

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

Batik colour palette craft craftspeople design designer imagery industry inspiration mood board organic pattern repeat repeating rainforest symmetrical texture theme

Knowledge	Skills
<u>Making skills (formal elements):</u> - Shape: How to use basic shapes to form more complex shapes and patterns. - Pattern: Patterns can be irregular and change in ways you wouldn't expect. - Texture: Complex marks can represent the textures and qualities of different surfaces. <u>Making skills:</u> - To know that a mood board is a visual collection which aims to convey a general feeling or idea. - To know that batik is a traditional fabric decoration technique that uses hot wax. - How to select imagery and use it as inspiration for a design project. - How to make a mood board. - How to recognise a theme and develop colour palettes using selected imagery and drawings. - How to draw small sections of one image to focus on colours and texture. - How to develop observational drawings into shapes and patterns for design. - How to transfer a design using a tracing method. - How to make a repeating pattern tile using cut and torn paper shapes.	<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 growing knowledge of different materials, combining media for effect. - Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. <u>Knowledge of artists:</u> - Use subject vocabulary confidently to describe and compare creative works. - Work as a professional designer does by collating ideas to generate a theme.

- How to use glue as an alternative batik technique to create patterns on fabric. - How to use materials, like glue, in different ways depending on the desired effect. - How to paint on fabric. - How to wash fabric to remove glue to finish a decorative fabric piece. Knowledge of artists: - Designers can make beautiful things to try and improve people's everyday lives. - Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board. - Artists and designers sometimes choose techniques based on the time and money available to them. - Artists use drawing to plan ideas for work in different media. Evaluating and analysing: - Artists make choices about what, how and where they create art. - Art can be created to make money; being an artist is a job for some people. - Art, craft and design affect the lives of people who see or use something that has been created - Artists evaluate what they make, and talking about art is one way to do this.	Evaluating and analysing: - Use more complex vocabulary when discussing their own and others' art. - Evaluate their work more regularly and independently during the planning and making process.
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Learning Objectives/End Points				
Lesson 1: Inspired by the rainforest	Lesson 2: One picture, four views	Lesson 3: Creating patterns	Lesson 4: Repeating patterns	Lesson 5: Fabric design
To understand starting points in a design process.	To explore techniques to develop imagery.	To explore using a textile technique to develop patterns.	To learn how to create a repeating pattern.	To understand how art is made for different purposes.

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: - Textile Designer - Fashion Designer - Surface Pattern Designer - Craftsperson - Graphic Designer - Interior Designer - Product Designer - Illustrator - Artist - Costume Designer Transferable skills such as observation, Creativity and imagination Researching and gathering inspiration Developing ideas through sketching and planning Understanding colour, pattern and texture Attention to detail and craftsmanship Experimenting with materials and techniques Making design decisions for a purpose Evaluating and improving designs Communicating ideas visually	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 the work of textile artists, fashion designers and craftspeople who use pattern, colour and materials to create functional and decorative products. - Where possible, invite a local artist, textile designer, craftsperson or maker to share how they turn ideas into finished products. Experiences of Workplaces - Investigate examples of textile design in everyday life, such as clothing, packaging, wallpaper, home furnishings and accessories.