

Landmarks Curriculum Sequencing - Enterprise



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

- Our curriculum aims to provide an outstanding personal, educational and business experience, for each learner
- We aim to provide a welcoming, safe and focussed learning environment allowing learners to work towards generating, high quality products to be sold at Landmarks events and on the online shop
- We will incorporate a range of strategies and guidance, from a wide variety of business partnerships
- We ensure that learners develop and maintain increased self-awareness and independence within the employment environment
- We will develop learners' personal development in personal and social development, communication and social skills linked to customer care
- We will promote physical and emotional well-being in the production of quality goods, for all individuals
- We ensure that all learners are prepared for the next stage in their education / employment journey
- We aim to ensure that all learners leave Landmarks' equipped with a new and developed set of business skills and that they have made clear progress during their time with us.

Implementation – How is the Landmarks' Enterprise curriculum delivered?

- Learners have full access to a broad and differentiated curriculum, to meet a wide range of presentation styles
- The curriculum is designed to be work related, yet appropriate to the learners' academic level
- The curriculum offers a broad range of selling opportunities, to develop specific skills relating to enterprise
- The curriculum allows learners to build on previous and existing skills, using repetition and memory recall, to embed knowledge through set enterprise themes and tasks
- Activities include regular links to our curriculum map which generate work for key events
- Event work is differentiated, adapted and delivered to meet both group and individual learning needs



QUALITY



HONESTY



RESPECT



ACHIEVEMENT




WORKING TOGETHER

- All sessions create opportunities to deliver maths, English, ICT and health and safety within the workplace
- A continuous range of formative and summative assessment methods are used to assess individuals work progress

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

- Learners will present high quality products, fit for sale
- Learners will develop and acquire work-readiness skills relating to business management, customer service, satisfaction and delivery and sales
- The majority of our learners will leave Landmarks having met or exceeded their expected progress
- Learners will acquire a range of business skills that they will carry forward with them in their personal and professional life
- The social and business development of our learners will have a significant impact on the individuals' lives
- Business experience will allow learners to 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>Learners will 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 and research varying ways in which to generate income, within the studio environment.</p>	<ul style="list-style-type: none"> • Macmillan coffee morning • Word Mental Health Day • Black history month • Christmas Fair • Skills Competition 	<p>During this term, learners will focus on developing acquired skills, from term one, to develop working practices, that look at generating and developing quality products that can be used for all upcoming events throughout the rest of the year and work for products used on the online shop.</p>	<ul style="list-style-type: none"> • Transitions Fair • Spring Fair 	<p>Specific equipment, 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 develop their independence and work more towards their own presentation skills, dealing with customers and working at events</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 working 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 working environments • 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 others' 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