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in design and the visual arts. Product design and illustration. Artist history and research</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers link to fine art/ fashion design / illustration. Artist research and Art history</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers link to fine art/ fashion design / illustration. Artist research and Art history</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in pattern design, fashion, Textiles and embroidery</p>	<p>4. Linking curriculum learning to careers</p> <p>Careers in pattern design, fashion and art history</p>

