

Therapeutic Art Curriculum Map

	KS3 and KS4 AQA Unit Awards
Au 1	<p>Resilience: Japanese art of kintsugi (Entry Level) Be able to explain what kintsugi is, the meaning of kintsugi and where kintsugi comes from Be able to choose a suitable ceramic item to repair Be able to ensure the broken ceramic pieces are clean and dry Be able to assemble the broken pieces Be able to mix the epoxy adhesive and gold mica powder Be able to spread the mix onto the edge of one piece of the ceramic Be able to hold the pieces together until the epoxy adhesive hardens Be able to repeat the process with each separate piece until the item is complete Be able to understand what kintsugi teaches us about life and how it can be used as a metaphor for resilience</p> <p>Personal expression made visible: body art: designing a t-shirt (Entry level) Be able to research potential designs for a t-shirt Be able to produce at least two draft versions of potential designs Be able to select an appropriate design Be able to recreate the selected design using appropriate body art materials, e.g. fabric paints, transfer prints from computer Be able to evaluate the completed design Demonstrate an understanding of the main health and safety implications of the use of body art materials, including application with an iron</p>
Au 2	<p>Mindfulness and focus: Decoupage of a decorative item (Level 1) Be able to select a suitable item to decorate Be able to prepare the surface of the chosen item ensuring this is clean and free from dust Be able to select images to use and cut them out Be able to arrange the pictures on the prepared surface Be able to glue down the chosen images Be able to ensure the glue is dry then varnish the decorative item appropriately</p>

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	<p>Sense of purpose and belonging preparing and participating in a Christmas gift sale (Entry level)</p> <p>Be able to work with others to agree on items to make and sell at the Christmas gift sale</p> <p>Be able to make at least two items to sell at the Christmas gift sale</p> <p>Be able to produce a poster advertising the Christmas gift sale</p> <p>Be able to contribute to a planning discussion about the Christmas gift sale</p> <p>Be able to take part with others in the Christmas gift sale</p> <p>Be able to serve customers and take money at a gift sale with support</p>
Sp 1	<p>Supporting emotional expression: Creating zentangles (Level 1)</p> <p>Be able to explain what zentangles are and how they can be used to aid mindfulness</p> <p>Be able to identify the eight basic steps of the pentangle method</p> <p>Be able to create a minimum of two pentangle designs following step by step instructions</p> <p>Be able to produce a display of own work</p> <p>Letting go of control, accepting imperfections: fluid art (Entry level)</p> <p>Demonstrate an understanding of three methods of creating fluid art</p> <p>Demonstrate an understanding of the key materials needed for each type of fluid art</p> <p>Be able to create a unique piece of fluid art</p>
Sp 2	<p>Safe expression of emotions: designing and making a mask (Entry level)</p> <p>Be able to create a design for a mask</p> <p>Be able to select appropriate materials for the mask</p> <p>Be able to select appropriate equipment for making the mask</p> <p>Be able to handle tools and equipment safely</p> <p>Be able to finish the mask using at least one appropriate method e.g. painting, varnishing</p> <p>Deep sensory engagement: creating a wax art canvas (Entry level)</p> <p>Be able to choose the size of canvas</p> <p>Be able to cut out a chosen template to make a stencil</p> <p>Be able to colour the stencil as desired</p> <p>Be able to use glue to attach the stencil to the canvas</p>

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	<p>Be able to use a glue gun safely to attach wax crayons across the top of the canvas</p> <p>Be able to cover the stencil with masking tape</p> <p>Be able to use a hairdryer safely to melt the wax crayons with the canvas in the upright position</p> <p>Be able to remove the masking tape from the canvas when the wax has cooled</p>
Su 1	<p>Spontaneous self-expression: doodle collage (Entry level)</p> <p>Be able to explore and investigate a minimum of two examples of existing doodle collages</p> <p>Be able to create own doodle collage, leaving minimal blank space in the artwork</p> <p>Be able to outline the design</p> <p>Be able to present the finished piece of doodle collage artwork</p> <p>Visually soothing: paint marbling techniques (Entry level)</p> <p>Be able to select appropriate paper and paints to use for marbling painting</p> <p>Be able to fill a given art tray with water</p> <p>Be able to add selected marbling paints to the water in the tray</p> <p>Be able to create a swirling pattern with the paints in the water using a given art tool</p> <p>Be able to float chosen paper on the surface of the paint mixture, to pick up the marbling pattern</p> <p>Be able to hang the completed artwork up to dry</p> <p>Be able to mount the artwork for public display</p> <p>Be able to repeat the process on at least two further occasions</p>
Su 2	<p>Engaging the senses: rangoli art (Entry level)</p> <p>Be able to use available resources, e.g. books, the internet, to gather information of different rangoli patterns and make sketches of at least four of these</p> <p>Be able to make detailed drawings of at least one of these drawings</p> <p>Be able to experiment to create a symmetrical final design</p> <p>Be able to complete the final design in appropriate colours</p> <p>Be able to dye some rice ready for using on a larger scale version of own design</p> <p>Be able recreate own design on a larger scale using the coloured rice</p> <p>Demonstrate an understanding of what rangoli art is</p>

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Show knowledge of at least three shapes and two motifs traditionally used within the rangoli patterns
Be able to evaluate the finished rangoli art
Promotes patience and focus: papier mâché construction (Entry level)
Be able to tear up newspaper and coloured paper into small pieces
Be able to put glue-soaked newspaper onto a frame
Be able to a layer of glue-soaked coloured paper on top of the newspaper
Be able to choose and apply decorating colour
Be able to seal the artefact with white glue or varnish

Curriculum Design for Therapeutic Art at Cranbury College

Our therapeutic art curriculum has been designed to provide an inclusive, flexible and affirming educational experience that goes beyond traditional classroom learning. We provide a well-rounded and expressive set of creative projects that are accessible to every learner. Each project has a clear social-emotional learning component alongside practical art and design skills. The curriculum promotes mental wellbeing, the development of emotional vocabulary, self-awareness, resilience and a sense of belonging. Many learners benefit from a sensory input and visual stimulation, it allows them to express thoughts, feelings and identity in a way that is meaningful to them.. This curriculum is not just about creating art, it's about building life-long tools for mental health, communication, independence, and community involvement. It prepares learners for life beyond school by helping them become more resilient, expressive, and self-sufficient individuals.