

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

art medium atmosphere background carbon paper collage composition continuous line drawing evaluate justify mixed media monoprint multimedia paint wash portrait printmaking represent research self-portrait texture transfer

Knowledge	Skills
Formal elements: • Colour: Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. • Line: Lines and marks can be expressive and show movement or emotion. • Pattern: Artists create pattern to add expressive detail to art works, for example Chila Kumari Singh Burman using small everyday objects to add detail to sculptures. • Tone: Tone can help show the foreground and background in an artwork. Making skills: • How to develop a drawing into a painting. • How to create a drawing using text as lines and tone. • How to experiment with materials and create different backgrounds to draw onto. • How to use a photograph as a starting point for a mixed-media artwork. • How to take an interesting portrait photograph, exploring different angles. • How to adapt an image to create a new one.	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:

• How to combine materials to create an effect. • How to choose colours to represent an idea or atmosphere. • How to develop a final composition from sketchbook ideas. <u>Knowledge of artists:</u> • Artists are influenced by what is going on around them; for example, culture, politics and technology. • Artists use self-portraits to represent important things about themselves. • 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. <u>Evaluating and analysing:</u> • People make art to portray ideas about identity. • Talking about plans for artwork, or evaluating finished work, can help improve what artists create. • Comparing artworks can help people understand them better.	• 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. <u>Evaluating and analysing:</u> • 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.
---	---

Learning Objectives/End Points				
Lesson 1: Poem portrait	Lesson 2: Developing drawings	Lesson 3: Self-portraits	Lesson 4: Changing faces	Lesson 5: Mixed-media portraits
To explore how a drawing can be developed.	To combine materials for effect.	To identify the features of self-portraits.	To develop ideas towards an outcome by experimenting with materials and techniques.	To apply knowledge and skills to create a mixed media self-portrait.

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: • Artist • Portrait Artist • Illustrator • Photographer • Graphic Designer • Animator • Fashion Designer • Art Director • Film and Media Designer • Digital Artist • Museum Curator Transferable skills such as Creativity and self-expression, Observation and attention to detail, Communicating ideas visually, Understanding audience and purpose, Experimenting with materials and techniques, Researching and developing ideas, Problem-solving and refining designs, Confidence in presenting and explaining choices, Evaluating and improving work	Learning from Career and Labour Market Information • Explore how artists and creative professionals use images, colour, materials and technology to communicate ideas about people, identity and emotions. • Learn that portraits are used in many areas of life, including art, media, publishing, advertising, photography and digital design. Encounters with Employers and Employees • Explore how artists, photographers and designers use portraits to communicate identity, personality and stories. • Discuss how creative professionals develop ideas through research, sketchbooks, photography and experimentation before creating a final piece. • Explore how artists choose different media, such as paint, collage, photography and digital tools, to create different effects. Experiences of Workplaces • Explore how artists, photographers and designers work in studios, galleries, media companies and creative industries. • Investigate where portraits are used in the wider world, such as books, magazines, advertising, websites, films and social media.