

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

Collage composition form highlight proportion shadow three-dimensional

Knowledge	Skills
<u>Making skills (formal elements):</u> - Form: Using lighter and darker tones of a colour help to create 3D effects and show the form of an object. - Shape: How to use basic shapes to form more complex shapes and patterns. - Line: Lines can be lighter or darker, or thicker or thinner to illustrate the form and tone of an object. - Texture: Complex marks can represent the textures and qualities of different surfaces. - Tone: Using lighter and darker tones of a colour can create a 3D effect and show the form of an object. - Tone: Tone can create contrast between light and dark, adding shadows and highlights to an artwork. - Space: Objects can appear in the foreground or background and size can be used to show distance. <u>Making skills:</u>	<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 purposefully to improve understanding, develop ideas and plan for an outcome. <u>Making skills:</u> - Demonstrating greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D forms. - Using growing knowledge of different materials, combining media for effect. - Applying observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. <u>Knowledge of artists:</u> - Using subject vocabulary confidently to describe and compare creative works. <u>Evaluating and analysing:</u> - Using more complex vocabulary when discussing their own and others' art.

- Use lines and marks to represent texture, pattern and light in a creative and expressive way, e.g. using bold, quick lines to depict rough texture or swirling marks to represent swaying grass. - Represent geometric 3D shapes more accurately and begin to include organic forms. - Use a more diverse range of marks to convey a subject's form. - Combine lines and marks to create light and dark areas of a drawing. - The impact of light on form (e.g. where it hits 3D objects and where shadows form). Start to depict an object's form with tonal shading, highlighting the presence and absence of light. - Create a gradation effect, smoothly transitioning from light tones, to mid tones, to dark tones. - Draw more accurately in relative size/proportion. - Recognise whether something is in the foreground or background of a composition and how size can show distance. Knowledge of artists: - 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 all different sizes. - Art can be displayed inside or outside. - Artworks can fit more than one genre. - Artists evaluate what they make, and talking about art is one way to do this.	Evaluating their work more regularly and independently during the planning and making process.
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Learning Objectives/End Points					
Lesson 1: 3D pencil drawings	Lesson 2: Texture and tone	Lesson 3: Understanding proportion	Lesson 4: Creating an effective composition	Lesson 5: Using texture, tone and proportion in drawing	Optional: Every picture tells a story
To draw using tone to create a 3D effect.	To explore how combining lines and mark making can show texture and tone in drawings.	To understand proportion by observing how it is used in artwork.	To understand what is an effective composition in art.	To apply an understanding of texture, tone and proportion in a drawing.	To create a collaborative piece of art inspired by an artist.

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: - Illustrator - Artist - Graphic Designer - Animator - Architect - Product Designer - Fashion Designer - Photographer	Learning from Career and Labour Market Information - Explore how drawing, observation and visual communication skills are used in many creative careers. - Learn that artists and designers use skills such as proportion, composition, shading and texture to create images, designs and products. Encounters with Employers and Employees - Explore how illustrators, designers, architects and artists use drawing to communicate ideas and solve problems.

Subject: Art

Topic: Drawing: Exploring tone, texture and proportion

Year: 4

Term: Summer

- Animator
- Concept Artist (for films, games and media)
- Art Director

Transferable skills such as Careful observation, Creativity and imagination, Visual communication, Attention to detail, Problem-solving, Planning and developing ideas, Understanding shape, form and space, Evaluating and improving work, Patience and perseverance

- Discuss how professionals use sketches, drafts and compositions to plan work before creating final designs.

Experiences of Workplaces

- Visit a gallery, design studio, architecture practice or creative workspace (or explore virtual examples) to see how artists and designers develop ideas.
- Explore how drawings are used in different workplaces, including planning buildings, designing products, creating animations and producing illustrations.