

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 annotate architect architectural architecture bird's-eye view built environment commemorate composition crop design brief design intention elevation evaluate external form futuristic individuality interpret legacy literal monoprint monument observational drawing organic perspective pressure proportion style symbolism viewfinder

Knowledge	Skills
Formal elements: - Shape: Shapes can be used to place the key elements in a composition and help to create compositions with depth. - 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. Making skills: - To know the steps to make a monoprint when a roller is sufficiently inked. - How to make an observational drawing of a house. - How to use shapes and measuring as methods to draw accurate proportions. - How to develop drawings further to use as a design for print. - How to design a building that fits a specific brief. - How to draw an idea in the style of an architect that is annotated to explain key features. - How to draw from different views, such as a front or side elevation.	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. - Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form Knowledge of artists:

Subject: Art
Summer

Topic: Craft and Design: Architecture

Year: 5

Term:

- How to use sketchbooks to research and present information about an artist. - How to interpret an idea into a design for a structure. 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. - Visual designs can represent big ideas like harmony with nature or peace. Evaluating and analysing: - Art, craft and design can be functional and affect human environments and experiences. - People make art to portray ideas about identity. - People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, and writing about it, using it as inspiration for their own work or by sharing ideas online. - Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. - 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.
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Learning Objectives/End Points				
Lesson 1: Observational drawing – houses	Lesson 2: House monoprint	Lesson 3: Be an architect	Lesson 4: Friedensreich Hundertwasser	Lesson 5: Monument
To apply observational drawing skills to interpret forms accurately.	To apply composition skills to develop a drawing into print.	To apply an understanding of architecture to design a building.	To extend design ideas through research and sketchbook use.	To explore and evaluate the intention of a design.

Careers	
Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: - Architect - Architectural Designer - Urban Planner - Landscape Architect - Civil Engineer - Interior Designer - Product Designer - Artist - Exhibition Designer - Heritage Specialist - Construction Designer Transferable skills such as Creative problem-solving, Planning and designing, Observational skills	Learning from Career and Labour Market Information - Explore how artists, architects and designers use creativity, observation and problem-solving to shape the world around us. - Learn that buildings, monuments and public spaces are designed for different purposes, including living, working, remembering and bringing communities together. Encounters with Employers and Employees - Explore how architects and designers develop ideas through research, sketches, models and design briefs. - Discuss how professionals create drawings from different viewpoints, such as elevations and plans, to communicate ideas clearly. - Investigate how architects and designers work in studios, design offices and construction environments. Experiences of Workplaces - Explore local buildings, monuments and public spaces to investigate how they have been designed and why they are important.

Subject: Art
Summer

Topic: Craft and Design: Architecture

Year: 5

Term:

Understanding space and proportion, Communicating ideas through drawings and annotations, Research and developing ideas, Considering the needs of others, Evaluating and improving designs
Making links between creativity, technology and the built environment

- Visit a local landmark, architecture site, museum or heritage building (or explore virtually) to see how design choices affect the way people experience places.