

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

Assemblage attribute collection composition embedded expression identity juxtaposition literal manipulate originality pitfall relief representation sculpture self symbolic tradition

Knowledge	Skills
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.	Making skills – Formal elements: - 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: Elements such as perspective, depth and abstraction can change how shapes appear in a composition. - 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. - 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. Making skills: - How to translate a 2D image into a 3D form. - How to manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). - How to manipulate cardboard to create different textures. How to make a cardboard relief sculpture.

- Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces. - Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries. <u>Evaluating and analysing:</u> - 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. - 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 create reactions. - People use art as a means to reflect on their unique characteristics.	- How to make visual notes to generate ideas for a final piece. How to translate ideas into sculptural forms. <u>Knowledge of artists:</u> - 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. - Artists can use materials to respond to a feeling or idea in an abstract way. - Artists take risks to try out ideas; this can lead to new techniques being developed. - Artists can make work by collecting and combining ready-made objects to create 'assemblage'. <u>Evaluating and analysing:</u> - 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.
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Learning Objectives/End Points

Lesson 1: Exploring self	Lesson 2: Relief sculptures	Lesson 3: Memory museum	Lesson 4: Memory sculpture	Lesson 5: Complete and reflect
To analyse how art can explore the concept of self.	To explore sculptural techniques.	To use creative experience to develop ideas and plan a sculpture.	To apply an understanding of materials and techniques to work in 3D.	To problem solve, evaluate and refine artwork to achieve a chosen outcome.

Careers

Linking Curriculum Learning to Careers Discuss how the skills developed in this unit are used in a range of careers, including: - Sculptor - Contemporary Artist - Museum Curator - Exhibition Designer - Art Conservator - Set Designer - Prop Maker - Product Designer - Architect - Community Arts Worker - Interior Designer Transferable skills such as Creative thinking and originality, Developing ideas from research and personal experiences, Problem-solving and adapting designs, Experimenting with materials and techniques Understanding how objects can communicate meaning, Planning and refining outcomes, Working collaboratively on larger projects, Explaining and evaluating creative choices, Seeing possibilities in everyday materials	Learning from Career and Labour Market Information - Explore how artists and designers use creativity, personal experiences and different materials to communicate ideas about identity, memories and the world around them. - Discuss how artists collect, adapt and combine materials to develop original ideas and solve creative challenges. Encounters with Employers and Employees - Explore how contemporary artists create sculptures and assemblages using found objects, recycled materials and personal collections. - Explore how museum professionals and exhibition designers create displays that help people understand objects, stories and experiences. Experiences of Workplaces - Explore how artists work in studios, workshops and creative spaces to design, build and refine sculptures. - Investigate how museums collect, preserve and display objects that tell stories about people, places and history. - Explore examples of public sculpture and discuss how artwork can influence the spaces where people live and work.
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