

## *Revised scheme: Art and design*

### *Long-term plan*

Our standard 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 25.03.22

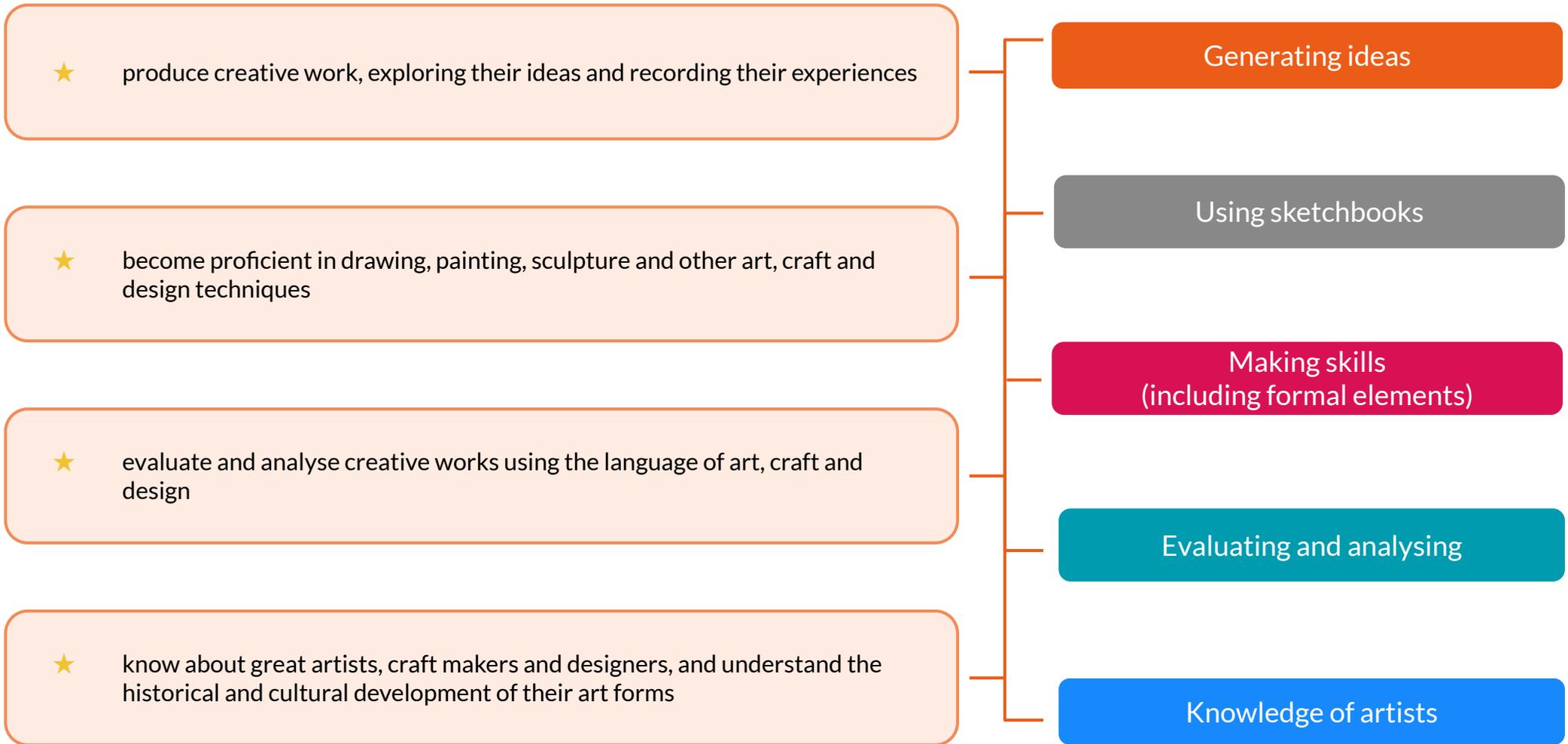
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# How does Kapow Primary help our school to meet statutory guidance for Art and design?

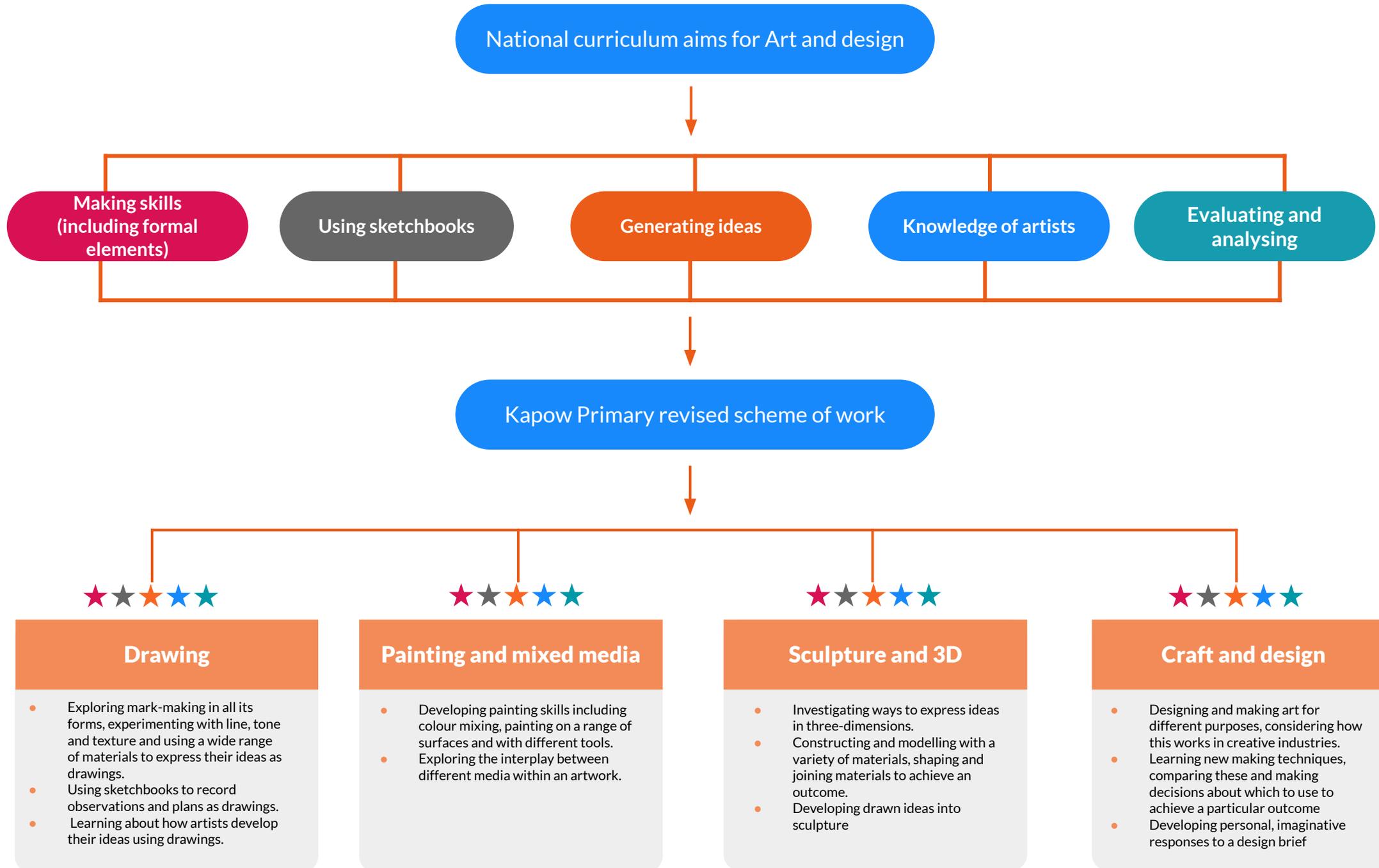
Our scheme of work fulfils the statutory requirements outlined in the **National Curriculum (2014)**. The National Curriculum for Art and design aims to ensure that all pupils:

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



Our [Curriculum overview](#) 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?



# A spiral curriculum

Kapow Primary's Art and design scheme has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the same skills again and again during their time in primary school.
- ✓ **Increasing depth:** Each time a skill is revisited it is covered with greater complexity
- ✓ **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.



## Holistic and sequenced teaching of Art and design skills

### Sequential lessons

Lessons offer clear skills progression with units divided into four core areas:

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

### A broad and balanced art curriculum

Covers all National curriculum aims in each unit.

### A variety of outcomes for units

Each unit enables children to build skills and techniques towards exciting outcomes, while offering opportunities for teachers to develop the learning for the needs and of their children and their specific curriculum.

### Application of skills and knowledge

Children use their sketchbooks to apply skills and knowledge throughout the whole process of creating art, practising techniques learned and developing and evaluating their ideas towards an outcome.

# *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.

If you alternate your **Art and design** and **Design and technology** provision each half term please see our **Combined 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:

- ✓ **Curriculum overview**
  - 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: required equipment**
- ✓ **Vocabulary progression for Art and design**
- ✓ **Intent, Implementation, Impact statement**
- ✓ **Policy resources for Art and design**

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

	Unit 1: Drawing	Unit 2: Painting and mixed media	Unit 3: Sculpture and 3D	Unit 4: Craft and design
Year 1	Make your mark	Colour splash	Paper play	Embellishments
Year 2	Tell a story	Beside the seaside	Clay houses	Map it out
Year 3	Growing artists	Prehistoric painting	Abstract shape and space	Ancient Egyptian scrolls
Year 4	Power prints	Light and dark	Mega materials	Fabric of nature
Year 5	I need space	Portraits	Interactive installation	Architecture
Year 6	Make my voice heard	Artist study	Making memories	Photo opportunity

	Year 1	Year 2
Drawing	<p><b><u>Make your mark</u></b> 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.</p>	<p><b>Tell a story</b> Using storybook illustration as a stimulus, children develop their mark making to explore tone to show form. Experimenting with creating patterned surfaces to add texture and detail to drawings, they create an illustration for a familiar story.</p>
Painting & mixed media	<p><b>Colour splash</b> 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.</p>	<p><b>Beside the seaside</b> Taking seaside paintings and impressionist painters as a starting point, pupils investigate how mixing a wider range of colours contributes to different effects. They explore surface texture when selecting and combining materials to make a mixed-media final piece.</p>
Sculpture and 3D	<p><b>Paper play</b> 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.</p>	<p><b><u>Clay houses</u></b> 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.</p>
Craft and design	<p><b>Embellishments</b> Developing skills in measuring, cutting and adding decoration to create a range of decorative items such as jewellery and headpieces inspired by different cultures.</p>	<p><b>Map it out</b> 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.</p>

	Year 3	Year 4
Drawing	<p><b>Growing artists</b> Inspired by botanical drawings, pupils explore the techniques of artists such as Georgia O’Keefe and traditional Chinese painters to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p>	<p><b>Power prints</b> 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.</p>
Painting and mixed media	<p><b>Prehistoric painting</b> Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p>	<p><u><a href="#">Light and dark</a></u> 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.</p>
Sculpture and 3D	<p><b>Abstract shape and space</b> 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.</p>	<p><b>Mega materials</b> Learning about the work of inspirational sculptors such as Sokari Douglas and Bonita Ely , children create personal responses and make choices about techniques and materials such as recycled materials and clay. Children develop their understanding of the making process to refine a finished piece.</p>
Craft and design	<p><u><a href="#">Ancient Egyptian scrolls</a></u> 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’.</p>	<p><b>Fabric of nature</b> Developing skills in textile techniques, pupils explore the beauty of the natural world to create stunning visual art inspired by the striking colours, pattern and textures of bird and insect life.</p>

	Year 5	Year 6
Drawing	<p><b>I need space!</b> 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.</p>	<p><b>Make my voice heard</b> Exploring art with a message, children look at the famous 'Guernica' by Picasso and the confronting works of Käthe Kollwitz. They develop their drawings to incorporate new surfaces, a range of techniques and demonstrate an emerging personal style.</p>
Painting and mixed media	<p><b>Portraits</b> 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.</p>	<p><b>Artist study</b> 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.</p>
Sculpture and 3D	<p><b>Interactive installation</b> 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.</p>	<p><b>Making memories</b> Documenting their memories of their time at primary school, children select their favourite art and design skills and techniques to design and create a 3D artwork to represent these memories.</p>
Craft and design	<p><b>Architecture</b> Investigating the built environment, drawing from observation and evaluating design features of buildings. Children explore famous architecture, developing ideas to create their own individual vision for a unique space.</p>	<p><b>Photo opportunity</b> 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.</p>