Art and design

(revised scheme)



Long-term plan

Standard

Our standard EYFS (Reception), KS1 and KS2 long-term plan for **Art and design** is designed for schools that deliver the subject most weeks.

This document was last updated on 10.03.25

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How does Kapow Primary help our school to meet statutory guidance for Art and design?

Our scheme of work fulfils the statutory requirements outlined in the **National Curriculum (2014)**. The National Curriculum for Art and design aims to ensure that all pupils:

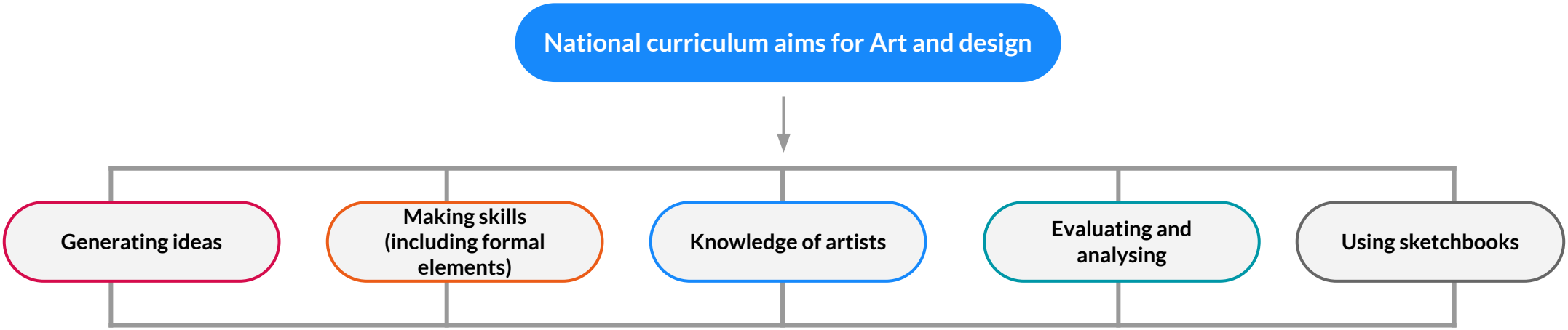
- ★ Produce creative work, exploring their ideas and recording their experiences
- ★ Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ★ Evaluate and analyse creative works using the language of art, craft and design
- ★ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

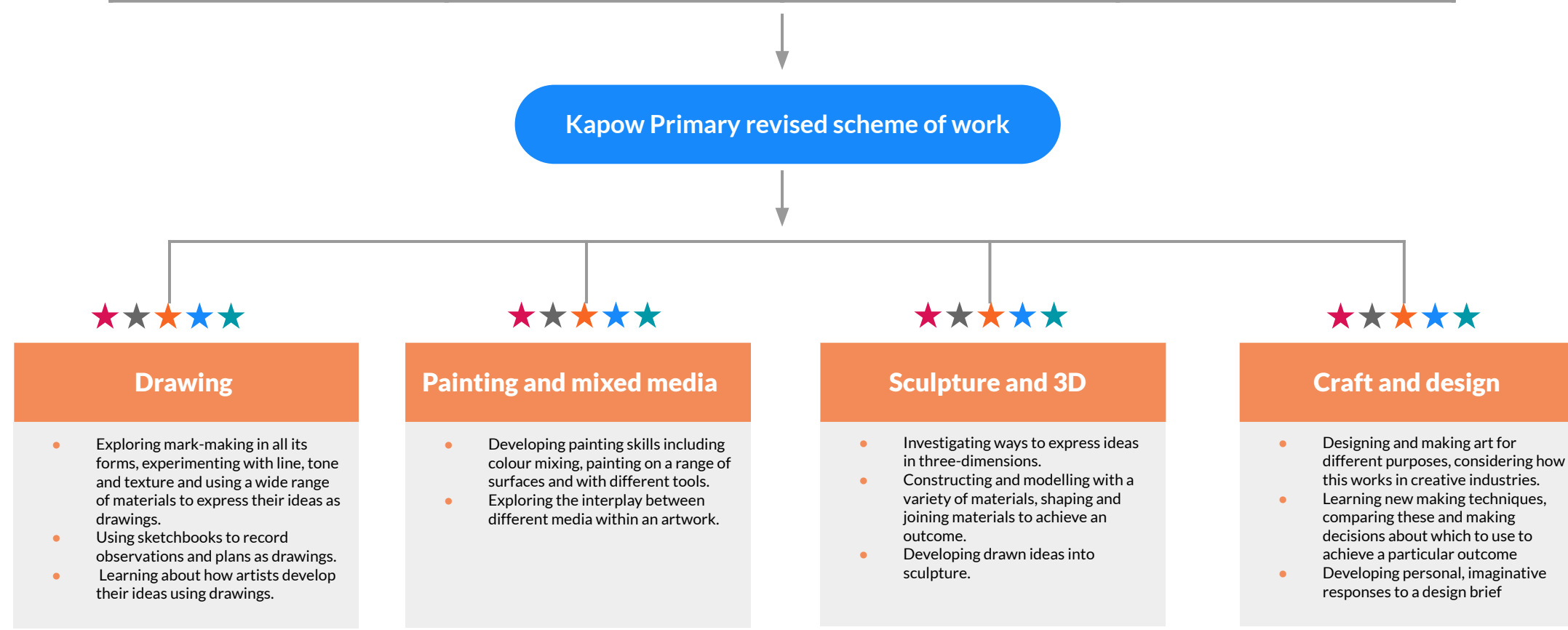
From these aims, we have identified five strands which run throughout our scheme of work:

- Generating ideas
- Using sketchbooks
- Making skills (including formal elements)
- Knowledge of artists
- Evaluating and analysing

Our National curriculum mapping document shows which of Kapow Primary's units cover each of the National Curriculum Attainment targets as well as each of these five strands. National Curriculum links are also on each individual lesson plan, along with cross-curricular links to other subjects.

How is the revised Art and design scheme of work organised?





What are the benefits of the revised Art and design scheme?

Over 2022 we have been rolling out a revised Art and design scheme of work, as an alternative to our original scheme. The revised scheme includes updates to many existing lessons, along with brand new units across the core areas.

Sequential lessons

The revised Art and design scheme has units divided into four core areas, repeated in each year group. This provides teachers with greater clarity over knowledge and skills progression within the four areas. Teachers can feel confident that children are given opportunities to develop mastery by revisiting core subject knowledge and applying that knowledge practically in a range of contexts with growing complexity.

Drawing	Painting and mixed media	Sculpture and 3D	Craft and design

A broad and balanced art curriculum

The units within the revised scheme are designed so that children experience the fundamentals of art through broad and balanced units, including exploration of the work of a wide range of artists and makers. Units guide pupils in the skills required to explore, analyse and discuss art. They are encouraged to combine their knowledge of what constitutes 'art', specific artists and techniques with their own experiences to evaluate artworks and to inform their own creative practices.

Each unit works towards all of the National curriculum attainment targets. This allows pupils to develop their knowledge and skills around the formal elements in a holistic way.

A variety of outcomes for units

The revised scheme encourages autonomy, with a greater emphasis on children developing their creativity through experimentation and individual responses. Units provide flexible options, enabling links to other topics and resulting in more creative outcomes.

Application of skills and knowledge

There is an emphasis on developing children's use of sketchbooks throughout the revised scheme to apply skills and knowledge. Lessons provide opportunities to engage with sketchbooks throughout the whole process of creating art, including practising techniques learned as well as developing and evaluating their ideas towards an outcome.

Types of knowledge in Art and design

Substantive knowledge

Practical

In order to make art with increasing proficiency, pupils need to develop practical knowledge in the following areas:

- Methods and techniques
- Media and materials
- Formal elements: Line, tone, shape, colour, form, pattern, texture.

In the Kapow Primary curriculum, this knowledge largely links to our **Making skills** strand.

Making skills (including formal elements)

Theoretical

Children gain knowledge of the history of art through our **Knowledge of artists** strand.

They consider the meanings and interpretations behind works of art that they study and explore artists' materials and processes.

Knowledge of artists

Disciplinary knowledge

Disciplinary

Disciplinary knowledge refers to the knowledge children acquire to help them understand the subject as a discipline. Pupils learn how art is studied, discussed and judged, considering our big questions:

What is art?
Why do people make art?
How do people talk about art?

In our scheme, the strand **Evaluating and analysing** covers this knowledge.

Evaluating and analysing

Generating ideas

Using sketchbooks

The three domains of knowledge, and the interplay between them, enable pupils to **generate ideas** and **use sketchbooks** to develop their own artistic identity.

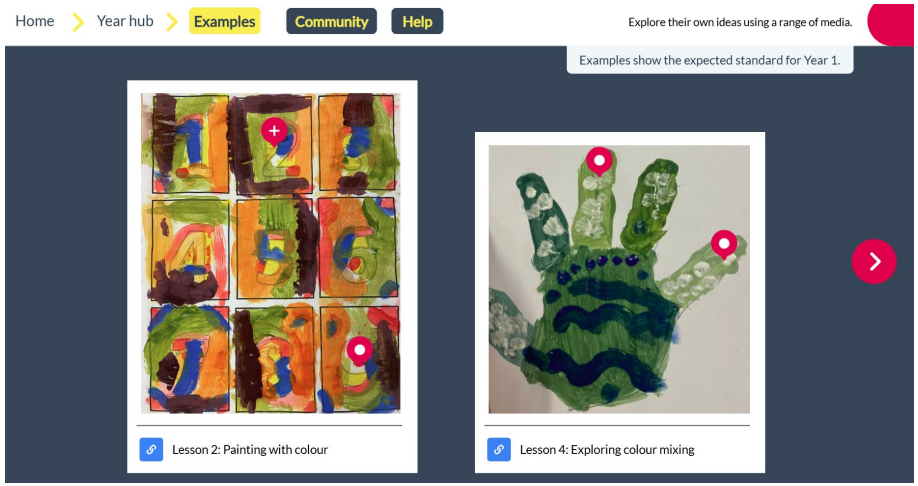
Assessment in Art and design

Formative assessment

Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval practice of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on.

Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson. These assessments can then be recorded on our Art and design: Assessment spreadsheet which supports the teacher in identifying gaps in learning amongst the class or for individual pupils.

For the drawing and painting and mixed media key areas there is an assessment tool. Recognising that art and design involves more than just technical ability, the tool helps evaluate children's creative expression, technique and their understanding of concepts.

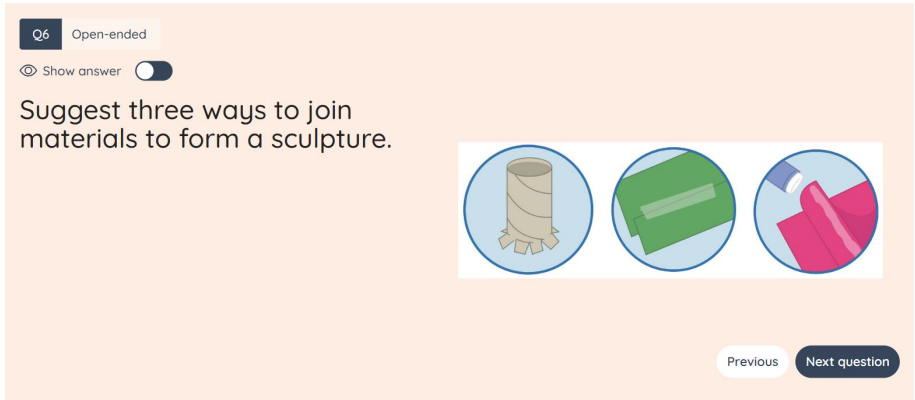




Summative assessment

Each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz with multiple choice questions and one open-ended question.

Assessment quizzes offer teachers valuable summative records, serving as evidence of pupil progression throughout the year and as they transition between key stages.



Oracy in Art and design

‘Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.’

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

Learning *through* talk

At Kapow Primary, we believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

Learning *to* talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Through our Art and design curriculum, pupils have opportunities to develop their oracy skills by:

- Explaining and justifying their choices of materials, methods, and techniques.
- Engaging in paired and group discussions.
- Presenting and explaining their artwork and ideas to peers and the class.
- Analysing and critiquing the work of others as well as established artists.
- Collaborating on group artwork.
- Responding to high-level questions such as ‘What is art?’ by articulating and defending their ideas.



Is there any flexibility in the Kapow Primary Art and design scheme?

Our Art and design scheme of work is flexible, allowing schools to adapt the planning to suit their school and to make use of cross-curricular links available. See some of our Frequently asked questions below:

Do the units need to be taught in order?

The units within each year group can be taught in any order, as the progression of knowledge and skills is across the years and key stages, not within a year group. So you can work through them in the order which most suits the rest of your curriculum time and requirements.

Can units be moved between year groups?

Units can be moved between year groups if the lesson content is adapted using the progression of skills and knowledge document. The KS1 units could be adapted to work in either Year 1 or 2, and across KS2 many units are movable to suit your children's needs.

Do the lessons within the topics need to be taught in order?

Lessons in the Art and design scheme are sequential, so should be taught in order. Each lesson builds on the previous one to provide opportunities for children to practice skills and apply their knowledge to consolidate learning.

What if we are short of curriculum time for Art and design?

We appreciate that curriculum time is short, which is why most of our units have five lessons. This allows space to finish work off at the end of a unit or supplement with a themed lesson to celebrate festivals and events, such as Mother's Day or Christmas. We also provide suggestions for which lessons can be omitted without affecting progression in our Long-term plan - Condensed curriculum.

If you alternate your **Art and design** and **Design and technology** provision each half term please see our Art and design and Design and technology Long-term plan.

How can we make the Kapow Primary scheme of work fit with our topic learning?

Some units have a topic theme, however any unit can be adapted to work with an existing topic in your curriculum. Often the stimulus for the work can be replaced with something more relevant to a topic. Alternative units will also be added to the scheme.

Other useful documentation

There are a number of key documents that can support you in planning your **Art and design** scheme of work and they can be found on the Subject planning page. Some of these are also listed below:

✓ National curriculum mapping document

- Shows how our scheme of work meets the National Curriculum requirements.

✓ Progression of skills document

- Shows how understanding and application of key concepts and skills builds year on year.

✓ Art and design: List of artists

✓ Art and design: Equipment list

✓ Intent, Implementation, Impact statement

✓ Personal development, SMSC and British values mapping

✓ Progression of vocabulary

✓ Assessment spreadsheet

The units within a single year group can be taught in ANY order.
All units contain 5 lessons unless stated otherwise.

	Unit 1	Unit 2	Unit 3	Unit 4		
EYFS (Reception)	**Drawing**	**Painting and mixed media**	**Sculpture and 3D**	**Craft and design**		
	Marvellous marks	Paint my world	Creation station	Let's get crafty		
	Autumn craft	**Christmas craft**	**Winter craft**	**Spring craft**	**Easter craft**	**Summer craft**
	Autumn wreaths	Salt dough decorations	Threaded snowflakes	Suncatchers	Egg threading	Salt painting

	Unit 1	Unit 2	Unit 3	Unit 4
Year 1	**Drawing**	**Painting and mixed media**	**Sculpture and 3D**	**Craft and design**
	Make your mark	Colour splash	Paper play	Woven wonders
Year 2	**Drawing**	**Painting and mixed media**	**Sculpture and 3D**	**Craft and design**
	Tell a story	Life in colour	Clay houses	Map it out

Suggested long-term plan: Art and design - Overview (All year groups)

The units within a single year group can be taught in ANY order.
All units contain 5 lessons unless stated otherwise.

	Unit 1	Unit 2	Unit 3	Unit 4
Year 3	**Drawing**	**Painting and mixed media**	**Sculpture and 3D**	**Craft and design**
	Growing artists	Prehistoric painting	Abstract shape and space	Ancient Egyptian scrolls
Year 4	**Drawing**	**Painting and mixed media**	**Sculpture and 3D**	**Craft and design**
	Power prints	Light and dark	Mega materials	Fabric of nature
Year 5	**Drawing**	**Painting and mixed media**	**Sculpture and 3D**	**Craft and design**
	I need space	Portraits	Interactive installation	Architecture
Year 6	**Drawing**	**Painting and mixed media**	**Sculpture and 3D**	**Craft and design**
	Make my voice heard	Artist study	Making memories	Photo opportunity

	EYFS (Reception) units	EYFS (Reception) seasonal crafts	
Drawing	Marvellous marks Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces.	**Autumn**	Autumn wreaths Using natural items to create Autumnal wreaths.
		Christmas	Salt dough decorations Creating and decorating Christmas tree decorations.
Painting and mixed media	Paint my world Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures.	**Winter**	Threaded snowflakes Using threading skills to create snowflakes with pipe cleaners and beads.
		Spring	Sun catcher Collecting flower petals to create card suncatchers.
Sculpture and 3D	Creation station Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors.	**Easter**	Egg threading Threading coloured wool to create an egg pattern.
		Summer	Salt painting Creating bold paintings in salt and paint.
Craft and design	Let's get crafty Focussing on process over product, children develop their cutting, threading, manipulation and joining skills in this unit which culminates with designing a flower for a class flower garden.		

	Year 1	Year 2
Drawing	Make your mark	Tell a story
	Developing observational drawing skills when explorating mark-making . Children use a range of tools, investigating how texture can be created in drawings. They apply their skills to a collaborative piece using music as a stimulus and investigate artists Bridget Riley and Zaria Forman.	Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings.
Painting and mixed media	Colour splash	Life in colour
	Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.	Taking inspiration from the collage work of artist Romare Bearden, children consolidate their knowledge of colour mixing and create textures in paint using different tools. They create their own painted paper in the style of Bearden and use it in a collage, linked to a theme suited to their topic or classwork.
Sculpture and 3D	Paper play	Clay houses
	Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculpture inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois.	Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.
Craft and design	Woven wonders	Map it out
	Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.	Responding to a design brief, children create a piece of art that represents their local area using a map as their stimulus. They learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas, choosing the best to meet the brief.

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Suggested long-term plan: Art and design - Outline (Lower KS2)

	Year 3	Year 4
Drawing	Growing artists Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.	Power prints Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.
Painting and mixed media	Prehistoric painting Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.	Light and dark Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.
Sculpture and 3D	Abstract shape and space Exploring how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, children learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.	Mega materials Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.
Craft and design	Ancient Egyptian scrolls Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.	Fabric of nature Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.

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Suggested long-term plan: Art and design - Outline (Upper KS2)

	Year 5	Year 6
Drawing	I need space!	Make my voice heard
	Developing ideas more independently, pupils consider the purpose of drawings as they investigate how imagery was used in the 'Space race' that began in the 1950s. They combine collage and printmaking to create a piece in their own style.	On a journey from the Ancient Maya to modern-day street art, children explore how artists convey a message. They begin to understand how artists use imagery and symbols as well as drawing techniques like expressive mark making, tone and the dramatic light and dark effect called 'chiaroscuro'.
Painting and mixed media	Portraits	Artist study
	Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media.	Identifying an artist that interests them, children research the life, techniques and artistic intentions of that individual. Collecting ideas in sketchbooks, planning for a final piece and working collaboratively, they present what they have learnt about the artist.
Sculpture and 3D	Interactive installation	Making memories
	Using inspiration of historical monuments and modern installations, children plan by researching and drawing, a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.	Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.
Craft and design	Architecture	Photo opportunity
	Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid and creating their own building designs, creatively presenting research on artist Hundertwasser and exploring ideas behind the symbolism of monument design.	Exploring photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.

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This page shows recent updates to this document.

Date	Update
05.07.22	Links updated to reflect units now available. Change in description of Y2 *Tell a story* unit, Y3 *Growing artist* unit Y4 *Mega materials* unit and Y5 Architecture unit.
15.07.22	EYFS units added.
29.08.22	Links updated to reflect units now available.
08.12.22	Links updated to reflect units now available.
18.01.23	Links updated to reflect the fact that the full art scheme is now available. Unit summaries updated to reflect published content.
22.05.23	Added p.6 'Types of knowledge'
10.07.24	Added information about oracy in Art and design (p. 8).
17.12.24	Added information about assessment in Art and design (p. 7
10.03.25	Updated broken links.

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