



## Explorer Curriculum – Building block to Formal Curriculum

- The building block before a fully formal curriculum.
- Strong focus on Early Literacy and Numeracy.
- Key skills and knowledge to understand the world around them.
- Functional Skills to apply basic knowledge.
- For children with moderate learning difficulties, autism and other learning needs. Learning takes place through tangible 'real life situations' with regular revisiting of learning.
- Students follow an Entry Level (1-3) Pathway at KS4 and KS5.

## 6.2 – 6.3 -Explore Curriculum - ICT/2 Lessons weekly

Year	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
	<p><b>Topic:</b> A: Take part in the arts - Introduction to film</p> <p><b>Suggested Key Questions:</b> How do you know what the film is going to be about? What is genre? What is mise en scene? Why are props used? Why costume, hair and makeup important?</p> <p><b>Key skills and knowledge</b> Begin to explore the use of multimedia to enhance communication. With support can create &amp; begin to edit presentation</p>	<p><b>Topic:</b> B: Review an Arts event - review film at cinema</p> <p><b>Suggested Key Questions:</b> What did you like/ not like about the film How did the director achieve use effects to communicate their creative idea to the audience? Would you recommend this film? Why?</p> <p><b>Key skills and knowledge</b> Watch and discuss a media product. Can identify several techniques and conventions used in media products. Confidently contribute analytical points</p>	<p><b>Topic:</b> C: Research an artist or crafts person - research film director</p> <p><b>Suggested Key Questions:</b> What do you know about a director? What films have they made? What are your thoughts about this director? Have you seen any of their films? Can you describe the director's style?</p> <p><b>Key skills and knowledge</b> Can use the internet to find information. Use ICT to undertake primary research e.g. creating an online</p>	<p><b>Topic:</b> D: Pass on a skill - plan a 1 minute film</p> <p><b>Suggested Key Questions:</b> What will your film be about? How will you communicate these ideas to the audience? What props will you need?</p> <p><b>Key skills and knowledge</b> With support and prompts will share skill taking photos and recording this event. Student will share skill taking photos and recording this event. Student will confidently share skill</p>	<p><b>Topic:</b> D: Pass on a skill - produce 1 minute film and share skills</p> <p><b>Suggested Key Questions:</b> How do you use a camera? How do you edit? What has your part been in this film? How have your ideas developed? What difficulties have you experienced in creating your idea – how have you overcome this?</p> <p><b>Key skills and knowledge</b> With support and prompts will share skill taking photos</p>	<p><b>ABCD: completion of unfinished work</b> Reflection of sections A-D</p> <p>Written annotation and individual targets</p> <p><b>Key Questions:</b> Teacher targets</p> <p><b>Key skills and knowledge</b> Begin to explore the use of multimedia to enhance communication. Watch and discuss a media product with correct ICT vocabulary. With minimal support can choose a filmmaker/creative/media personality to research. With support and prompts will share skill</p>

	documents & text, experimenting with fonts, size, colour, alignment for emphasis & effect. Create & begin to edit presentation documents & text, experimenting with fonts, size, colour, alignment for emphasis & effect.	about media products to discussions.	survey or questionnaire. With support can create a presentation that is informed by research and provide evidence of sources.	giving clear direction. They will organise the taking of photos and recording this event.	and recording this event. Student will share skill taking photos and recording this event. Student will confidently share skill giving clear direction. They will organise the taking of photos and recording this event.	taking photos and recording this event.
Links to Gatsby Benchmarks:	4. Linking curriculum learning to careers. Discussion of different areas/job roles on a film set.	4. Linking curriculum learning to careers. Discussion of different areas/job roles on a film set and how this creates meaning in a film.	4. Linking curriculum learning to careers. Researching a specific person/role involved in the film industry. Students will be directed towards researching a director but can choose any area of interest.	4. Linking curriculum learning to careers. Developing planning skills and identifying pre-production jobs like storyboard artist.	4. Linking curriculum learning to careers. Developing skills in using technology/creative software packages and understanding the pathways these can help to access.	4. Linking curriculum learning to careers. Discussion of different areas/job roles on a film set.