

Curriculum Intent.

To adapt and develop an ambitious curriculum for all pupils, so they may gain a strong sense of progress and grow in confidence as it teaches knowledge skills and cultural capital through Art. Learners develop confidence; build their resilience emotionally, creatively and physically through a widening range of internal and external experiences/provision.

UNITS	Key skills	Key knowledge
111695 Art: Taking a line for a walk AQA Entry Level	<ul style="list-style-type: none"> Select paper and a pencil Start to draw a line starting on one side of the paper Keeping the pencil on the paper, 'take the line for a walk' around the page. making at least three different shapes Select at least two parts of the drawing and colour using oil pastel Paint the remainder of the picture using water colour, noticing how the water colour does not affect areas where pastel has been used. 	<ul style="list-style-type: none"> Know which paper to use and where to find it. Know which pencil to use, where to find it and that it is sharp enough to use. Be able to know which are the 'sides' of the paper and to start a drawing on one 'side'. To be able, through repetition, to keep the pencil constantly on the paper when moving it to draw a line. To be able to create shapes using the pencil line and know how to do this while keeping the pencil moving around the paper. Know how to maintain a clean and tidy work environment To be able to follow instructions when working with others Communicate appropriately with others
71883 Introduction to creating collage AQA Entry Level	<ul style="list-style-type: none"> Identify at least two items of personal protective equipment needed when creating collage Identify and locate at least four items needed for creating collage Use scissors safely and appropriately to cut collage materials Use glue safely and appropriately to affix collage materials Create at least three different pieces of collage work Tidy away equipment safely after use 	<ul style="list-style-type: none"> Know about the different items of personal protective equipment and when to use them Know where items are kept in the art room and what they can be used for Know how to handle scissors following safety guidelines and use to cut a variety of materials safely Know the methods available to apply glue and how to be safe when doing so Use materials according to instructions and be able to make your work different Know how to maintain a clean and tidy workplace
75105 Textiles: designing and making a wall hanging with support AQA Entry Level	<ul style="list-style-type: none"> Research the styles and/or techniques of one or more artists or designers Use the information gained to produce at least two ideas and designs for a wall hanging Produce part or all of a wall hanging, incorporating appropriate materials Work safely, using techniques appropriate to the subject and material(s) selected. 	<ul style="list-style-type: none"> Be able to find information from different sources and select the ones they like/appropriate text and/or images To know how to create their own design from the ideas they like To know which materials to use and how, through practicing techniques To know how to use tools and equipment safely to be able to carry out techniques, through repetition.

<p>93568</p> <p>Art: Mono Printing</p> <p>AQA Entry Level</p>	<ul style="list-style-type: none"> • Roll black printing ink out thinly to fit an A3 sized area • Place a piece of A3 paper over the top of the ink • Use a pencil or chalk pastel to draw onto the paper, making sure that nothing else touches the paper • Peel the paper away once the drawing has been completed • Turn the paper over to show the completed print 	<ul style="list-style-type: none"> • To know which materials and equipment to select and be able to use them correctly • Be able to select the correct size of paper • Through repetition and practice know what happens when something other than the drawing material touches the paper • To be able to know when a drawing is finished and use the technique to remove the paper from the inked plate • To know which way round the drawing needs to be to protect it and the surfaces.
<p>89472</p> <p>Decorating a piece of fabric using tie dye technique</p> <p>AQA Entry Level</p>	<ul style="list-style-type: none"> • Choose a method of tying a piece of fabric, using finished examples for inspiration • Bunch or fold the fabric using the chosen method • Secure tightly the bunched or folded fabric with elastic bands or thread • Choose a colour scheme of two or three colours for the finished piece • Identify the order in which the colours will be dyed, i.e palest to darkest • Mix the dyes to the appropriate strength • Dye the tied fabric, ensuring it is dyed evenly • Squeeze out excess dye and apply fixative at the appropriate time • Rinse out the fixative thoroughly • Untie and iron the fabric 	<ul style="list-style-type: none"> • To know there are a variety of methods of folding and tying a fabric square • To know the steps in the technique used to bunch fabric • To know how to secure fabric using both methods and make a choice of which method to use • To be able to make a choice from the colours available • To know through repetition, the order in which their chosen colours should be dyed. • To know dyes need to be mixed for use and with support mix to instructions • To know how to apply the dye to the fabric and use correct PPE for the job • To be able to use the squeezing technique, know when the excess dye is out and with support apply the fixative • To know how to rinse the fabric • To know when the fabric is ready to untie. To know the technique, through repetition, how to untie their chosen method for securing the fabric.
<p>H/502/4164</p> <p>Developing independent living skills: having your say</p> <p>This unit will be delivered throughout the year to support the AQA units</p> <p>WJEC Entry Level</p>	<ul style="list-style-type: none"> • Take part in making choices about aspects of their own life • Take part in decision-making about how they spend their time 	<ul style="list-style-type: none"> • To be able to demonstrate an understanding of cause and effect • To know how to request events or activities without prompting e.g by selecting and taking appropriate materials or equipment to staff. • To be able to vocalise or gesture in response to a person, object or event to indicate like or dislike. • To know how to identify two options they might take in a given situation • To know how to communicate a choice from options which they have identified themselves • To be able to listen to options communicated by others to know what they have to choose from • To know how to communicate to show consistent preferences