

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

Ancient audience civilization colour composition design Egyptian fold imagery inform layout material painting papyrus pattern scale scroll sculpture shape technique zine

Knowledge	Skills
Formal elements: Line: Combining more complex lines and marks can represent texture, tones and patterns. Pattern: Pattern can be man-made (like a printed wallpaper) or natural (like a giraffe's skin). Making skills: - Know that layering materials in opposite directions make the handmade paper stronger. - How to use a sketchbook to research a subject using different techniques and materials to present ideas. - How to construct a new paper material using paper, water and glue - How to use symbols to reflect both literal and figurative ideas. - How to produce and select an effective final design. - How to make a scroll. - How to make a zine. - How to use a zine to present information. Knowledge of artists: - Art from the past can give us clues about what it was like to live at that time.	Generating ideas: - Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Using sketchbooks: - 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. Making skills: - Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. - Use hands and tools confidently to cut, shape and join materials for a purpose. - Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion. Knowledge of artists: - 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. Evaluating and analysing:

- The meanings we take from art made in the past are influenced by our own ideas. - Artists have different materials available to them depending on when they live in history. - Artists can make their own tools. - Artists can work in more than one medium. Evaluating and analysing: - Art can be purely decorative or it can have a purpose. - People use art to tell stories and communicate. - People can make art to express their views or beliefs. - People use art to help explain or teach things. - People make art to explore big ideas, like death or nature. - 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 the meaning and purpose of artwork, understanding how artists can use art to communicate.
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Learning Objectives/End Points

Lesson 1: Exploring Ancient Egyptian art	Lesson 2: Designing scrolls	Lesson 3: Making paper	Lesson 4: Scroll making	Lesson 5: Making zines
To investigate the style, pattern and characteristics of Ancient Egyptian art.	To apply design skills inspired by the style of an ancient civilisation.	To apply understanding of ancient techniques to construct a new material.	To apply drawing and painting skills in the style of an ancient civilisation.	To apply an understanding of Egyptian art to develop a contemporary response.

Enrichment Opportunities

[Link to Egyptian 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 - Graphic Designer - Museum Curator - Archaeologist - Conservator - Historian - Exhibition Designer - Book Designer - Animator Transferable skills such as Creativity and imagination, Research and enquiry, Designing and planning, Fine motor skills, Communication through images and symbols, Evaluating and improving work, Perseverance and attention to detail	Learning from Career and Labour Market Information - Explore how creativity, communication and design are important skills in many different careers. - Learn that people today still study, preserve and create artwork inspired by ancient civilisations. Encounters with Employers and Employees - Explore the work of archaeologists, museum curators and conservators who discover, interpret and preserve Ancient Egyptian artefacts. - Discuss how illustrators, graphic designers and publishers communicate information visually using books, posters and digital media. Experiences of Workplaces - Visit a local museum or take a virtual tour of an Egyptian collection to explore how artefacts are displayed, researched and cared for. - Explore how museums use exhibition designers, educators and artists to help visitors understand history through creative displays.
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