

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 bending carving ceramics form joining organic recycled sculpture surface three-dimensional (3D) twisting two-dimensional (2D) wire

Knowledge	Skills
<u>Making skills (formal elements):</u> - Form: Know that simple 3D forms can be made by creating layers, by folding and rolling materials. - Shape: Know how to use basic shapes to form more complex shapes and patterns. - Tone: Know tone can create contrast between light and dark, adding shadows and highlights to an artwork. <u>Making skills:</u> - How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. - How to use their arm to draw 3D objects on a large scale. - How to sculpt soap from a drawn design. - How to smooth the surface of soap using water when carving. - How to join wire to make shapes by twisting and looping pieces together. - How to create a neat line in the wire by cutting and twisting the end onto the main piece. - How to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork.	<u>Generating ideas:</u> - Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <u>Using sketchbooks:</u> - Use sketchbooks for a wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in a making process. <u>Making skills:</u> - Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. - Use more complex techniques to shape and join materials, such as carving and modelling wire. <u>Knowledge of artists:</u> - Use subject vocabulary confidently to describe and compare creative works. - Understand how artists use art to convey messages through the choices they make. <u>Evaluating and analysing:</u> - Use more complex vocabulary when discussing their own and others' art. - Discuss art, considering how it can affect the lives of the viewers or users of the piece.

- How to try out different ways to display a 3D piece and choose the most effective. Knowledge of artists: - Art can communicate powerful statements about right and wrong. - Artists can choose particular materials to communicate a message. Evaluating and analysing: - Artists make choices about what, how and where they create art. - Art can be all different sizes. - Art can be displayed inside or outside. - Art is interpreted differently depending on how it is displayed. - Artists make work to explore right and wrong and to communicate their own beliefs. - Art is influenced by the time and place it was made, and this affects how people interpret it. - Artists may hide messages or meaning in their work.	
---	--

Learning Objectives/End Points

Lesson 1: From 2D to 3D	Lesson 2: Soap sculptures	Lesson 3: Working with wire	Lesson 4: Shadow sculpture	Lesson 5: Recycle and recreate
To develop ideas for 3D work through drawing and visualisation in 2D.	To understand how shape and form can be created by carving.	To explore how shapes can be formed and joined in wire.	To consider the effect of how sculpture is displayed.	To choose and join a variety of materials to make sculpture.

Careers

Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: - Sculptor - Artist - Product Designer - Jewellery Designer - Architect - Engineer - Theatre and Set Designer - Exhibition Designer - Prop Maker - Environmental Artist - Conservation Specialist Transferable skills such as observation, Creativity and imagination, Designing and developing ideas, Problem-solving and adapting designs, Understanding materials and their properties Precision and craftsmanship, Communicating ideas visually, Evaluating and improving outcomes, Sustainability and using resources responsibly	Learning from Career and Labour Market Information - Explore how artists, designers and makers use creativity, materials and problem-solving skills in their work. - Learn that sculptures and three-dimensional designs are created for many different purposes, including decoration, communication, storytelling and raising awareness of important issues. Encounters with Employers and Employees - Explore the work of contemporary sculptors and designers who use materials such as wire, recycled objects, ceramics and found materials to create artwork. - Discuss how artists use sculpture to communicate messages, share opinions and encourage people to think differently. Experiences of Workplaces - Visit a local gallery, sculpture park, museum or public art space to explore how sculptures are displayed and experienced by audiences. - Investigate sculptures in the local environment and discuss why artists choose particular locations, materials and sizes for their work
--	---