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| **AREAS OF NEEDS**  **ART PATHWAYS LONG TERM PLAN**  ***developing students’ communication, engagement & experiences*** | | | | | |  |
| PFA: EMPLOYMENT  INDEPENDENT LIVING  HEALTH  COMM. INCLUSION | **FOCUS /ARGET AREAS**  PEOPLE & COMMUNITIES/MAKING RELATIONSHIPS  SOCIAL SKILLS  TOTAL COMMUNICATION | **FOCUS/TARGET AREAS**  ATTENTION & LISTENING SKILLS  TOTAL COMMUNICATION  SOCIAL SKILLS  MOVING & HANDLING – FINE MOTOR SKILLS | **FOCUS/TARGET AREAS**  SOCIAL SKILLS  HEALTH  MOVING & HANDLING – PHYSICAL DEVELOPMENT |  | **FOCUS /TARGET AREAS**  SELF-AWARENESS  SELF-CONFIDENCE  RELATIONSHIPS  SOCIAL SKILLS  TOTAL COMMUNICATION | | |
| JOURNEYS | **COMMUNITY**  **The world around us, environment & society** | **CREATIVITY/SENSORY & COMMUNICATION** | **MY BODY**  **MY NEEDS** | **PERSONAL DEVELOPMENT** | | |
| **TOPICS/TERMS**  TERM 1  ‘**TEXTILES’** (exploration,  Realisation,  anticipation  persistence  initiation\*)  TERM 2:  **‘PHOTOGRAPHY’**  (exploration  realisation  anticipation  persistence  initiation\*)  Term 3:  **‘Painting and collage ‘**  **‘Exhibition’**  (exploration  realisation  anticipation  persistence  initiation\*) | Learning techniques in Textiles.  Exploring the role of textile through the work of various artist  TEXTILES ARTISTS :  -Aligheiro e Boetti : Mappa 1990-91  -Faith Ringgold  ‘Grooving High 1996’  -Alexandra Kehayoglou  ‘No longer Creek 2016’  Visit museum or textile workshops  Learning to use a digital camera . Exploring photography through the work of artists   1. Still life photography   -David Hockney photography collages  - Olivia Parker  -Mat Collishaw  Visit of a photographer  Learning to translate a photo into painting. Learning various techniques to create a painting inspired by artists.  3.Dada art movement  -Kurt Schwitters  -Hannah Hoch | Working in groups, following instructions and steps of the techniques  1.– Dye technique to decorate bags  -to be able to choose a scheme of colours  -making patterns using cloths  **(connection with math)**  **OCR LIFE AND LIVING SKILLS AREA: ARTS AND CRAFTS**  **UNIT: A4-Selecting and planning an art or craft product**  Working in groups, to take minimum 20 pictures of still life and nature  2.To be able to turn on and off the camera, set the zoom, upload and print the photographs, produce a piece of work using the technique of panography  -food photography or stop motion film **(connection with food tech)**  **OCR LIFE AND LIVING SKILLS AREA: ARTS AND CRAFTS**  **UNIT: A1-Enganging in a creative group project**  Following instructions, they select a picture they want to work and they translate the photo into a painting and collage  3.be able to use newspaper, old books to create the collage **(connection with animal care and horticulture)**  **OCR LIFE AND LIVING SKILLS AREA: ARTS AND CRAFTS**  **UNIT: A7-Designing an art or craft product** | By following the instruction will develop their fine and gross motor skills, concentration skills and patience  1.To develop motor skills by stirring, mixing the dyes, squeezing the fabric, tying and untying the fabric by following the steps and instructions  -lay the pattern onto the bag, cut out the pattern, sew the pieces together by hand or sewing machine  **OCR LIFE AND LIVING SKILLS AREA: ARTS AND CRAFTS**  **UNIT: A5-creating an art or craft product**  Developing motor skills, concentration and patience by using the camera  2.basic use of the computer, basic use of digital camera  **OCR LIFE AND LIVING SKILLS AREA: ARTS AND CRAFTS**  **UNIT: A2-Enganging in a new creative activity**  Develop fine motor and gross motor skills, listening, attention, following steps and instructions  3.to be able to work in one idea for a sequence of lessons be able to write a story or poem based on their work  **(Connection with literacy)**  **OCR LIFE AND LIVING SKILLS AREA: ARTS AND CRAFTS**  **UNIT: A8- Making an art or craft product** | SELF DEVELOPMENT  & PERSONAL SKILLS    1.Discussion about the pricing of the bags in order to sale them (**link with retail)**, discussion and planning where and how they will be displayed as part of the Christmas Bazaar.  **OCR LIFE AND LIVING SKILLS AREA: ARTS AND CRAFTS**  **UNIT: A6-Displaying an art or craft product**  Taking part in group discussion  2.Taking part in group discussion about similarities and differences between a panography and a still life photography  -thinking how to use the pictures  **OCR LIFE AND LIVING SKILLS AREA: ARTS AND CRAFTS**  **UNIT: A3-Displaying creative work**  Discussion about the appropriate printing for a poster for the summer exhibition   1. Gathering all the works, planning and deciding on how to exhibit the works   **OCR LIFE AND LIVING SKILLS AREA: ARTS AND CRAFTS**  **UNIT: A6-Displaying an art or craft product**  **OCR LIFE AND LIVING SKILLS AREA: ARTS AND CRAFTS**  **UNIT: A9- Exhibiting an art or craft product** | | |

**Purpose of Pathways in Art**

To prepare students for adulthood and make them active members of the community. The Projects in art pathways will challenge their understanding of following instructions (later rules in society), will develop their communication skills by experiencing artistic ways of expressing their feelings (later they will be able to express their needs, likes and dislikes). By studying artists and art movements they will experience ways of understanding the world, their identity, the natural world in a creative way. They will be responsible to create final exhibition during summer term, which will be an essential asset into their adulthood by creating links to community and work-related possibilities.

**Aims of Pathways in Art**

* Learning techniques (independent living)
* Working into groups (community inclusion)
* Develop motor skills (Health)
* Self-Development / personal skills(employment)