

Landmarks Curriculum Sequencing - Art



Intent – What is Landmarks aiming to achieve through its Art curriculum?

- Our art curriculum aims to provide an outstanding personal and educational experience, for each learner
- We aim to provide a welcoming, safe and focussed learning environment
- We incorporate a range of art and design tasks that develop and extend the use of art materials, equipment, techniques and processes
- We ensure that learners develop and maintain increased self-awareness and independence in the art studio
- We develop learners' personal and social development, communication, social skills and art study skills
- We will promote through art sessions, physical and emotional well-being for all individuals
- We ensure that all learners are prepared for the next stage in their art education / employment
- We aim to ensure that all learners leave Landmarks' equipped with a new and developed set of art and design skills and that they have made clear progress during their time with us.

Implementation – How is the Landmarks' Art curriculum delivered?


- Learners have full access to a broad and differentiated art curriculum, to meet a wide range of learning needs and styles
- The art curriculum is designed to be challenging, yet appropriate to the learners' academic level
- The art curriculum offers a broad range of opportunities, to ensure variety to continued learner skills and development
- The art curriculum allows learners to build on previous and existing skills, using repetition and memory recall, to embed knowledge
- art activities include regular links to our curriculum map which develop cultural, personal social development and British values
- art sessions are differentiated, adapted and delivered to meet both group and individual learning needs
- All art sessions create opportunities to deliver maths, English, ICT and health and safety



- A continuous range of formative and summative assessment methods are used to assess learners progress through art activities
- The curriculum is designed to be challenging, appropriate to each learner's stage of development; the curriculum is divided into 'phases', to recognise that learners work at different levels and progress throughout the curriculum at different stages.

Impact – What difference is the Art curriculum making for learners?

- The majority of our learners will leave Landmarks having met or exceeded their expected progress
- Learners will acquire a wide and varied range of art skills that they will carry forward with them in their personal and professional life
- The spiritual, moral, social and cultural development of our learners in art, will have a significant impact on the individuals' lives
- Learners will be thoroughly prepared to move onto the next stage in their transition to mainstream education or employment

Curriculum Manager Review		Senior Management Review	
Curriculum Manager	Clare Connolly	Senior Manager	Jayne Price
Role	T & OM	Role	Vice Principal: Curriculum and Quality
Signature	C.Connolly	Signature	
Date	15/06/20	Date	19/06/20

	Term 1	Curriculum Events	Term 2	Curriculum Events	Term 3	Curriculum Events
Key Themes & Curriculum Events	<p>It is intended that learners will be encouraged to experience a number of initial working methods, to allow staff to assess a range of abilities and to develop best working practice in the studio.</p> <p>Learners will identify existing knowledge of their skills baseline, to then be introduced to a variety of other basic working methods.</p>	<ul style="list-style-type: none"> • Macmillan coffee morning • Word Mental Health Day • Black history month • Christmas Fair • Art Skills Competition 	<p>Learners will focus on developing acquired skills, from term one, to develop working practices, that look at the ideas and concepts of others. Historical examples, of art, design and artefacts, using techniques and processes based on cultural heritage and careful observation, will be focussed</p>	<ul style="list-style-type: none"> • Transitions Fair • Spring Fair 	<p>Specific techniques and materials will form the basis of this half term allowing learners to experiment and explore a specific set of skills</p> <p>Learners during this half term will either be working on tasks that have impact on their experience at college and possible transition to employability</p>	<ul style="list-style-type: none"> • Coach House Gallery • Dog Show • Employer Awards • End of year Prom

	Term 1	Term 2	Term 3
Knowledge Acquisition	<ul style="list-style-type: none"> • Understand the need for Health and Safety standards in the studio environment • Understanding how to create a safe working environment • To recognise the need for instructions and task lists • Recognise existing materials, techniques and processes (current knowledge base) • To experience a variety of working methods • To explore own ideas and concepts • To make choices when selecting from own work 	<ul style="list-style-type: none"> • Recognise Health and Safety opportunities in the studio environment • Knowing how to create a safe working environment for yourself • To understand how to follow instructions and use task lists to achieve required outcomes • Recognise new materials, techniques and processes • To understand the need to develop a range of different working methods • To explore and develop the ideas and concepts of others • To select for presentation from a given body of work 	<ul style="list-style-type: none"> • Independently recognise Health and Safety opportunities in other environments • Independently creating a safe working environment for yourself and those around you • To recognise how to creatively extend tasks into developed personal responses • Select and combine a range of materials, techniques and processes • To understand how to select and combine different working methods • To use own and other ideas and concepts in collaborative work • To select and present work ready for display

	Term 1	Term 2	Term 3
Core Skills	<ul style="list-style-type: none"> • Learning how to use PPE correctly • Learning to use art equipment and materials safely • Using a task list to support your learning and achieve outcomes • Listening to instructions • Being able to talk about your work 1:1 	<ul style="list-style-type: none"> • Remembering to use PPE • Choosing the correct art equipment and materials • Following a task list independently to achieve outcomes • Listening in a group situation • Discussing your work within a group environment 	<ul style="list-style-type: none"> • Independently using PPE • Creatively using art materials and equipment safely • Create your own ordered task list • Listening and responding to questions • Critically reviewing your work and the work of others

Levels 1 & 2	<ul style="list-style-type: none"> • Select appropriate materials and equipment for the task • Independently follow tasks • Discuss your work giving examples of how this work could be developed 	<ul style="list-style-type: none"> • Analyse the work you have created • Discuss fit for purpose • Search for and give examples or other artists work to support and inspire you 	<ul style="list-style-type: none"> • Independently search for the meanings of unfamiliar words • Critically analyse the work you produce • Understand and implement quality control
Entry Level 1, 2, 3	<ul style="list-style-type: none"> • Reading from numerical lists • Ordering and sequencing items • Using Timers • Understanding weights and measures • Understand remember and follow routine tasks • Respond to feedback at your ideas and concepts • Independently clean your art equipment and workspace 	<ul style="list-style-type: none"> • Understanding capacity • Understanding volume • Follow set guidelines when working on group tasks • Create customer surveys • Generating specific products as part of a set • Use task lists with minimal support • List other methods of manufacture and outcomes • Develop own techniques and methods of working 	<ul style="list-style-type: none"> • Use money when serving customers • Organising and labelling stock for events • Pricing stock • Costing profit and loss on made goods • Have input and help organise presentation and display of art works • Categorize and count stock • Mentor other learners
Pre-Entry 1 & 2	<ul style="list-style-type: none"> • Follow step-by-step instructions / task list to complete tasks • Use illustrated task list to complete tasks • Reading simple text • Answering closed questions 	<ul style="list-style-type: none"> • Recognising times of the day • Compare large / small etc • Counting out sections / elements • Measuring out liquids • Follow requests to complete work 	<ul style="list-style-type: none"> • Recognise art equipment • Communicate with peers • Participate in a group tasks • Colour mixing • Mixing media

Maths	<ul style="list-style-type: none"> • Addition • Subtraction • Division of space • Multiplication • Weight • Measure • Time • Scale 	<ul style="list-style-type: none"> • Shape & Form • Graphs • Volume • Capacity • Pattern Repeat • Grid Systems • Layering • Numerical order 	<ul style="list-style-type: none"> • Percentages • Money • Budgeting • Profit • Loss • Quantity • Value • Hourly rate
English	<p>Speaking and listening</p> <ul style="list-style-type: none"> • Discussion of own work 1:1 • Listening to session introduction / demonstrations • Asking for help • Responding to individual questioning • Listening to feedback to from staff <p>Reading</p> <ul style="list-style-type: none"> • Names of materials / techniques and processes • Task lists (dry wipe / Illustrated) <p>Writing</p> <ul style="list-style-type: none"> • Dry wipe board activities • Alphabet game • Word search • Solitaire Bananagram 	<p>Speaking and listening</p> <ul style="list-style-type: none"> • Group discussions • Interacting with session introductions and demonstrations • Asking for help and advice • Joining a group discussion • Listening to feedback from peers <p>Reading</p> <ul style="list-style-type: none"> • Listing new terminology • Creating personal task list <p>Writing</p> <ul style="list-style-type: none"> • Joining in dry wipe board activities • Joining in group alphabet game • Timed word search, with another learner • Bananagram with another learner 	<p>Speaking and listening</p> <ul style="list-style-type: none"> • Joining a group discussion to resolve problems • Speaking to customers at college events • Working with others to offer help and advice • Leading a group discussion • Giving feedback <p>Reading</p> <ul style="list-style-type: none"> • Spellchecking work • Creating an illustrated task list <p>Writing</p> <ul style="list-style-type: none"> • Using the dry wipe board to illustrate own ideas • Creating own alphabet game • Online search for chosen word search • Group Bananagram competition

ICT	<ul style="list-style-type: none"> • Use search engines to navigate the internet • Using a Clever touch - iPad or hand-held mobile device to search for and retrieve information via the internet • Kahoot Quizzes 	<ul style="list-style-type: none"> • Use instructional videos to support learning • Random number searches • On screen Timer • Calculator • Zoom Meetings 	<ul style="list-style-type: none"> • Use hand-held devices to record images of own work for presentation • Random number searches • iPads to display images of work onscreen • iPad / Clevertouch to take orders from online shop • Group Kazoom Meetings
PSD & BV	<ul style="list-style-type: none"> • Ground rules set at the beginning of the year / session by group • Developing social skills when working with others • Co-operation in group tasks • Recognising learners' individual abilities • Recognising boundaries create safe environments • Allowing for experimental artwork to allow for reflection • Groupwork includes all learners regardless of ability • Working together when clearing away the studio space • Recognising own choices and beliefs • Allowing learners to make choices about their work in a safe environment • Recognising that rules are there to protect learners in the studio / college • Recognising personal viewpoints 	<ul style="list-style-type: none"> • Teamwork and decision making in groups and pairs • Listening to the needs of others • Recognising the differences in others • Encouraging honesty when discussing other learners' work / opinions • Learning to support / mentoring fellow peers • Tasks allow for varied outcomes • Recognising a range of culture within college • A willingness to explore and extend cultural diversity • Recognising other peoples' feelings and values • The ability to tolerate other group beliefs • Helping learners recognise right from wrong • Comparing differences and similarities when discussing group work • Recognising and learning about others religious beliefs 	<ul style="list-style-type: none"> • Working towards group goals that may not be your way of thinking • Allowing team members to take the lead • Group and individual tasks all work towards the same goals • A willingness to participate in artistic opportunities • Co-operation in groups tasks • Building confidence in yourself and your work • A willingness to work for others • Creating a legacy to be handed over to future students • To recognise the potential for developed work and profitable outcomes • Respect and putting the needs of others first • Understanding creativity and imagination in own learning process • Understand and appreciate the viewpoints of others • Developing personal choice in materials techniques and processes