

NC Purpose of Study

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.

Intent	Implementation	Impact
At Broadway Junior School, we believe that Art and Design provides every child with the opportunity to explore, create and communicate their ideas while developing confidence, resilience and imagination. Our curriculum inspires pupils in Years 3 to 6 to experiment with a wide range of artistic techniques, materials and media, encouraging them to take creative risks and express themselves with increasing independence. Through the study of significant artists, designers and craftspeople from different cultures and historical periods, pupils develop an appreciation of the diverse ways that art reflects and shapes our world. Our curriculum is carefully sequenced to build knowledge, vocabulary and practical skills progressively, ensuring all children develop the confidence and competence needed to become thoughtful, reflective and creative artists.	Art is taught for one lesson each week across three half terms of the academic year, providing regular opportunities for pupils to develop and refine their artistic knowledge and skills. Broadway Junior School follows the Kapow Primary Art and Design scheme, which is fully aligned with the National Curriculum and provides a progressive sequence of learning across Key Stage 2. Lessons develop five key strands: generating ideas, using sketchbooks, making skills, knowledge of artists, and evaluating and analysing artwork. Pupils revisit key concepts through drawing, painting and mixed media, sculpture and 3D, and craft and design, enabling them to deepen their understanding over time. Sketchbooks are used as working documents where children explore ideas, practise techniques and reflect on their learning, while teachers use ongoing assessment and questioning to support progress and ensure all pupils are appropriately challenged.	The impact of our Art and Design curriculum is evident in the creativity, confidence and technical skills our pupils demonstrate as they progress through Key Stage 2. Children produce high-quality artwork that reflects their growing understanding of artistic techniques, formal elements and creative processes, while developing the ability to discuss and evaluate their own work and that of others using appropriate subject-specific vocabulary. Through regular formative assessment, teacher observations, sketchbook evidence and completed outcomes, staff identify progress and address any gaps in learning. By the end of Year 6, pupils leave Broadway Junior School with a secure foundation in drawing, painting, sculpture and design, an appreciation of artists from a range of cultures and periods, and the confidence, curiosity and creativity to continue their artistic journey into secondary education and beyond.

Key Vocabulary

Charcoal composition negative image pigment positive image prehistoric proportion scaled up sketch smudging texture tone

Knowledge	Skills
<u>Formal elements:</u> • Colour: Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. • Shape: Negative shapes show the space around and between objects. • Texture: Texture in an artwork can be real (what the surface actually feels like) or a surface can be made to appear textured. • Tone: Shading creates different tones in artwork by changing the applied pressure. • Tone: Shading helps make drawn objects look realistic by giving them form (dimension). <u>Making skills:</u> • How to use simple shapes to scale up a drawing to make it bigger. • How to make a cave wall surface. How to paint on a rough surface. • How to make a negative and positive image. How to create a textured background using charcoal and chalk. • How to use natural objects to make tools to paint with. • How to make natural paints using natural materials. • How to create different textures using different parts of a brush. • How to use colour mixing to make natural colours.	<u>Generating ideas:</u> • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. <u>Using sketchbooks:</u> • Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. <u>Making skills:</u> • Confidently use a range of materials and tools, selecting and using these appropriately with more independence. • Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. <u>Knowledge of artists:</u> • Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. • Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. <u>Evaluating and analysing:</u>

Subject: Art

Topic: Painting and mixed media: Prehistoric painting

Year: 3

Term: Autumn

<u>Knowledge of artists:</u> • Art from the past can give us clues about what it was like to live at that time. • Artists have different materials available to them depending on when they live in history. • Artists can make their own tools. • Artists experiment with different tools and materials to create texture. • Artists make decisions about how their work will be displayed. <u>Evaluating and analysing:</u> • Artists make art in more than one way. People use art to tell stories and communicate. • People use art to help explain or teach things. One artwork can have several meanings.	• Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. • Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate.
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Learning Objectives/End Points

Lesson 1: Exploring prehistoric art	Lesson 2: Charcoal animals	Lesson 3: Prehistoric palette	Lesson 4: Painting on the cave wall	Lesson 5: Hands on a cave wall
To apply an understanding of prehistoric human-made art.	To understand and use scale to enlarge drawings in a different medium.	To explore how natural products produce pigments to make different colours.	To select and apply a range of painting techniques.	To apply painting skills when creating a collaborative artwork.

Enrichment Opportunities

Link to Stone Age History topic.

Careers

Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: • Artist • Illustrator • Archaeologist • Museum Curator • Conservator • Set Designer • Interior Designer • Heritage Ranger Transferable skills such as observation, creativity, experimentation, resilience, collaboration and evaluating ideas.	Learning from Career and Labour Market Information • Explore how artists throughout history have used the materials available to them to solve problems creatively. • Learn that creativity is valued in many jobs where people design, make and communicate ideas. Encounters with Employers and Employees • Explore examples of people whose work involves studying, preserving or creating art, such as archaeologists discovering cave paintings or museum staff caring for historical artefacts. Experiences of Workplaces • Visit a local museum, gallery or heritage site (or take a virtual tour) to see how artwork is displayed, interpreted and cared for.
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