

6.4- 6.6 - Explorer Curriculum –Long Term Plan

	2022 - 2023 Autumn 1 Unit 1	2022 - 2023 Autumn 2 Unit 2	2022 - 2023 Spring 1 Unit 3	2022 - 2023 Spring 2 Unit 4	2022 - 2023 Summer 1 Unit 5	2022 - 2023 Summer 2 Unit 6
Year 12 African Art Award Bronze	<p><u>A: Take part in the arts</u></p> <p>Topic: African Art (throughout the year)</p> <p>COMPLETE PAPER WORK A</p> <p>Experiment: sgraffito and chalk</p> <p>Suggested Key Questions:</p> <p>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:</p> <p>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></p> <p>Topic: African Art (throughout the year)</p> <p>COMPLETE PAPER WORK A</p> <p>Experiment: sgraffito and chalk</p> <p>Experiment: clay</p> <p>Suggested Key Questions:</p> <p>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>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:</p> <p>Students can create a colour palette, demonstrating mixing</p>	<p><u>B: Review an Arts event</u></p> <p>Topic: African Art (throughout the year)</p> <p>COMPLETE PAPER WORK B</p> <p>Review of Pitt Rivers/ bmag/VIRTUAL TOUR</p> <p>https://www.ikon-gallery.org/learning/schools/activity-packs</p> <p>Suggested Key Questions:</p> <p>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:</p> <p>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></p> <p>Topic: African Art (throughout the year)</p> <p>COMPLETE PAPER WORK C</p> <p>Research traditional African art</p> <p>Suggested Key Questions:</p> <p>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:</p> <p>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>Unit 9</p> <p><u>D: Pass on a skill</u></p> <p>Coil pots</p> <p>COMPLETE PAPER WORK D</p> <p>Suggested Key Questions:</p> <p>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:</p> <p>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>TEACHER SET PERSONALISED TARGETS</p>

		<p>techniques; use a range of paint create visually interesting pieces.</p> <p>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>4. Linking curriculum learning to careers.</p> <p>Discussion of design process and page composition – key skills needed in graphic design and illustration.</p>	<p>4. Linking curriculum learning to careers.</p> <p>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. – 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>	

