

# *Art and design*

**Long-term plan**

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**Kapow**  
Primary™

# 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

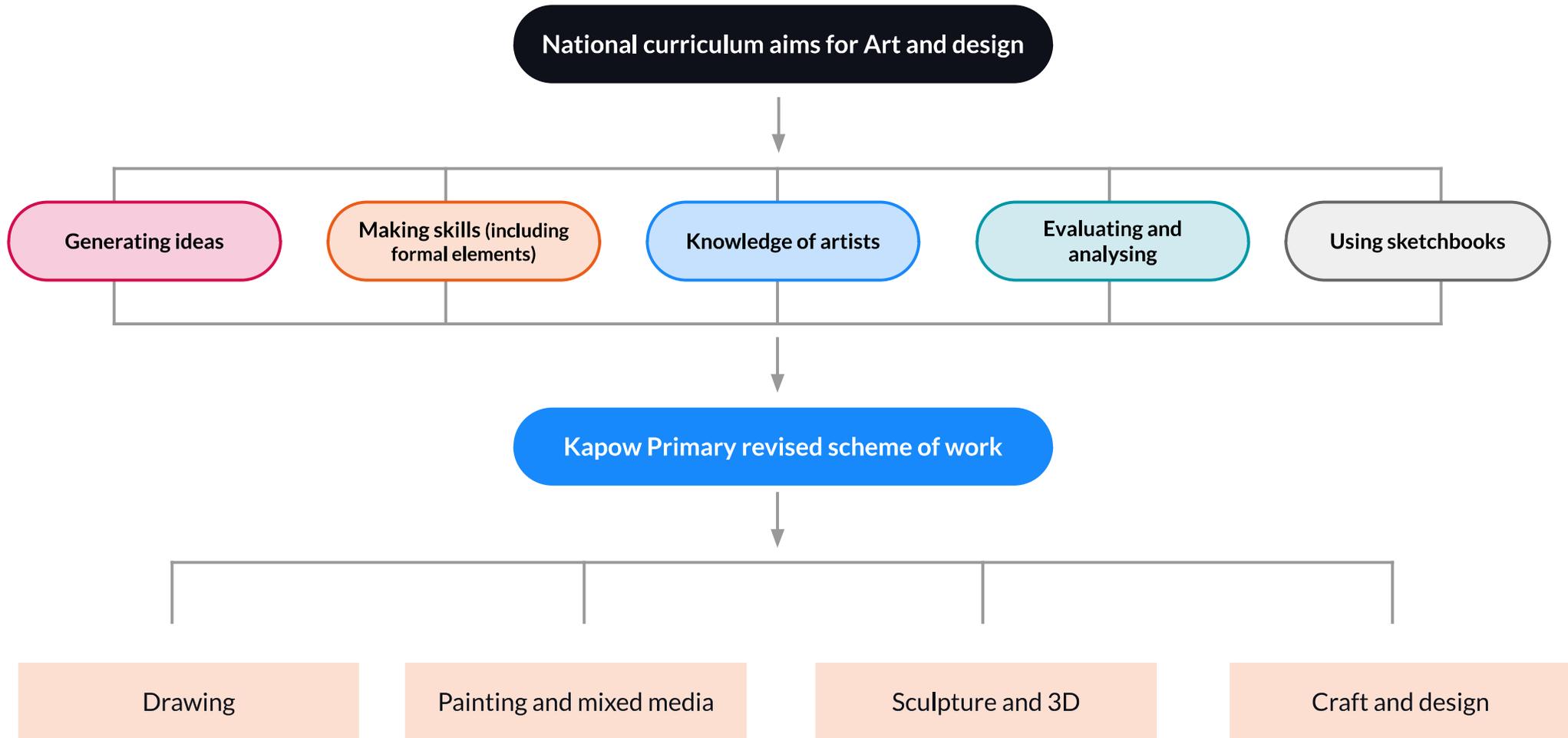
Making skills  
(including formal elements)

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 Art and design scheme of work organised?



# Exploring the strands

Art education goes beyond teaching pupils to make art competently. It involves helping them appreciate and talk about art, recognise and value creativity and understand the thought, skill and expression behind a piece of work. Pupils should recognise how artists throughout history have communicated ideas and be inspired to develop their own original ideas.

To support this broader understanding, Kapow Primary's Art and design scheme incorporates a carefully planned progression across the various art strands. This approach ensures that pupils develop their knowledge, skills and understanding in a structured, meaningful way.

## Generating ideas

This strand focuses on the pupils' ability to develop and communicate original ideas in response to a stimulus. It involves exploration, visual thinking and imagination. Pupils are encouraged to make personal choices, take creative risks and use prior knowledge to inform their ideas.

## Using sketchbooks

Pupils use sketchbooks to record, review and refine their thinking, developing their ideas over time. Sketchbooks support the creative process by capturing experimentation, research and reflection. This strand emphasises sketchbooks as a tool for learning, not just for displaying outcomes.

## Knowledge of artists

This strand develops the pupils' knowledge and appreciation of a wide range of artists, craftspeople and designers from different times and cultures. Pupils learn about artistic practices, contexts and intentions, helping them connect their own work to the wider world.

## Making skills (including formal elements)

Making skills refer to the practical knowledge and ability pupils develop through hands-on experiences with materials, tools and techniques. This includes drawing, painting, constructing and manipulating media. Through the process of making, children gain confidence and proficiency in their artistic abilities.

## Evaluating and analysing

This strand develops children's ability to reflect critically on their own work and the work of others. Pupils learn to describe, interpret and make informed judgements using appropriate language. This supports thoughtful art-making while also developing visual literacy and oracy skills as pupils practise using appropriate artistic vocabulary to describe and discuss art.

# Exploring the key areas

The National curriculum refers to pupils developing their mastery of art and design techniques, including drawing, painting and sculpture. To support this, these key areas are revisited every year group. This approach ensures that pupils not only make progress across the strands but also within the 'Making skills' strand itself. Over time, this helps build confidence and competence in using different media.

Kapow Primary's Art and design scheme includes a fourth key area: Craft and design. This area focuses less on progression and more on providing pupils with a broad range of creative experiences, allowing them to explore different craft and design techniques.

The remaining Art and design strands (Generating ideas, Using sketchbooks, Knowledge of artists and Evaluating and analysing) are woven throughout all key areas. These strands are developed alongside making skills to support pupils in thinking, talking and working like artists.

## Drawing

Pupils are given opportunities to explore mark-making in all its forms; experiment with line, tone and texture; and use a wide range of materials to express ideas through drawing. They are supported to use sketchbooks to record observations, test ideas, experiment with materials and plan larger pieces. Drawing is extended through printmaking techniques and the combination of media to enhance outcomes.

## Painting and mixed media

Pupils develop painting skills including colour mixing, working on a range of surfaces and using different tools. They learn to control their brushes and other tools with increasing precision, applying paint carefully and purposefully. Pupils also explore the interplay between different media within an artwork, experimenting with combinations to create texture, depth and visual interest.

## Sculpture and 3D

Pupils investigate ways to express ideas in three dimensions. They construct and model with a variety of materials, learning how to shape, join and manipulate these to achieve an intended outcome. Pupils are encouraged to develop drawn or imagined ideas into sculptural forms, exploring the relationship between form, space and structure.

## Craft and design

Pupils experience a broad range of creative activities that reflect how art functions in the wider world. They design and make artwork for different purposes, considering how art, craft and design contribute to the creative industries. Pupils explore examples from a range of times, places and cultures to broaden their understanding and inspire new ideas. They learn and compare new making techniques, making decisions about which to use to achieve particular outcomes. Imaginative and personal responses to design briefs are encouraged throughout.

# The formal elements of art

The formal elements of art are the building blocks that artists use to make their work distinctive and meaningful. In the Making skills strand, pupils regularly develop their abilities to work with these elements. Although pupils are not expected to use the term 'formal elements', they build an understanding of art's key visual components through practical experiences and discussions.

An understanding of these elements supports other strands, such as Generating ideas, Using sketchbooks and Evaluating and analysing. This provides pupils with the language and concepts to explore, describe and reflect on artwork with greater confidence.

Kapow Primary's Art and design scheme focuses on the following formal elements:

- **Line** – Used by artists to suggest shape, movement, direction or texture. Lines can guide the viewer's eye, create patterns or convey emotion through their quality and placement.
- **Shape** – Used to create structure within a composition. Artists combine and arrange shapes to represent objects, create balance or suggest meaning.
- **Form** – Used to give artwork a sense of three-dimensionality. Artists create or suggest form to add depth, volume and realism, often through sculpture or techniques like shading and perspective.
- **Colour** – Used to attract attention, set a mood or express ideas. Artists choose and combine colours to create harmony or contrast and to communicate feelings or symbolism.
- **Texture** – Used to add interest and realism. Artists use real or implied texture to engage the senses, suggest material qualities, or create atmosphere.
- **Tone** – Used to show light and shadow, create contrast, and suggest form. Artists apply tone to build depth, direct focus or add drama to their work.

These elements are introduced and revisited throughout the Kapow Primary Art scheme to build pupils' understanding and support their ability to analyse and create art.



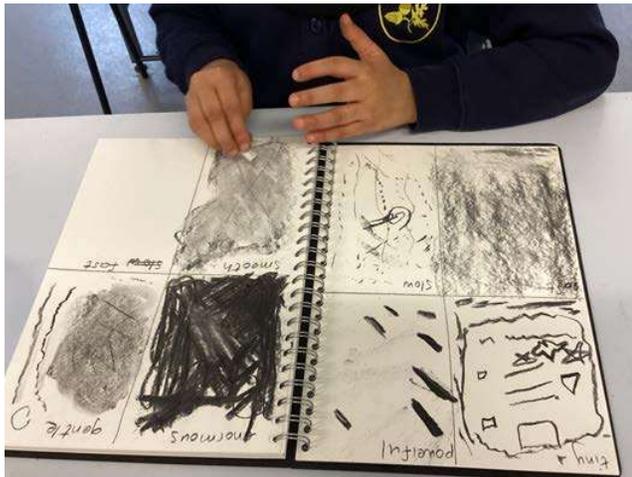
# Encouraging creative outcomes

High-quality art education values creativity, self-expression and individuality. While pupils may use the same media or techniques, outcomes should reflect personal choices and varied responses. This encourages risk-taking and ownership of the work.

Kapow Primary units are designed to support autonomy, offering flexibility for teachers to adapt content to pupil interests, cross-curricular links or local context. This leads to more meaningful outcomes without compromising on core knowledge and skills. The Generating ideas and Using sketchbooks strands emphasise that creativity is developed through exploration, planning and refinement. Progression in these areas helps pupils grow in confidence and originality.

## The role of sketchbooks

Sketchbooks support pupil autonomy by providing space to explore, experiment and reflect. Used throughout the creative process, they help pupils practise techniques, develop and refine ideas, and evaluate their work—just as real artists do. This ongoing use also supports the development of a personal style, as pupils discover what they enjoy and what works for them.

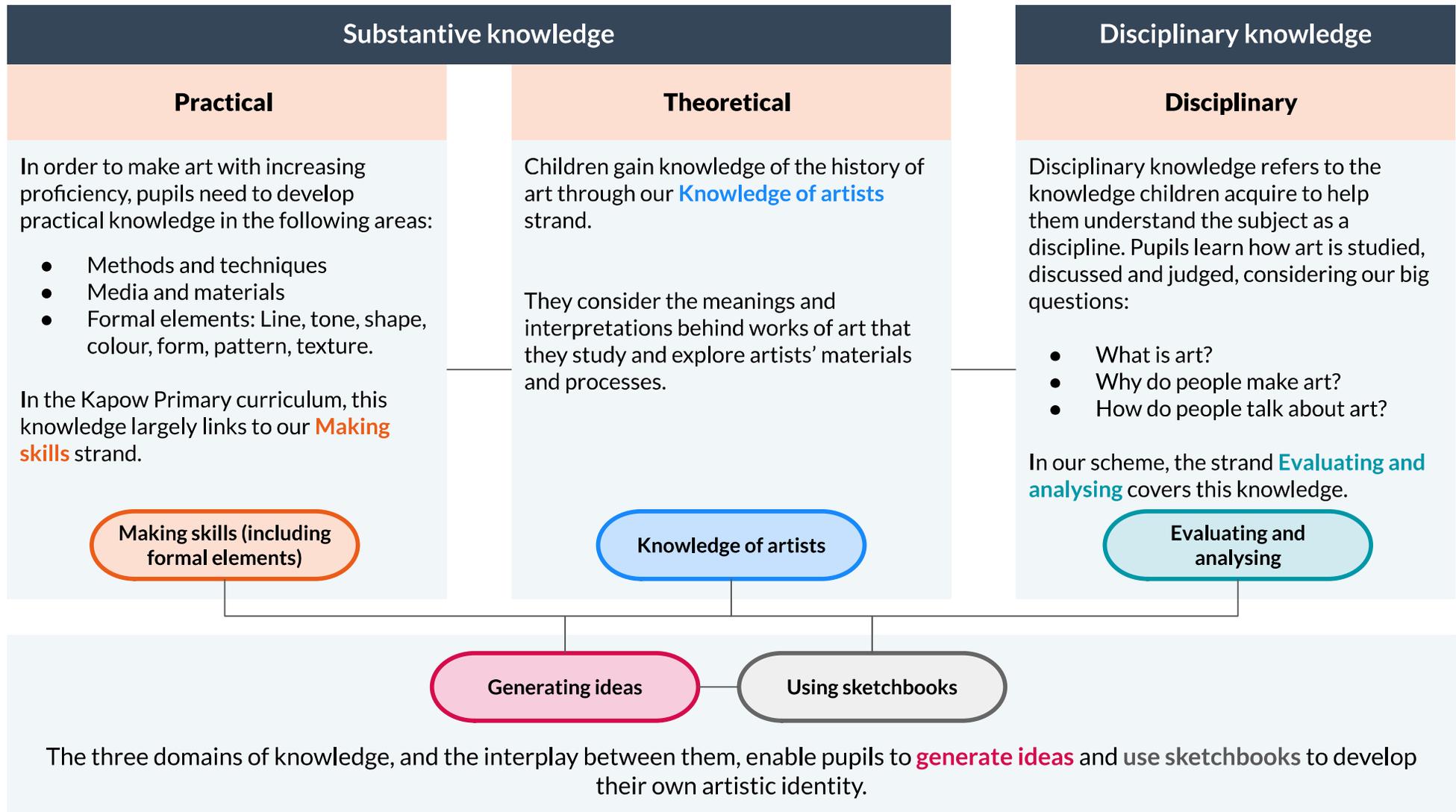


## Teacher confidence

Teacher confidence plays a key role in supporting creative outcomes. At Kapow Primary, teacher videos build subject knowledge and confidence, enabling teachers to model techniques effectively and encourage pupils to make independent, creative decisions. Clear progression statements show exactly what knowledge and skills are being developed, giving teachers the confidence to embrace varied outcomes while keeping learning purposeful.



# Types of knowledge in Art and design



# Long-term plan: Art and design

Overview (All year groups)

	Unit 1	Unit 2	Unit 3
EYFS	Drawing: Marvellous marks	Painting and mixed media: Paint my world	Sculpture and 3D: Creation station
Year 1	Drawing: Exploring line and shape	Sculpture and 3D: Paper play	Painting and mixed media: Colour splash
Year 2	Drawing: Understanding tone and texture	Painting and mixed media: Life in colour	Sculpture and 3D: Clay houses
Year 3	Prehistoric painting	Craft and design: Ancient Egyptian scrolls	Sculpture and 3D: Abstract shape and space
Year 4	Drawing: Exploring tone, texture and proportion	Painting and mixed media: Light and dark	Craft and design: Fabric of nature
Year 5	Drawing: Depth, emotion and movement	Sculpture and 3D: Interactive installation	Painting and mixed media: Portraits
Year 6	Craft and design: Photo opportunity	Drawing: Expressing ideas	Sculpture and 3D: Making memories

# Long-term plan: Art and design

Overview - EYFS

EYFS

<b>Unit 1</b>	<u>Drawing: Marvellous marks</u> 6 lessons Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.	<b>Unit 2</b>	<u>Painting and mixed media: Paint my world</u> 6 lessons Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.
<b>Unit 3</b>	<u>Sculpture and 3D: Creation station</u> 6 lessons Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.		

# Long-term plan: Art and design

## Overview - Key stage 1

### Year 1

<b>Unit 1</b>	<u>Drawing: Exploring line and shape</u> 7 lessons Exploring line and shape; working and experimenting with different materials through observational and collaborative pieces inspired by artists.	<b>Unit 2</b>	<u>Sculpture and 3D: Paper play</u> 6 lessons 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 sculptures. This unit contains three brand new lessons and two existing Kapow Primary lessons.
<b>Unit 3</b>	<u>Painting and mixed media: Colour splash</u> 6 lessons Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.		

# Long-term plan: Art and design

## Overview - Key stage 1

### Year 2

<b>Unit 1</b>	<u>Drawing: Understanding tone and texture</u> 7 lessons Exploring how artists use tone and texture and applying these techniques in observational drawings.	<b>Unit 2</b> <u>Painting and mixed media: Life in colour</u> 7 lessons Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.
<b>Unit 3</b>	<u>Sculpture and 3D: Clay houses</u> 6 lessons Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.	

# Long-term plan: Art and design

## Overview - Lower key stage 2

### Year 3

<b>Unit 1</b>	<u>Prehistoric painting</u> Five lessons Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.	<b>Unit 2</b>	<u>Craft and design: Ancient Egyptian scrolls</u> 6 lessons Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.
<b>Unit 3</b>	<u>Sculpture and 3D: Abstract shape and space</u> 7 lessons 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.		

# Long-term plan: Art and design

## Overview - Lower key stage 2

### Year 4

<b>Unit 1</b>	<u>Drawing: Exploring tone, texture and proportion</u> 7 lessons Exploring tone, texture and proportion to create realistic drawings.	<b>Unit 2</b>	<u>Painting and mixed media: Light and dark</u> 7 lessons Developing skills in colour mixing, focusing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.
<b>Unit 3</b>	<u>Craft and design: Fabric of nature</u> 6 lessons Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.		

# Long-term plan: Art and design

Overview - Upper key stage 2

Year 5

<b>Unit 1</b>	<u>Drawing: Depth, emotion and movement</u> 7 lessons Exploring mark making for showing depth, emotion and movement.	<b>Unit 2</b>	<u>Sculpture and 3D: Interactive installation</u> 6 lessons Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art.
<b>Unit 3</b>	<u>Painting and mixed media: Portraits</u> 6 lessons 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.		

# Long-term plan: Art and design

Overview - Upper key stage 2

Year 6

<b>Unit 1</b>	<u>Craft and design: Photo opportunity</u> 6 lessons Developing photography skills and techniques to design a range of creative photographic outcomes.	<b>Unit 2</b>	<u>Drawing: Expressing ideas</u> 7 lessons Exploring how artists express ideas and how they use scale to do so.
<b>Unit 3</b>	<u>Sculpture and 3D: Making memories</u> 6 lessons Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.		