

ASD Pathway Curriculum map Spring Term

Numeracy

Pupils engaged in functional everyday activities such as shopping and cooking to demonstrate number skills.

Looking at 2D shapes in the works of Mondrian/Kandinsky, 3d shapes Van Gough picture of chair.

Pupils collecting natural resources for Goldsworthy style art, count how many of different objects, e.g. stones.

Develop numeracy skills using food items in the Hungry Caterpillar by Carle.

Investigation

Pupils explore mixing different colours, making predictions of what the outcome will be.

Pupils explore different textured materials to work with, e.g. sticks / sand / paint.

Pupils develop the ability to group different shades / tones of the same colour.

Investigate different printing materials, e.g. printing press, potato stamps.

Pupils investigate natural materials in artwork, in the style of Goldsworthy.

Arts

Opportunities to develop independence through the use of Attention Autism 'Watch and Do'.

Create models using various construction resources, e.g. Van Gough chair, Cityscape.

Explore different material to create collage.

Communication and Literacy

Adapted communication approaches, e.g. PECS, Widgeo communication boards and photos are used to encourage independent choosing in creative sessions (e.g. choosing art materials and resources).

Children are encouraged to make simple comments on activities they have participated in, e.g. showing a like/ dislike for an artist / peer's artwork.

Topic based vocabulary is introduced and modelled to extend pupils functional language (art materials and resources; feelings and emotions expressed through art; objects and living things that appear in artwork, etc.)

Pupils have opportunities to access topic related books to develop knowledge of colours and the world around them. The vocabulary from the books, is incorporated into lessons to generalise learning. The foundations of phonics are explored through sounds linked to the stories the pupils read.

Music

Matching music sounds to the Art-work pictures e.g. thunder scene drums and cymbals.

Exploring different rhythms and emotions by manipulating musical instruments in different ways.

Creating music to represent emotions, adjusting pace / musical instrument to reflect emotions.

The world

Looking at different cultural art-work from around the world e.g. Diwali, African prints.

Community visits to local art galleries.

Look at countries / cities artists are from.

Community visit to Norwood, Bridget Riley's birthplace.

Art Attack

Physical development

Move body to represent different pictures, e.g. moving like the different animals in Brown Bear book.

Make action to represent picture, e.g. firework, go fast / spread arms and legs apart. Wave arms in the air like a tree.

Make action to represent picture, e.g. firework, go fast / spread arms and legs apart / wave arms in the air like a tree.

Independence

Pupils encouraged to choose and explore different tools and materials independently.

Children are supported in developing a sense of personal responsibility for their work space by being encouraged to tidy and put things away after each creative session.

Community visits to promote road safety and awareness of dangers.

Explore through Attention Autism, Watch and Do, and TEACCH.

Social skills

Whilst engaged in a shared activity, pupils encouraged to comment and ask questions appropriate to the art activity.

Encourage pupils to work collaboratively to create whole class artwork, celebrating each others input.

Art exhibition for school community and parents to attend and celebrate pupil's achievements.

Develop sharing and turn taking skills through working together and