

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

cold war collagraph collagraphy composition culture develop evaluate futuristic imagery printing plate printmaking process propaganda purpose repetition Retrofuturism revisit space race stimulus technique

Knowledge	Skills
Formal elements: - Shape: Shapes can be used to place the key elements in a composition. - Line: Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. - Texture: How to create texture on different materials. Making skills: - To know what print effects different materials make. - How to analyse an image that considers impact, audience and purpose - How to draw the same image in different ways with different materials and techniques. - How to make a collagraph plate. - How to make a collagraph print. - How to develop drawn ideas for a print. - How to combine techniques to create a final composition. - How to decide what materials and tools to use based on experience and knowledge.	Generating ideas: - Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. Using sketchbooks: - Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Making skills: - Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. - Combine a wider range of media, e.g. photography and digital art effects. - Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. Knowledge of artists:

Knowledge of artists: - Artists are influenced by what is going on around them; for example, culture, politics and technology. - Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. - Artists can choose their medium to create a particular effect on the viewer. - Artists can combine materials; for example, digital imagery, with paint or print. Evaluating and analysing: - People make art to fit in with popular ideas or fashions - People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online. - Talking about plans for artwork, or evaluating finished work, can help improve what artists create.	- Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. - Discuss how artists create work with the intent to create an impact on the viewer. - Consider what choices can be made in their own work to impact their viewer. Evaluating and analysing: - Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. - Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
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Learning Objectives/End Points

Lesson 1: Space imagery	Lesson 2: Drawing decisions	Lesson 3: Teis Albers	Lesson 4: A vision of the future	Lesson 5: Revisiting ideas
To explore the purpose and effect of imagery.	To understand and explore decision making in creative processes.	To develop drawn ideas through printmaking.	To test and develop ideas using sketchbooks.	To apply an understanding of drawing processes to revisit and improve ideas.

Enrichment Opportunities

[Link to Space Science topic.](#)

Careers

Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: - Printmaker - Illustrator - Graphic Designer - Animator - Concept Artist (film, games and media) - Art Director - Exhibition Designer - Creative Technologist - Architect - Advertising Designer - Space Illustrator / Science Communicator Transferable skills such as Research and investigation, Creativity and innovation Communicating ideas visually, Understanding audience and purpose, Experimenting with materials and techniques, Problem-solving and adapting ideas, Digital and traditional design skills, Evaluating and improving outcomes, Making connections between science, history and creativity	Learning from Career and Labour Market Information - Explore how artists, designers and creative professionals use imagination, research and technology to communicate ideas about the world and the future. - Learn that artwork can be influenced by historical events, culture, politics and scientific discoveries, and that artists often respond to changes in society. Encounters with Employers and Employees - Explore how illustrators, designers and artists create images to communicate ideas, stories and messages to an audience. - Discuss how professionals use research, sketchbooks, prototypes and experimentation to develop final designs. - Explore how artists respond to major events, technology and cultural changes, such as the Space Race and visions of the future. Experiences of Workplaces - Visit a gallery, design studio, museum or exhibition (or explore virtual examples) to investigate how artwork is created, displayed and interpreted. - Explore how creative professionals work in studios, publishing houses, media companies, museums and digital design spaces.
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