

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 analyse artist compose compositions convey evaluation inference interpret justify meaning medium mixed media narrative respond tableau technique thought-provoking translate

Knowledge	Skills
<u>Making skills:</u> - How to use sketchbooks to research and present information. - How to develop ideas into a plan for a final piece. - How to make a personal response to the artwork of another artist. - How to use different methods to analyse artwork such as drama, discussion and questioning. <u>Making skills – Formal elements:</u> - Shape: Elements such as perspective, depth and abstraction can change how shapes appear in a composition. - Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. - Line: How line is used beyond drawing and can be applied to other art forms. - Tone: Variations in tone can enhance composition and create spatial illusion. - Pattern: Pattern can be created in many different ways, eg in the rhythm of brushstrokes in a painting (like the work of van Gogh) or in repeated shapes within a composition.	<u>Generating ideas:</u> - Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <u>Using sketchbooks:</u> - Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <u>Making skills:</u> - Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. - Combine materials and techniques appropriate to fit with ideas. - Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art. <u>Knowledge of artists:</u> - Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.

- Texture: Applying thick layers of paint to a surface is called impasto, and is used by artists such as Claude Monet to describe texture. Knowledge of artists: - Artists can use symbols in their artwork to convey meaning. - Art can be a form of protest. - Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. - Art sometimes creates difficult feelings when we look at it. - Artists can use materials to respond to a feeling or idea in an abstract way. Evaluating and analysing: - Art doesn't have to be a literal representation of something; it can sometimes be imagined and abstract. - Art can represent abstract concepts, like memories and experiences. Sometimes people make art to express their views and opinions, which can be political or topical. - People can have varying ideas about the value of art. - Art can be analysed and interpreted in lots of ways and can be different for everyone. - Everyone has a unique way of experiencing art.	- Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. Evaluating and analysing: - Give reasoned evaluations of their own and others' work which takes account of context and intention. - Discuss how art is sometimes used to communicate social, political, or environmental views. - Independently 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: David Hockney – Option 1	Lesson 2: Paula Rego – The Dance	Lesson 3: John Singer Sargent – The Front Line	Lesson 4: Fiona Rae – Option 1	Lesson 5: Lubaina Himid	Lesson 6: Research and planning	Lesson 7: Making art!
To understand how to analyse a famous painting.	To understand how to find meaning in painting.	To apply drama techniques to explore the meaning of a painting.	To apply interpretation skills to analyse and respond to an abstract painting.	To understand how art can tell stories or portray messages.	To develop starting points for creative outcomes.	To demonstrate an understanding of painting techniques to make personal choices.

Careers

Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: - Fine Artist/ Painter - Illustrator - Art Curator - Museum Educator - Graphic Designer - Animator - Exhibition Designer - Creative Director - Documentary Maker Transferable skills such as Creative thinking and imagination, Communication and storytelling, Research and interpretation, Understanding different perspectives, Expressing ideas and opinions, Analysing and evaluating information, Making creative choices with purpose, Collaboration and discussion, Reflecting on and improving work	Learning from Career and Labour Market Information - Explore how artists use creativity, imagination and communication skills to share ideas, tell stories and express opinions. - Learn that artwork can reflect personal experiences, history, culture, social issues and important events. Encounters with Employers and Employees - Explore how artists use different materials, techniques and styles to communicate messages, emotions and experiences. - Discuss how professionals interpret artwork and help others understand its meaning, including artists, curators and museum educators. Experiences of Workplaces - Explore how creative professionals work in studios, galleries, museums and cultural organisations. - Investigate how exhibitions are planned and how artists' work is selected, displayed and explained to visitors.
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Broadway Junior School

Subject: Art

Topic: Painting and Mixed Media: An Artist Study.

Year: 6

Term: Autumn

