

# Art and design

*(revised scheme)*

## Long-term plan

Mixed-age

Our mixed-age long-term plan for **Art and design** is designed for mixed-age settings that deliver the subject most weeks. It organises our units into a two-year rolling cycle which ensures full coverage of the national curriculum objectives.

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**Kapow**  
Primary™

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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

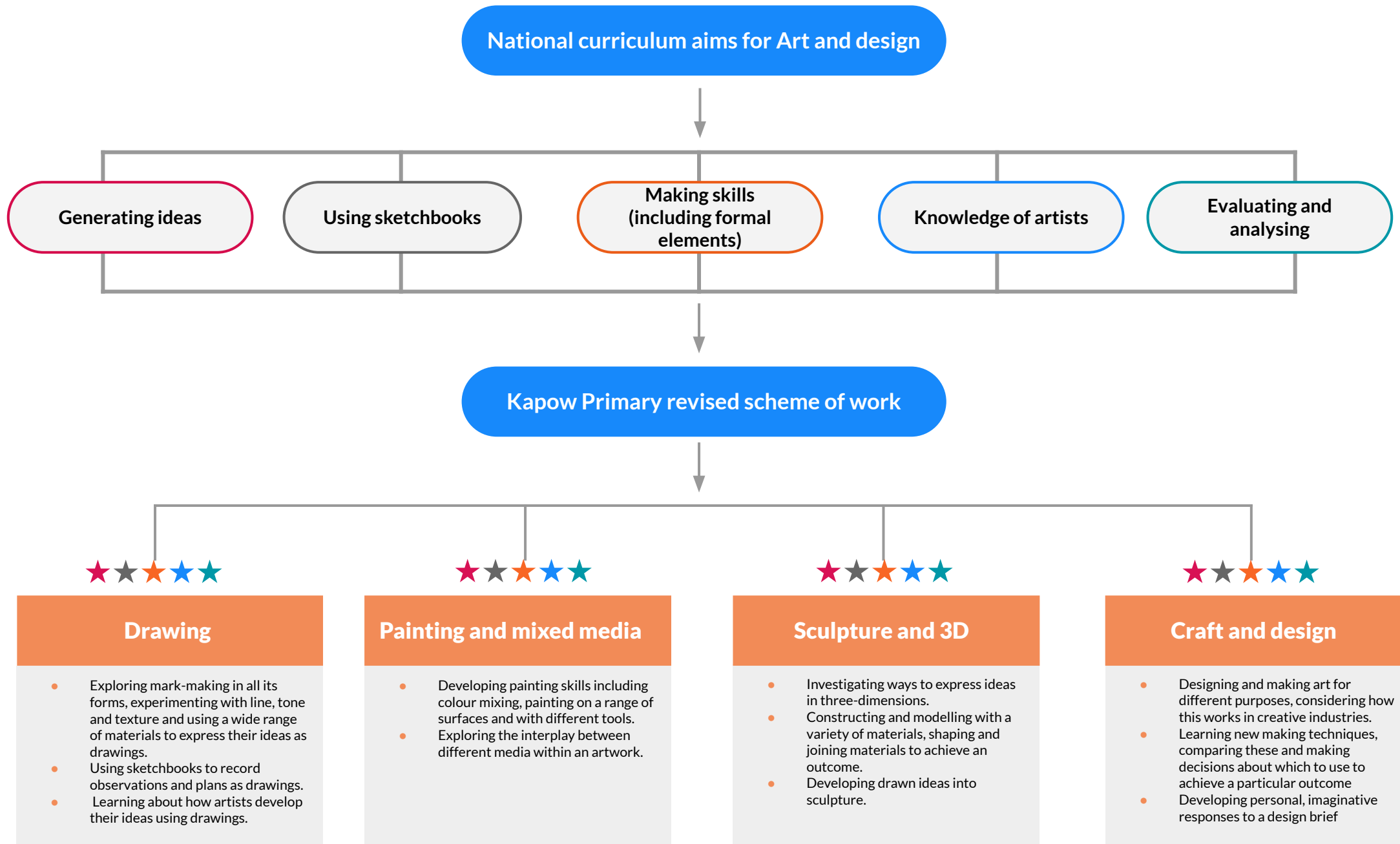
Making skills  
(including formal elements)

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.

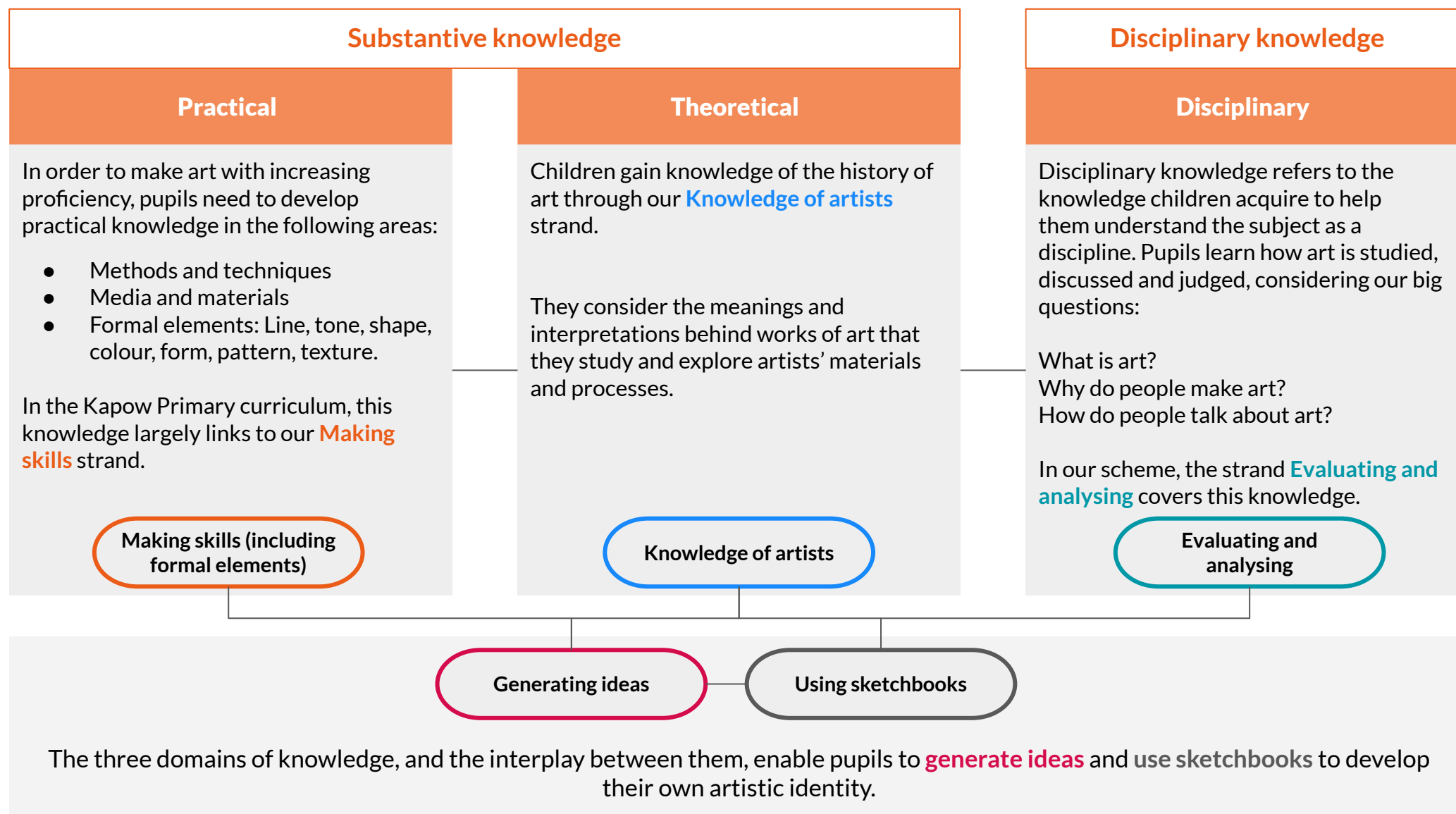
## A variety of outcomes for units

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



# 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.



## 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 documents are also listed below:

✓ [National curriculum mapping document](#)

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

✓ [Progression of skills document](#) — mixed-age

- Shows how understanding and application of key concepts and skills builds from EYFS - Y5/6.

✓ [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](#)



All units contain 5 lessons unless stated otherwise.

|                            | Unit 1                           | Unit 2                                 | Unit 3                              | Unit 4                           |                               |                               |
|----------------------------|----------------------------------|--|-------------------------------------|----------------------------------|-------------------------------|-------------------------------|
| <b>EYFS</b><br>(Reception) | <b>Drawing</b>                   | <b>Painting and mixed media</b>        | <b>Sculpture and 3D</b>             | <b>Craft and design</b>          |                               |                               |
|                            | <a href="#">Marvellous marks</a> | <a href="#">Paint my world</a>         | <a href="#">Creation station</a>    | <a href="#">Let's get crafty</a> |                               |                               |
|                            | <b>Autumn craft</b>              | <b>Christmas craft</b>                 | <b>Winter craft</b>                 | <b>Spring craft</b>              | <b>Easter craft</b>           | <b>Summer craft</b>           |
|                            | <a href="#">Autumn wreaths</a>   | <a href="#">Salt dough decorations</a> | <a href="#">Threaded snowflakes</a> | <a href="#">Suncatchers</a>      | <a href="#">Egg threading</a> | <a href="#">Salt painting</a> |
|                            |                                  |  |                                     |                                  |                               |                               |

\*NB. As EYFS: Reception, follows a different framework to Key stage 1 and 2, we have not included it in the mixed-age long-term plan.

| Cycle A   |  |   |        | Cycle B  |  |  |
|---|--|---|--------|--|--|--|
| Year 1/2  | Year 3/4   | Year 5/6  |        | Year 1/2   | Year 3/4   | Year 5/6   |
| Drawing:<br><a href="#">Make your mark</a><br>(5 lessons)         | Drawing:<br><a href="#">Growing artists</a><br>(5 lessons)                   | Drawing:<br><a href="#">I need space</a><br>(5 lessons)               | Unit 1 | Painting and mixed media:<br><a href="#">Colour splash</a><br>(5 lessons)  | Painting and mixed media:<br><a href="#">Prehistoric painting</a><br>(5 lessons) | Painting and mixed media:<br><a href="#">Portraits</a><br>(5 lessons)        |
| Craft and design:<br><a href="#">Woven wonders</a><br>(5 lessons) | Craft and design:<br><a href="#">Ancient Egyptian scrolls</a><br>(5 lessons) | Craft and design:<br><a href="#">Architecture</a><br>(5 lessons)      | Unit 2 | Sculpture and 3D:<br><a href="#">Paper play</a><br>(5 lessons)             | Sculpture and 3D:<br><a href="#">Abstract shape and space</a><br>(5 lessons)     | Sculpture and 3D:<br><a href="#">Interactive installation</a><br>(5 lessons) |
| Drawing:<br><a href="#">Tell a story</a><br>(5 lessons)           | Drawing:<br><a href="#">Power prints</a><br>(5 lessons)                      | Drawing:<br><a href="#">Make my voice heard</a><br>(5 lessons)        | Unit 3 | Painting and mixed media:<br><a href="#">Life in colour</a><br>(5 lessons) | Painting and mixed media:<br><a href="#">Light and dark</a><br>(5 lessons)       | Painting and mixed media:<br><a href="#">Artist study</a><br>(5 - 9 lessons) |
| Craft and design:<br><a href="#">Map it out</a><br>(5 lessons)    | Craft and design:<br><a href="#">Fabric of nature</a><br>(5 lessons)         | Craft and design:<br><a href="#">Photo opportunity</a><br>(5 lessons) | Unit 4 | Sculpture and 3D: <a href="#">Clay houses</a><br>(5 lessons)               | Sculpture and 3D:<br><a href="#">Mega materials</a><br>(5 lessons)               | Sculpture and 3D:<br><a href="#">Making memories</a><br>(5 lessons)          |

|                                 | EYFS (Reception) units   | <u>EYFS (Reception) seasonal crafts</u> |   |
|---------------------------------|--|---|---|
| <b>Drawing</b>                  | <u><a href="#">Marvellous marks</a></u>  | <b>Autumn</b>                           | <u><a href="#">Autumn wreaths</a></u><br>Using natural items to create Autumnal wreaths.                                |
|                                 | 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.                                  | <b>Christmas</b>                        | <u><a href="#">Salt dough decorations</a></u><br>Creating and decorating Christmas tree decorations.                    |
| <b>Painting and mixed media</b> | <u><a href="#">Paint my world</a></u>  | <b>Winter</b>                           | <u><a href="#">Threaded snowflakes</a></u><br>Using threading skills to create snowflakes with pipe cleaners and beads. |
|                                 | 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. | <b>Spring</b>                           | <u><a href="#">Sun catcher</a></u><br>Collecting flower petals to create card suncatchers.                              |
| <b>Sculpture and 3D</b>         | <u><a href="#">Creation station</a></u>  | <b>Easter</b>                           | <u><a href="#">Egg threading</a></u><br>Threading coloured wool to create an egg pattern.                               |
|                                 | 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.                          | <b>Summer</b>                           | <u><a href="#">Salt painting</a></u><br>Creating bold paintings in salt and paint.                                      |
| <b>Craft and design</b>         | <u><a href="#">Let's get crafty</a></u>  |   |   |
|                                 | 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 1/2 (Cycle A)

### Drawing: [Make your mark](#)

#### Unit 1

Developing observational drawing skills when exploring 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.

#### Unit 3

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.

### Drawing: [Tell a story](#)

### Craft and design: [Woven wonders](#)

#### Unit 2

Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.

#### Unit 4

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.

### Craft and design: [Map it out](#)

## Year 1/2 (Cycle B)

### Painting and mixed media: [Colour splash](#)

#### Unit 1

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.

#### Unit 3

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.

### Painting and mixed media: [Life in colour](#)

### Sculpture and 3D: [Paper play](#)

#### Unit 2

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.

#### Unit 4

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.

### Sculpture and 3D: [Clay houses](#)

**Year 3/4 (Cycle A)**

**Drawing: [Growing artists](#)**

**Unit 1**

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.

**Drawing: [Power prints](#)**

**Unit 3**

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.

**Craft and design: [Ancient Egyptian scrolls](#)**

**Unit 2**

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'.

**Craft and design: [Fabric of nature](#)**

**Unit 4**

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.

**Year 3/4 (Cycle B)**

**Painting and mixed media: [Prehistoric painting](#)**

**Unit 1**

Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.

**Painting and mixed media: [Light and dark](#)**

**Unit 3**

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](#)**

**Unit 2**

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.

**Sculpture and 3D: [Mega materials](#)**

**Unit 4**

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.

## Year 5/6 (Cycle A)

### Unit 1

#### Drawing: [I need space!](#)

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.

### Unit 3

#### Drawing: [Make my voice heard](#)

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'.

### Unit 2

#### Craft and design: [Architecture](#)

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.

### Unit 4

#### Craft and design: [Photo opportunity](#)

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.

## Year 5/6 (Cycle B)

### Unit 1

#### Painting and mixed media: [Portraits](#)

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.

### Unit 3

#### Painting and mixed media: [Artist study](#)

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.

### Unit 2

#### Sculpture and 3D: [Interactive installation](#)

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.

### Unit 4

#### Sculpture and 3D: [Making memories](#)

Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.

| Date     | Update  |
|----------|---|
| 09.06.23 | Page added to explain the different types of knowledge in Art and design (p.6). |
| 12.07.24 | Added information about oracy in Art and design (p. 7).                         |
| 10.03.25 | Updated broken links.   |