

Standard 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.

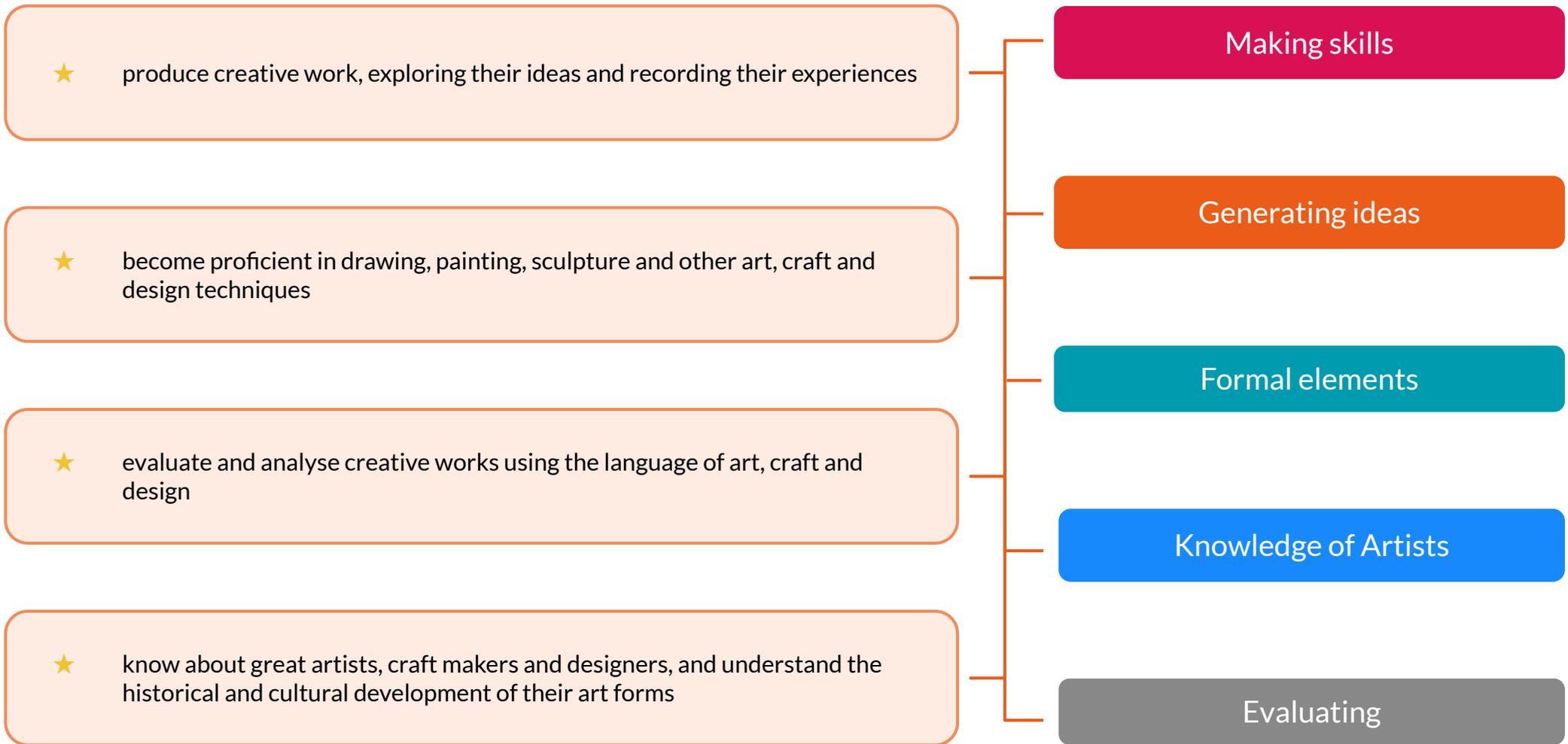
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How does Kapow Primary help our school to meet statutory guidance for Art and design?

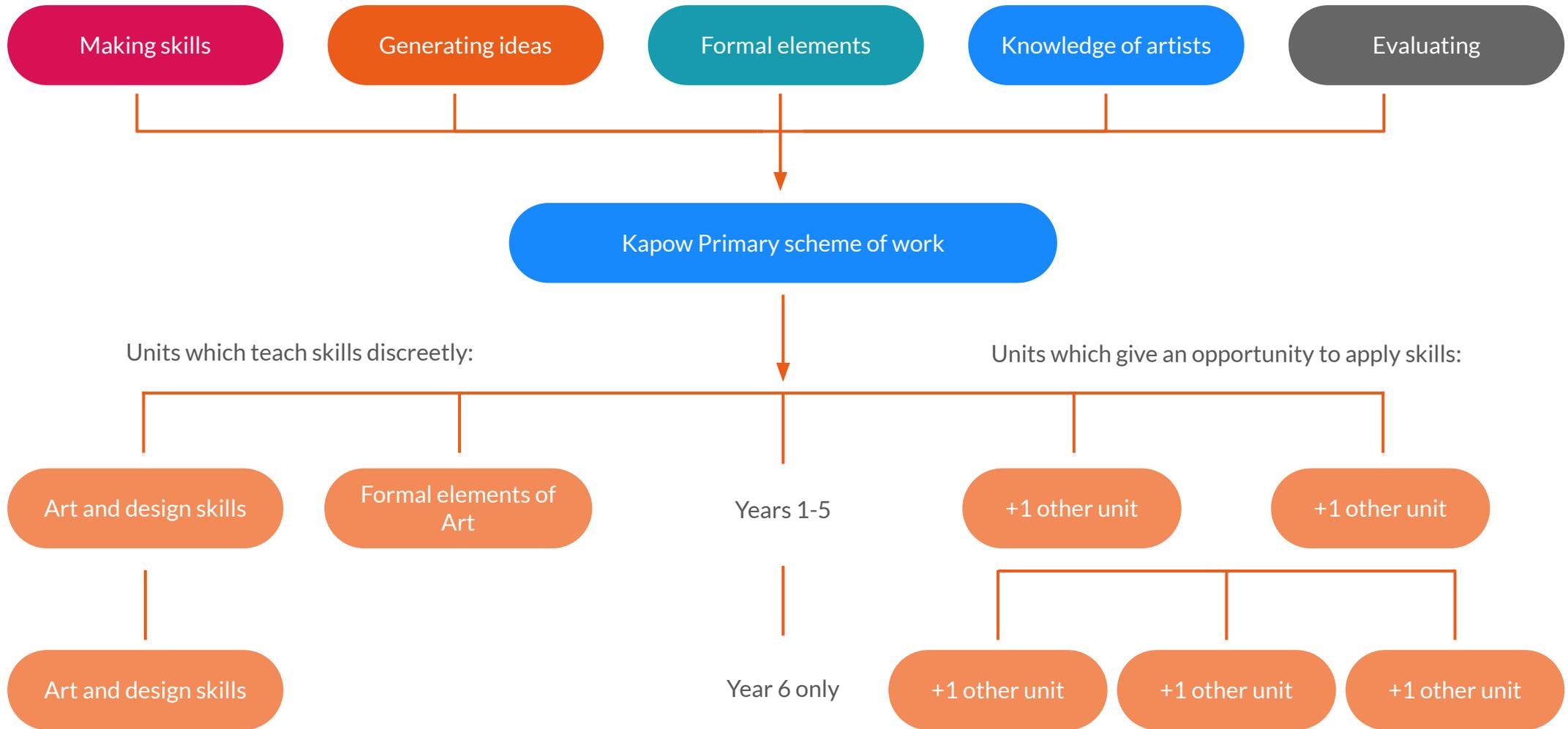
Our scheme of work fulfils the statutory requirements outlined in the **National Curriculum (2014)**. The National Curriculum for Art and design aims to ensure that all pupils:

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 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.

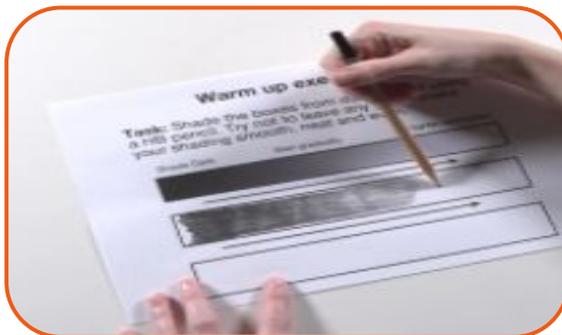


Discrete teaching of Art and design skills

Formal elements of art units

With the exception of Year 6, each year group has a unit called 'Formal elements of Art' which focuses on the **discrete** skills of the formal elements of art which are:

- Line
- Shape
- Tone
- Texture
- Pattern
- Colour



Art and design skills units

Each year group has a unit called 'Art and design skills' which focuses specifically on developing pupils art, craft and design skills in a **discrete** way.

Application of skills

The knowledge and skills from these two recurring units are then **applied** throughout the rest of the scheme within the other units (eg. Sculpture and collage, Prehistoric art etc.)

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

Our Art and design scheme of work is incredibly 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 in which most suits the rest of your curriculum time and requirements.

Can units be moved between year groups?

For our Art and design scheme of work, progression is across three phases: Key Stage 1, Lower Key Stage 2 and Upper Key stage 2. Therefore as long as you don't move units from one phase to another, you will not compromise progression by changing the order in which units are taught.

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

Due to their discrete teaching of the different skills and formal elements of art, many of the lessons within the 'Formal elements of Art' and 'Art and design skills' units can be taught in any order. The lessons within these units can even be taught at different points in the year if you would like, however some are sequential and where this is the case they are clearly numbered. The lessons within the other topics do build upon one another so should be taught in order.

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, allowing you space to finish work off from the lessons or to add your own art lessons 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?

Our units are designed to help pupils develop their Art and design skills but that does not mean that they cannot be adapted to suit a topic you are teaching. We have provided alternative theme suggestions for some of our units and you can also read our guidance on [Adapting Kapow Primary units to alternative topics](#)

Other useful documentation

There are a number of key documents that can support you in planning your **Art and design** scheme of work, see our **Essential subject materials page** for more.

- ✓ [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 \(coming Summer 2021\)](#)
- ✓ [Art and design policy resources](#)

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

The units within a single year group can be taught in ANY order.

The lessons within the *Art and design skills* and *Formal elements of art* units do not need to be taught consecutively or at the same point in the year (unless numbered).

	Unit 1	Unit 2	Unit 3	Unit 4
Year 1	Formal elements of art (5 lessons)	Art and design skills (5 lessons)	Landscapes using different media (5 lessons)	Sculptures and collages (5 lessons)
Year 2	Formal elements of art (5 lessons)	Art and design skills (6 lessons)	Human form (5 lessons)	Sculpture and mixed media (5 lessons)
Year 3	Formal elements of art (5 lessons)	Art and design skills (6 lessons)	Prehistoric art (5 lessons)	Craft (5 lessons)
Year 4	Formal elements of art (5 lessons)	Art and design skills (6 lessons)	Every picture tells a story (5 lessons)	Sculpture (5 lessons)
Year 5	Formal elements: Architecture (5 lessons)	Art and design skills (6 lessons)	Every picture tells a story (5 lessons)	Design for a purpose (5 lessons)
Year 6	Art and design skills (5 lessons)	Make my voice heard (5 lessons)	Photography (5 lessons)	Still life (5 lessons)

	<i>Year 1</i>	<i>Year 2</i>
Unit 1	<p><u>Formal elements of Art</u> (5 lessons) Exploring three of the formal elements of art: shape, line and colour, children mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create art inspired by water.</p>	<p><u>Formal elements of Art</u> (5 lessons) Exploring the formal elements of art: pattern, texture and tone; children create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.</p>
Unit 2	<p><u>Art and design skills</u> (5 lessons) Learning two printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain.</p>	<p><u>Art and design skills</u> (6 lessons) Replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, manipulating clay and experimenting with brush strokes.</p>
Unit 3	<p><u>Landscapes using different media</u> (5 lessons) Learning about composition and working with different art materials to create texture. The unit is based on the theme of 'the seaside' however there is guidance to adapt the unit to then alternative theme of 'castles'.</p>	<p><u>Human form</u> (5 lessons) Exploring how bodies and faces are portrayed in art: looking at the work of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure.</p>
Unit 4	<p><u>Sculptures and collages</u> (5 lessons) On the theme of the natural world, children make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by artist Louise Bourgeois.</p>	<p><u>Sculpture and mixed media</u> (5 lessons) Creating sculpture and pop art and learning how to draw facial features to portray different emotions, all through the topic of comic superheroes inspired by the works of Roy Lichtenstein.</p>

	Year 3	Year 4
Unit 1	<p><u>Formal elements of art</u> (5 lessons) Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation and create form and shape using wire.</p>	<p><u>Formal elements of art</u> (5 lessons) Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate an ancient geometric pattern.</p>
Unit 2	<p><u>Art and design skills</u> (6 lessons) Making a variety of puppets using different materials, completing a drawing from observation, learning the difference between a tint and a shade and creating versions of a cartoon drawn by a famous illustrator.</p>	<p><u>Art and design skills</u> (6 lessons) Creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours and learning about the role of a 'curator.'</p>
Unit 3	<p><u>Prehistoric art</u> (5 lessons) Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created.</p>	<p><u>Every picture tells a story</u> (5 lessons) Analysing works of art and creating photo collages and abstract art inspired by the works explored.</p>
Unit 4	<p><u>Craft</u> (5 lessons) Creating a mood board to work as a visual mind map and source of inspiration. Tie-dyeing, weaving and sewing to create a range of effects using fabric, culminating in a finished t-shirt to showcase these skills.</p>	<p><u>Sculpture</u> (5 lessons) Exploring and using unusual objects to create 3D works of art. Creating drums and maracas from recycled materials and looking at different techniques, such as wax resist and collages to create different effects.</p>

	Year 5	Year 6
Unit 1	<p><u>Formal elements: Architecture</u> (5 lessons) Learning how to draw from observation, creating a print and drawing from different perspectives. Learning about the role of an architect and considering why houses look the way they do and whether there is scope to change and improve them.</p>	<p><u>Art and design skills</u> (5 lessons) Design, drawing, craft, painting and art appreciation; working as a group to design a hat, creating zentangle patterns and subsequent prints, painting in the style of impressionist painters and exploring the piece 'Nighthawks' by Edward Hopper.</p>
Unit 2	<p><u>Art and design skills</u> (6 lessons) Designing an invention, expanding on an observational drawing, using a poem to create a portrait, painting an enlarged section of a drawn collage and learning how to 'think' like an artist.</p>	<p><u>Make my voice heard</u> (5 lessons) Analysing world by artists Picasso and Kollwitz, and through the mediums of graffiti, drawing, painting and sculpture, creating artworks that speak to the viewer.</p>
Unit 3	<p><u>Every picture tells a story</u> (5 lessons) Analysing the intentions of artist Banksy; making ink symmetry prints inspired by psychologist Rorschach; telling a story using emojis; using drama to recreate a poignant war scene and creating art inspired by the ceramic work of Magdalene Odundo.</p>	<p><u>Photography</u> (5 lessons) Through developing their photography skills, children cover useful artistic concepts in a new context, looking at: composition, colour, light, abstract images and underlying messages.</p>
Unit 4	<p><u>Design for a purpose</u> (5 lessons) Designing to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name. Learning to draw inspiration from different sources and experimenting with a range of techniques.</p>	<p><u>Still life</u> (5 lessons) Creating a variety of pieces influenced by different artists and using a range of mediums. Using charcoal, erasers and paint to depict a chosen composition of special objects before constructing a memory box to showcase their work.</p>