

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

ancient civilisation, fresco Aesthetic, audience character traits chiaroscuro commissioned composition expressive graffiti guerrilla imagery impact interpretation mark making Maya mural

Knowledge	Skills
Formal elements: Colour: A 'monochromatic' artwork uses tints and shades of just one colour. Colour: Colours can be symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration. Form: The surface textures created by different materials can help suggest form in two-dimensional art work. Shape: How an understanding of shape and space can support creating effective composition. Line: How line is used beyond drawing and can be applied to other art forms. Tone: That chiaroscuro means 'light and dark' and is a term used to describe high-contrast images. Making skills: - To know gestural and expressive ways to make marks. To know the effects different materials make. - To know the effects created when drawing on different surfaces. How to use symbolism as a way to create imagery. How to combine imagery into unique compositions. - How to achieve the tonal technique called chiaroscuro. How to make handmade tools to draw with. - How to use charcoal to create chiaroscuro effects. Knowledge of artists: - Artists can use symbols in their artwork to convey meaning.	Generating ideas: - Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. Using sketchbooks: - Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. Making skills: - 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. Knowledge of artists: - 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. Evaluating and analysing:

- Artists find inspiration in other artists' work, adapting and interpreting ideas and techniques to create something new.
- 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 use techniques like chiaroscuro to create dramatic light and shade when drawing or painting.

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.
- Sometimes people make art to create reactions. People use art as a means to reflect on their unique characteristics. 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.

- Give reasoned evaluations of their own and others' work which takes account of context and intention.
- Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.
- Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.

Learning Objectives/End Points

Lesson 1: Experimental mark making	Lesson 2: Symbolic imagery	Lesson 3: Chiaroscuro	Lesson 4: Street art	Lesson 5: Powerful imagery
To explore expressive drawing techniques.	To consider how symbolism in art can convey meaning.	To apply understanding of the drawing technique chiaroscuro.	To evaluate the context and intention of street art.	To apply an understanding of impact and effect to create a powerful image.

Enrichment Opportunities

Link to Mayan History topic.

Careers

Linking Curriculum Learning to Careers

Discuss how the skills developed in this unit are used in a range of careers, including:

- Street Artist
- Mural Artist
- Illustrator
- Graphic Designer
- Art Director
- Museum Curator
- Historian
- Creative Director
- Set Designer

Transferable skills such as Creative thinking and self-expression, Communicating messages visually Researching historical and cultural influences, Understanding audience and impact, Experimenting with materials and techniques, Problem-solving and refining ideas, Developing a personal style, Evaluating and justifying creative choices, Collaboration through large-scale artwork

Learning from Career and Labour Market Information

- Learn that artwork can be used for many purposes, including storytelling, recording history, celebrating cultures, raising awareness and encouraging people to think about important issues.
- Discuss how artists are influenced by the world around them, including history, culture, politics and social change.

Encounters with Employers and Employees

- Explore how mural artists, street artists and designers use imagery, symbolism and composition to communicate ideas.
- Discuss how artists make decisions about where artwork is displayed, who will see it and what reaction they want to create.

Experiences of Workplaces

- Visit a local mural, public artwork or community art project to explore how art can change and influence shared spaces.
- Investigate how historical artwork, such as Maya murals and ancient artworks, is preserved and presented to the public.