



**‘Building Resilience for Future Success’**

**Art & Design Group Termly Plan 2025-2026 – Lorna Thomas**

***“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”***

***(Department for Education, Art & Design Programmes of Study: Key Stage 3, 2013)***

## Autumn Term

Week/Date	Topic/Resources	Learning Opportunities links to DFE KS4 POS, PSHE Curriculum, Skills Builder and Preparation for Adulthood
<b>1</b>  <b>Week of 01/09/25</b>	<b>Mark making focus – Water colour paint</b>  A focus on mark making through watercolour paint and watercolour pencils. The young people create a techniques grid where they experiment with the different outcomes. Focusing on a media which is difficult to control with an importance on experimental outcomes and no preconceived version. Emphasis on independence and varied outcomes for all. Adding stencilled elements on top with acrylic paint that relate to the young people and that they may be more familiar with e.g. celebrity portraits, animals, objects etc. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and the application of the techniques is dependent on the young person.	Skills Builder: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> Reading opportunities: <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> Preparation for Adulthood: <ul style="list-style-type: none"> <li>• Employment</li> </ul>
<b>2</b>  <b>Week of 08/09/25</b>	<b>Acrylic paint</b>  A focus on learning the techniques initially (on a labelled techniques grid) and progressing to smaller scaled zoomed in copies/segments of an image using a view finder and creating value samples. They then experiment with imagery firstly chosen by the teacher and then selected by the young people once their interests are established. This can then progress in scale from A5, A4, A3 and into a canvas piece. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and the application of the techniques is dependent on the young person.	Skills Builder: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> Reading opportunities: <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> Preparation for Adulthood: <ul style="list-style-type: none"> <li>• Employment</li> </ul>
<b>3</b>  <b>Week of 15/09/25</b>	<b>Print making</b>  The young people are introduced to different variations of print making and using imagery provided to them. They then can focus on different themes within print making such as Folk Art, Nature, Advertising, Patterns, Symmetry focused print making to name a few. They experiment with mono printing, relief printmaking, collagraph printmaking and geli printmaking. They explore different surfaces and backgrounds to print on top of, as well as refining their print through layered processes and adding to them with mixed media. Time scales of the activities and media	Skills Builder: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> Reading opportunities: <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> Preparation for Adulthood:

	can overlap into another week due to the complexity of imagery used and the application of the techniques is dependent on the young person.	<ul style="list-style-type: none"> <li>• Employment</li> </ul>
<p><b>4</b></p> <p><b>Week of 22/09/25</b></p>	<p><b>Oil pastel/Charcoal &amp; Chalk</b></p> <p>A focus on learning the techniques of Oil pastel (on a labelled techniques grid) and then progressing to the techniques of charcoal and chalk too. They are then be provided with imagery to focus on utilising as many of the techniques focusing on texture, blending and colour. They can then choose which media they prefer out of the two and progress to a more finalised outcome. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and the application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> </ul>
<p><b>5</b></p> <p><b>Week of 29/10/25</b></p>	<p><b>Pencil &amp; Pen – Perspective and Portraiture</b></p> <p>A focus on learning the techniques of pencil, and then progressing to the techniques of pen and fine liner (on a labelled techniques grid). They are be provided with imagery and focus on utilising as many techniques as suitable, while creating value samples. They experiment with different techniques and how they create different styles and outcomes. They can progress their work by experimenting with coloured pencils, pens and fine liners and adding water to them to create bleeding and blending. They utilise different backgrounds and surfaces to create on top of. There is a focus on not always being realistic but also if young people would like to focus on this, this is facilitated too. This is shown through the grid system technique and mono printing outlines for students that want more support. A focus on Perspective and accurate realistic composition is touched upon if students want to explore more design focused work instead of media focused Art. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and the application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> </ul>
<p><b>6</b></p> <p><b>Week of 06/10/25</b></p>	<p><b>Clay</b></p> <p>A focus on learning the techniques of a clay initially using smaller clay samples. They then progress to learning about and creating a clay tile, and then progressing to varied clay pots created in different ways (coil, slab, pinch pot). They then experiment with different ways of adding colour to the clay once dry though oil pastel, ink and acrylic paint. Despite not having a kiln the young people are introduced to the concepts and learn the fundamentals about the media. Time scales of the activities and media can overlap into another week due to the complexity of technique.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p>

		<ul style="list-style-type: none"> <li>• Employment</li> </ul>
<p><b>7</b></p> <p><b>Week of 13/10/25</b></p>	<p><b>Mod roc</b></p> <p>A focus on learning about the material and experimenting with it to create different sculptures such as animal heads, shelves, masks to name a few. It is also used to layer on top of paper mâché sculptures. Time scales of the activities and media can overlap into another week due to the complexity of imagery and media used and the application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> </ul>
<p><b>8</b></p> <p><b>Week of 20/10/25</b></p>	<p><b>Halloween Activities</b></p> <p>A variety of activities based around Halloween using a mixture of different 2D and 3D media and focusing on numerous techniques that build skills and consolidate prior learning. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> <li>• Independent living</li> </ul>
<b>October Half Term</b>		
<p><b>1</b></p> <p><b>Week of 03/11/25</b></p>	<p><b>Paper Mâché &amp; Sculpture</b></p> <p>A focus on learning about the material and combining this with different medias too such as balloons, wire, tissue paper, mod roc, card board, paper and foil. The young people experiment with various outcomes such as Abstract Eggs, Animals, Masks, DT focused items and Decorative pieces. Time scales of the activities and media can overlap into another week due to the complexity of imagery and media used and the application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> </ul>

<p><b>2</b></p> <p><b>Week of 10/11/25</b></p>	<p><b>Paper</b></p> <p>A focus on learning varied paper techniques using different types of paper to create an abstract labelled techniques sheet. They then progress to creating different style pieces based around cardboard sculptures and 3D forms with the newly learnt paper techniques included. Time scales of the activities and media can overlap into another week due to the complexity of piece and the application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> </ul>
<p><b>3</b></p> <p><b>Week of 17/11/25</b></p>	<p><b>Collage</b></p> <p>A focus on experimenting with different medias within collage and surfaces/backgrounds to create the work on top of. A combination of mixed media is emphasised and considered with all pieces. They utilise recycled materials, tissue paper, wallpaper, cardboard, tracing paper, acetate, sugar paper, maps, post cards, stickers, stamps and books to create complex 2D and 3D pieces. They experiment with different themes within the media of collage, such as advertising, typography, print making, and Fine Art. Time scales of the activities and media can overlap into another week due to the complexity of piece and the application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> </ul>
<p><b>4</b></p> <p><b>Week of 24/11/25</b></p>	<p><b>Textiles</b></p> <p>A variation of textile skills is focused on and experimented with such as basic embroidery, using the sewing machine, crochet, silk painting, pom making, weaving, batik, tie dying, sewing skills workshops where varied samples are made and lastly, corset making. Some young people may experience more of these experiments than others, but they do all have had a go with at least one type of textiles piece. Time scales of the activities and media can overlap into another week due to the complexity of piece and the application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> </ul>
<p><b>5</b></p> <p><b>Week of 01/12/25</b></p>	<p><b>Christmas Activities</b></p> <p>A variety of activities based around Christmas using a mixture of different 2D and 3D media and focusing on numerous techniques that build skills and consolidate prior learning. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and the application of the techniques is dependent on the young person. There are many creative</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> <li>• Leadership</li> </ul>

	<p>competitions that take place this time of year such as the Christmas Tree competition at Chester Cathedral where young people create decorations for the Ancora House School tree. We also do a Christmas card design project and school Christmas tree competition.</p>	<ul style="list-style-type: none"> <li>• Teamwork</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> <li>• Independent living</li> </ul>
<p><b>6</b></p> <p><b>Week of 08/12/25</b></p>	<p><b>Christmas Activities</b></p> <p>A variety of activities based around Christmas using a mixture of different 2D and 3D media and focusing on numerous techniques that build skills and consolidate prior learning. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and the application of the techniques is dependent on the young person. There are many creative competitions that take place this time of year such as the Christmas Tree competition at Chester Cathedral where young people create decorations for the Ancora House School tree. We also do a Christmas card design project and school Christmas tree competition.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> <li>• Leadership</li> <li>• Teamwork</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> <li>• Independent living</li> </ul>
<p><b>7</b></p> <p><b>Week of 15/12/25</b></p>	<p><b>Christmas Activities</b></p> <p>A variety of activities based around Christmas using a mixture of different 2D and 3D media and focusing on numerous techniques that build skills and consolidate prior learning. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and the application of the techniques is dependent on the young person. There are many creative competitions that take place this time of year such as the Christmas Tree competition at Chester Cathedral where young people create decorations for the Ancora House School tree. We also do a Christmas card design project and school Christmas tree competition.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> <li>• Leadership</li> <li>• Teamwork</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> <li>• Independent living</li> </ul>

## Christmas Holiday & Start of Spring Term

<p><b>1</b></p> <p><b>Week of 05/01/26</b></p>	<p><b>Artist Inspired Work</b></p> <p>A focus on a selected artist (changes dependent on cohort of young people and their interests) and creating pieces of work inspired by the media, techniques and style used. The young people focus on learning about a specific artist and their history and then taking inspiration from them to create their own inspired outcome. They experiment with a range of media to create 2D and 3D outcomes. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> </ul>
<p><b>2</b></p> <p><b>Week of 12/01/26</b></p>	<p><b>Artist Inspired Work</b></p> <p>A focus on a selected artist (changes dependent on cohort of young people and their interests) and creating pieces of work inspired by the media, techniques and style used. The young people focus on learning about a specific artist and their history and then taking inspiration from them to create their own inspired outcome. They experiment with a range of media to create 2D and 3D outcomes. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> </ul>
<p><b>3</b></p> <p><b>Week of 19/01/26</b></p>	<p><b>Identity independent Work</b></p> <p>A focus on independent choice artwork for the young people. They research the topic and style they may want to recreate using an iPad and utilise imagery relating to their interests and hobbies. They then create a piece using any media (2D or 3D) following creating a mock up piece on a programme on the iPad. The outcome may vary from a sculpture to a canvas piece, a drawing or painting. They experience a longer process of planning and considering their media, style and composition so they start their piece knowing exactly what to do and how they can achieve that. This promotes autonomy of their own work and independence. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> <li>• Leadership</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Independent living</li> </ul>
<p><b>4</b></p> <p><b>Week of 26/01/26</b></p>	<p><b>Sensory Focus Work</b></p> <p>A focus on experimental sensory focused art. The young people experiment with media such as brusho, marbling inks, scrape art, kinetic sand, air dry clay, play dough, airzooka splat art, timed</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> </ul>

	<p>drawings, wallpaper pages, blind drawings and drawing from music. These medias and processes are all very sensory based and quite messy but expressive and crucial for the young people to experience. They create 2D and 3D pieces out of the media and create individual and collaborative team installations too. Time scales of the activities and media can overlap into another week due to the complexity and application of the techniques is dependent on the young person.</p>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Leadership</li> <li>• Teamwork</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> <li>• Health</li> <li>• Independent living</li> </ul>
<p><b>5</b></p> <p><b>Week of 02/02/26</b></p>	<p><b>Valentines themed Activities</b></p> <p>A variety of activities based around Valentines using a mixture of different 2D and 3D media and focusing on numerous techniques that build skills and consolidate prior learning. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> <li>• Independent living</li> </ul>
<p><b>6</b></p> <p><b>Week of 09/02/26</b></p>	<p><b>Valentines themed Activities</b></p> <p>A variety of activities based around Valentines using a mixture of different 2D and 3D media and focusing on numerous techniques that build skills and consolidate prior learning. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> <li>• Independent living</li> </ul>

## February Half Term

<p><b>1</b></p> <p><b>Week of 23/02/26</b></p>	<p><b>Mixed media work – Theme focus instead – Pop Art</b></p> <p>A focus on the theme instead of media. The young people learn about the history, context and artists behind The Pop Art Movement. They are given a few different choices where they select their own artist influence, imagery and media and create work inspired by them. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> <li>• Independent living</li> </ul>
<p><b>2</b></p> <p><b>Week of 02/03/26</b></p>	<p><b>Mixed media work – Theme focus instead – Folk Art</b></p> <p>A focus on the theme instead of media. The young people learn about the history, context and artists behind Folk Art from around the world. They are given a few different choices where they select their own artist influence, imagery and media and create work inspired by them. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> <li>• Independent living</li> </ul>
<p><b>3</b></p> <p><b>Week of 09/03/26</b></p>	<p><b>Mixed media work – Theme focus instead – Surrealism</b></p> <p>A focus on the theme instead of media. The young people learn about the history, context and artists behind The Surrealism Movement. They are given a few different choices where they select their own artist influence, imagery and media and create work inspired by them. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> </ul>

<p><b>4</b></p> <p><b>Week of 16/03/26</b></p>	<p><b>Mixed media work – Cultural link</b></p> <p>A focus on the theme instead of media. The young people are introduced to a culture where they learn about the history, context and famous artists/Art connected with the culture. They are given a few different choices where they select their own artist influence, imagery and media and create work inspired by them. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> <li>• Independent living</li> </ul>
<p><b>5</b></p> <p><b>Week of 23/03/26</b></p>	<p><b>Easter Activities</b></p> <p>A variety of activities based around Easter using a mixture of different 2D and 3D media and focusing on numerous techniques that build skills and consolidate prior learning. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> </ul>
<p><b>6</b></p> <p><b>Week of 30/04/26</b></p>	<p><b>Easter Activities</b></p> <p>A variety of activities based around Easter using a mixture of different 2D and 3D media and focusing on numerous techniques that build skills and consolidate prior learning. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> </ul>

**Easter Holiday & Start of Summer Term**

<p><b>1</b></p> <p><b>Week of 20/04/26</b></p>	<p><b>Photography</b></p> <p>A focus on photography and experimenting with different editing programmes. The young people take their own imagery using the iPad, focusing on different compositions and considering elements such as shutter speed, aperture, the rule of thirds and different filters. They then create their own edits using programmes on the iPad. They then can experiment with printing them off to create a print, sculpture, weave or collage out of their imagery. They also experiment with processes such as cyanotypes and image transfer techniques which have a theme of photography within them. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> </ul>
<p><b>2</b></p> <p><b>Week of 27/04/26</b></p>	<p><b>Larger scaled work and Collaborative Art</b></p> <p>A focus on collaborative group art and working together to create a piece as a team installation. This is done through each focusing on a section of an image and doing it within their own style and chosen media, so when the pieces are all placed together it creates a collaborative, unique and jigsaw style outcome of one image. They also then experiment with larger scaled pieces such as on large rolls of wallpaper, so that their art is intertwined within each other. This is done using a mixture of varied media and styles that the young people enjoy the most. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> <li>• Leadership</li> <li>• Teamwork</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> <li>• Independent living</li> </ul>
<p><b>3</b></p> <p><b>Week of 04/05/26</b></p>	<p><b>Mark making focus – Water colour paint</b></p> <p>A focus on mark making through watercolour paint and watercolour pencils. The young people create a techniques grid where they experiment with the different outcomes. Focusing on a media which is difficult to control with an importance on experimental outcomes and no preconceived version. Emphasis on independence and varied outcomes for all. Adding stencilled elements on top with acrylic paint that relate to the young people and that they may be more familiar with e.g. celebrity portraits, animals, objects etc. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and the application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> </ul>

<p><b>4</b></p> <p><b>Week of 11/05/26</b></p>	<p><b>Acrylic paint</b></p> <p>A focus on learning the techniques initially (on a labelled techniques grid) and progressing to smaller scaled zoomed in copies/segments of an image using a view finder and creating value samples. They then experiment with imagery firstly chosen by the teacher and then selected by the young people once their interests are established. This can then progress in scale from A5, A4, A3 and into a canvas piece. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and the application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> </ul>
<p><b>5</b></p> <p><b>Week of 18/05/26</b></p>	<p><b>Print making</b></p> <p>The young people are introduced to different variations of print making and using imagery provided to them. They then can focus on different themes within print making such as Folk Art, Nature, Advertising, Patterns, Symmetry focused print making to name a few. They experiment with mono printing, relief printmaking, collagraph printmaking and geli printmaking. They explore different surfaces and backgrounds to print on top of, as well as refining their print through layered processes and adding to them with mixed media. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and the application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> </ul>
<p><b>May Half Term</b></p>		
<p><b>1</b></p> <p><b>Week of 01/06/26</b></p>	<p><b>Collage</b></p> <p>A focus on experimenting with different medias within collage and surfaces/backgrounds to create the work on top of. A combination of mixed media is emphasised and considered with all pieces. They utilise recycled materials, tissue paper, wallpaper, cardboard, tracing paper, acetate, sugar paper, maps, post cards, stickers, stamps and books to create complex 2D and 3D pieces. They experiment with different themes within the media of collage, such as advertising, typography, print making, and Fine Art. Time scales of the activities and media can overlap into another week due to the complexity of piece and the application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> </ul>
<p><b>2</b></p>	<p><b>Artist Inspired Work</b></p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> </ul>

<p><b>Week of 08/06/26</b></p>	<p>A focus on a selected artist (changes dependent on cohort of young people and their interests) and creating pieces of work inspired by the media, techniques and style used. The young people focus on learning about a specific artist and their history and then taking inspiration from them to create their own inspired outcome. They experiment with a range of media to create 2D and 3D outcomes. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and application of the techniques is dependent on the young person.</p>	<ul style="list-style-type: none"> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> </ul>
<p><b>3  Week of 15/06/26</b></p>	<p><b>Mixed media work – Cultural link</b></p> <p>A focus on the theme instead of media. The young people are introduced to a culture where they learn about the history, context and famous artists/Art connected with the culture. They are given a few different choices where they select their own artist influence, imagery and media and create work inspired by them. Time scales of the activities and media can overlap into another week due to the complexity of imagery used and application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> </ul>
<p><b>4  Week of 22/06/26</b></p>	<p><b>Sculpture work</b></p> <p>A focus on learning about varied sculpture materials such as balloons, wire, tissue paper, mod roc, cardboard, paper, foil, gum tape, clay, newspaper, textiles and wood. The young people experiment with various outcomes such as Abstract Eggs, Animals, Masks, corsets, DT focused items and Decorative pieces. Time scales of the activities and media can overlap into another week due to the complexity of imagery and media used and the application of the techniques is dependent on the young person.</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> <p>Preparation for Adulthood:</p> <ul style="list-style-type: none"> <li>• Employment</li> </ul>
<p><b>5  Week of 29/07/26</b></p>	<p><b>Summer Activities</b></p> <p>A focus on utilising the weather and working outside in the gardens and reacting to the space we have available. The young people may have classes outside where they are painting/drawing/sculpting imagery provided or from the environment around them. They experiment with activities that require sunlight such as shadow art and cyanotypes. They also focus on artists that utilise the outside environment within their work like Andy Goldsworthy and create their own versions inspired by them. A variety of 2D and 3D work is created using a range</p>	<p>Skills Builder:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> <li>• Teamwork</li> </ul> <p>Reading opportunities:</p> <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul>

	of different media. Time scales of the activities and media can overlap into another week due to the complexity of imagery and media used and the application of the techniques is dependent on the young person.	Preparation for Adulthood: <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> <li>• Health</li> </ul>
<b>6</b>  <b>Week of</b> <b>06/07/26</b>	<b>Summer Activities</b>  A focus on utilising the weather and working outside in the gardens and reacting to the space we have available. The young people may have classes outside where they are painting/drawing/sculpting imagery provided or from the environment around them. They experiment with activities that require sunlight such as shadow art and cyanotypes. They also focus on artists that utilise the outside environment within their work like Andy Goldsworthy and create their own versions inspired by them. A variety of 2D and 3D work is created using a range of different media. Time scales of the activities and media can overlap into another week due to the complexity of imagery and media used and the application of the techniques is dependent on the young person.	Skills Builder: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> <li>• Teamwork</li> </ul> Reading opportunities: <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> Preparation for Adulthood: <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> <li>• Health</li> </ul>
<b>7</b>  <b>Week of</b> <b>13/07/26</b>	<b>Summer Activities</b>  A focus on utilising the weather and working outside in the gardens and reacting to the space we have available. The young people may have classes outside where they are painting/drawing/sculpting imagery provided or from the environment around them. They experiment with activities that require sunlight such as shadow art and cyanotypes. They also focus on artists that utilise the outside environment within their work like Andy Goldsworthy and create their own versions inspired by them. A variety of 2D and 3D work is created using a range of different media. Time scales of the activities and media can overlap into another week due to the complexity of imagery and media used and the application of the techniques is dependent on the young person.	Skills Builder: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Problem solving</li> <li>• Creativity</li> <li>• Adapting</li> <li>• Planning</li> <li>• Teamwork</li> </ul> Reading opportunities: <ul style="list-style-type: none"> <li>• Labelling techniques</li> <li>• Reading about artists</li> </ul> Preparation for Adulthood: <ul style="list-style-type: none"> <li>• Employment</li> <li>• Community inclusion</li> <li>• Health</li> </ul>