

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

Abstract found objects negative space positive space sculptor sculpture structure three-dimensional

Knowledge	Skills
Formal elements: • Colour: Using light and dark colours next to each other creates contrast. • Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube). • Form: Organic forms can be abstract. • Shape: Negative shapes show the space around and between objects. • Shape: Artists can focus on shapes when making abstract art. Making skills: • How to join 2D shapes to make a 3D form. • How to join larger pieces of materials, exploring what gives 3D shapes stability. • How to shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. • How to identify and draw negative spaces. • How to plan a sculpture by drawing. • How to choose materials to scale up an idea.	Generating ideas: • Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the 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. Knowledge of artists: • Consider how to display artwork, understanding how artists consider their viewers and the impact on them. Evaluating and analysing: • 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. • Begin to carry out a problem-solving process and make changes to improve their work.

• How to create different joins in card eg. slot, tabs, wrapping. • How to add surface detail to a sculpture using colour or texture. • How to display sculpture. Knowledge of artists: • Artists make decisions about how their work will be displayed. Evaluating and analysing: • Artists make art in more than one way. • There are no rules about what art must be. • Art can be purely decorative, or it can have a purpose. • People use art to tell stories and communicate. • People make art for fun and to make the world a nicer place to be.	
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Learning Objectives/End Points

Lesson 1: Structural shapes	Lesson 2: Constructing in 3D	Lesson 3: Seeing space	Lesson 4: Abstract sculpture	Lesson 5: Surface decoration
To join 2D shapes to make 3D structures.	To join materials in different ways when working in 3D.	To develop ideas for 3D artwork.	To apply knowledge of sculpture when working in 3D.	To evaluate and improve an artwork.

Careers

Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: • Sculptor • Artist • Architect • Product Designer • Industrial Designer • Interior Designer • Set Designer • Civil Engineer • Model Maker • Museum Exhibition Designer Transferable skills such as Creativity and imagination, Planning and designing, Problem solving, Spatial awareness, Fine motor skills, Evaluating and improving designs, Resilience and perseverance, Communication of ideas through visual design, Collaboration and teamwork	Learning from Career and Labour Market Information • Explore how creativity, designing and making are important skills used in many different careers. • Learn that sculptors, designers and engineers all use shapes, structures and materials to solve problems and create products or artwork. Encounters with Employers and Employees • Explore the work of sculptors, architects and designers, discussing how they plan, build and improve their work. • If possible, invite a local artist, designer or architect to explain how they use drawing, models and different materials in their profession. Experiences of Workplaces • Visit a sculpture park, public art trail, museum or gallery (or take a virtual tour) to explore how sculptures are designed, displayed and cared for. • Observe examples of sculpture and architecture in the local environment and discuss how designers consider both appearance and function.
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