

Art and design

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 01.08.25.

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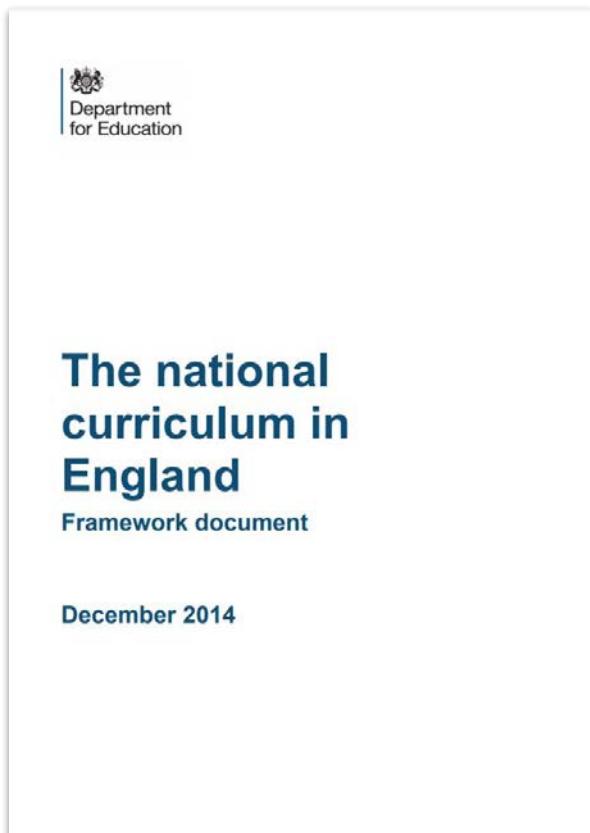


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How does Kapow Primary help our school to meet the statutory guidance for Art and design?

Our scheme of work fulfils the statutory requirements for outlined in the **National Curriculum (2014)** and follows the principles outlined in the non-statutory [Ofsted Research review series: Art and design](#).



The image shows the front cover of the 'Research review series: art and design' document. It features the Ofsted logo at the top left, followed by the title 'Research and analysis' and 'Research review series: art and design' in large white text on a blue background. Below the title, it says 'Published 22 February 2023'. A grey bar below the title area contains the text 'Applies to England'. To the left, there is a 'Contents' section with links to 'Introduction', 'Context', 'Curriculum', and 'Pedagogy'. The main content area is titled 'Introduction' and includes the text: 'The study of art enables pupils to understand, appreciate and contribute to a dimension of life that taps into and expresses human innovation, imagination and thought.' It also includes a note: 'In this review, we use the term 'art' to include the traditions of art, craft and design.'

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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:

★ Produce creative work, exploring their ideas and recording their experiences

Generating ideas

★ Become proficient in drawing, painting, sculpture and other art, craft and design techniques

Using sketchbooks

★ Evaluate and analyse creative works using the language of art, craft and design

Making skills
(including formal elements)

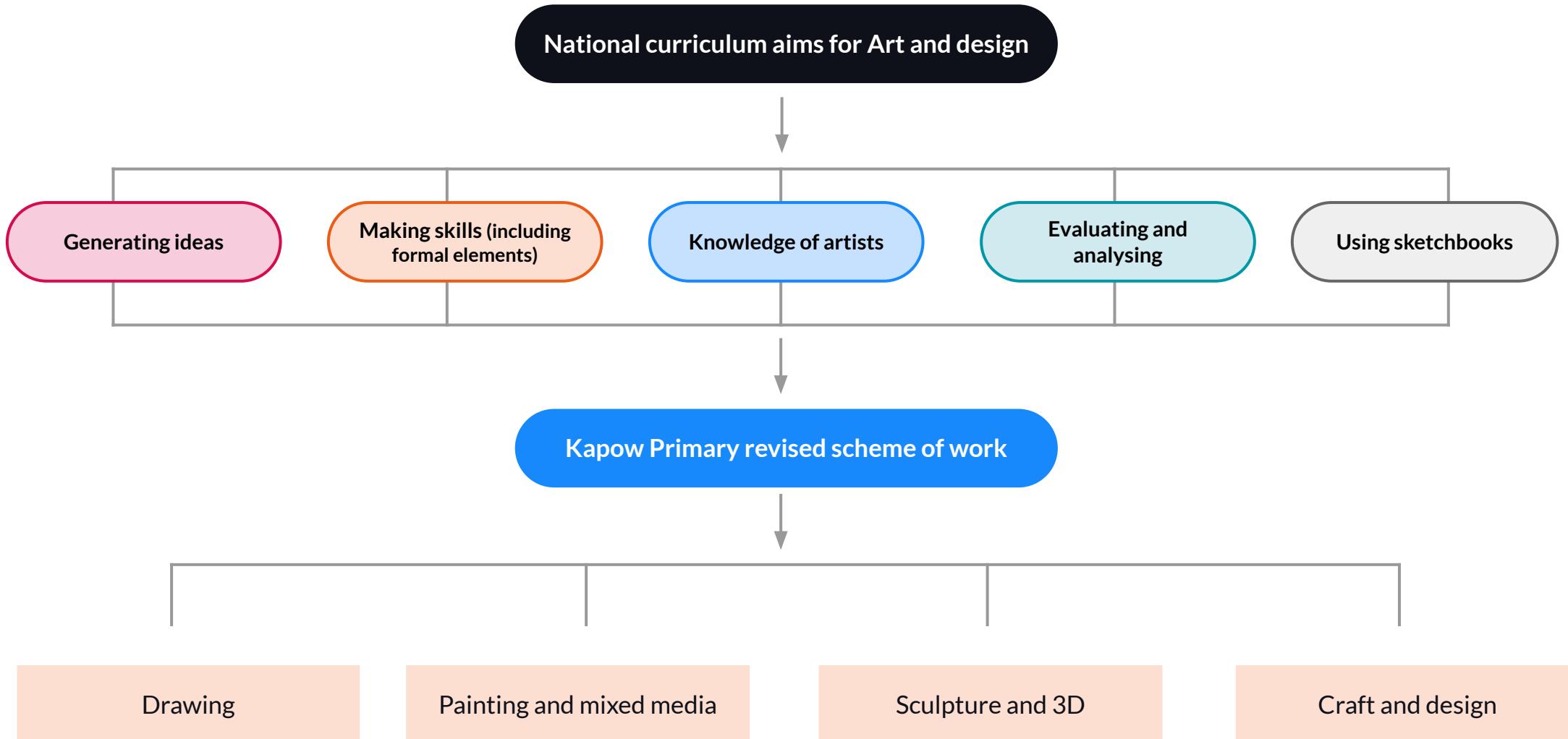
★ Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

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	Painting and mixed media	Sculpture and 3D	Craft and design
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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.



What are the benefits of using Kapow Primary's Art and design scheme?

A well-structured curriculum should not come at the expense of creativity. Kapow Primary's Art and design scheme ensures that all children receive a broad, balanced and inspiring art education while supporting teachers to deliver it with confidence, flexibility and creativity.

A creative curriculum, not a prescriptive one

Kapow Primary's Art and design scheme is designed to unlock creativity, not limit it. By providing a clear framework of progression and well-sequenced lessons, teachers are free to focus on the more creative aspects of teaching art, such as exploration, expression and experimentation.

Lessons are structured to support autonomy and choice, not to prescribe identical results. Although pupils are introduced to the same materials and techniques, open-ended outcomes are encouraged. This approach allows them to make independent decisions and take creative risks, helping them to develop their unique artistic voices.

Sequential learning for progression and depth

Each year group revisits the four core areas of Art and design (Drawing, Painting and mixed media, Sculpture and 3D and Craft and design), providing pupils with regular opportunities to develop practical making skills across a range of artistic disciplines. This reflects Kapow Primary's spiral curriculum approach, where key skills and knowledge are revisited with greater depth and complexity.

This approach ensures that prior knowledge is built upon rather than repeated, allowing pupils to make steady progress and deepen their understanding over time.

Progression is not limited to practical skills. All five strands – Generating ideas, Using sketchbooks, Making skills, Knowledge of artists and Evaluating and analysing – are developed within each unit, allowing pupils to think and work like artists, regardless of the art form or context. This structure gives teachers clarity about what to teach and when, making progression both visible and meaningful.



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.

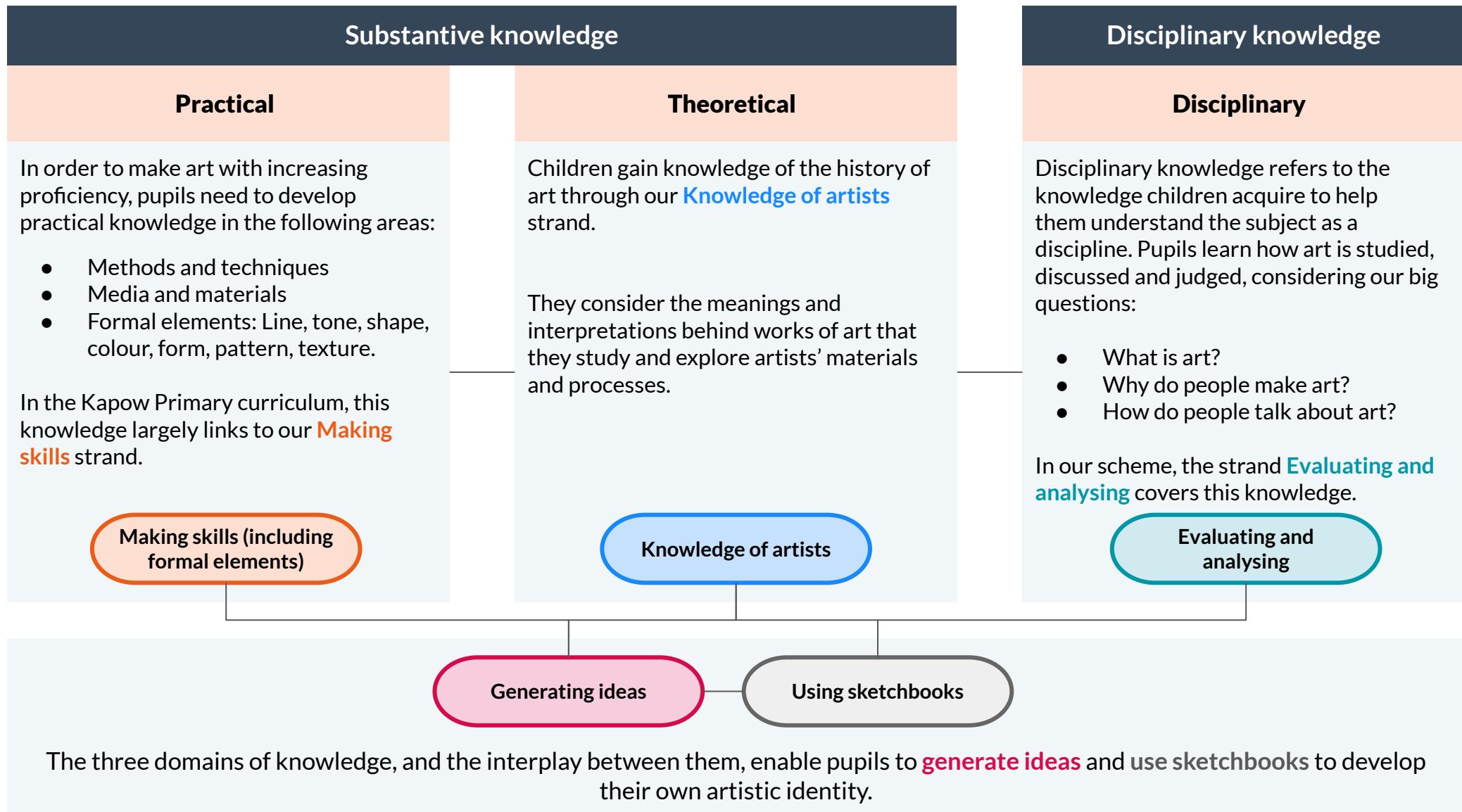


Teacher confidence

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



Diversity and representation in the Art and design curriculum

It is important that all pupils see themselves reflected in the curriculum and are introduced to a broad range of artists, styles and cultural traditions.

A diverse art curriculum helps to challenge stereotypes, build respect for different perspectives and celebrate the richness of human creativity.

Kapow Primary's Art and design scheme supports this by:

- Including artists from a wide range of backgrounds, cultures and time periods throughout the units (see *Art and design: List of artists*).
- Exploring different forms of art beyond the Western canon, including textiles, craft, sculpture, body art and architecture from around the world.
- Ensuring that the voices, stories and techniques of both contemporary and historical artists are represented.
- Encouraging pupils to respond personally and respectfully to art from cultures that may be different from their own.

This approach helps pupils build a more complete understanding of art as a global, evolving and inclusive subject.



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

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.



'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.



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.

Our new Drawing units include an optional 'Every picture tells a story' lesson which provide an opportunity for pupils to look closely at a piece of art, helping them to build evaluating and analysing skills while consolidating their learning from the lessons in the unit.

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

The Kapow Primary Art and design scheme is flexible, allowing schools to adapt the planning to suit their school and to make use of cross-curricular links available.

Do the units need to be taught in order?

We recommend beginning each year with the **drawing unit**, where possible. These units often introduce or revisit key formal elements such as line, shape, form and texture, which provide a strong foundation for the development of knowledge and skills across the rest of the art curriculum.

The other units within the year can be taught in any order, as progression is designed to take place across the years and key stages—not within a single year group. This allows you to plan the sequence in a way that best fits your curriculum and timetable needs.

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. Generally, if you are moving units between year groups, try and ensure that the intended Year 1 drawing unit is taught before the intended Year 2 drawing unit to aid progression within the key areas.

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 the [Long-term plan - Condensed curriculum](#).

If you alternate your **Art and design** and **Design and technology** provision each half term and subscribe to both subjects, see the [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.

Art in EYFS (Reception)

Kapow Primary's EYFS (Reception) art activities are designed to target the Development matters 'Expressive Arts and Design' statements. They are fully integrated with the Kapow Primary's KS1 curriculum, offering a unified approach to teaching Art in EYFS.

Clear progression between EYFS (Reception) and KS1 content can be seen by looking at the [Art and design: Progression of knowledge and skills](#) document, where component knowledge and skills are outlined across Kapow Primary's Art strands from EYFS (Reception) through to Year 6.

Kapow Primary's EYFS (Reception) Art units do not have to be taught in a set order. Instead, they feature flexible, small-step activities, allowing teachers to personalise lessons to fit chosen themes or topics. In addition, the seasonal crafts unit can be used throughout the year.

For ideas on how to create an effective EYFS (Reception) art environment, see the [Art and design: Continuous provision in EYFS](#) document.



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 leader resources 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](#)

Suggested long-term plan: Art and design - Overview (EYFS and KS1)

The units within a single year group can be taught in a different order, but we recommend that Drawing units are taught first.
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
	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	
	New! Exploring line and shape	Colour splash	Paper play		Woven wonders
Year 2	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	
	New! Understanding tone and texture	Life in colour	Clay houses		Map it out

Suggested long-term plan: Art and design - Overview (Key stage 2)

The units within a single year group can be taught in a different order, but we recommend that Drawing units are taught first.
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
	<i>New!</i> Developing drawing skills	Prehistoric painting	Abstract shape and space	Ancient Egyptian scrolls
Year 4	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
	<i>New!</i> Exploring tone, texture and proportion	Light and dark	Mega materials	Fabric of nature
Year 5	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
	<i>New!</i> Depth, emotion and movement	Portraits	Interactive installation	Architecture
Year 6	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
	<i>New!</i> Expressing ideas	Artist study	Making memories	Photo opportunity

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

	Year 1	Year 2
Drawing	<u>Exploring line and shape</u> Exploring line and shape through a range of materials and stimuli, children develop control and creativity as they investigate the work of artists Bridget Riley and Paul Klee. Inspired by these artists, they experiment with expressive mark-making and portrait drawing. They learn how lines can vary in appearance and form shapes, and begin to recognise shapes within forms to help them draw more accurately.	<u>Understanding tone and texture</u> Developing drawing skills by exploring and experimenting with a range of materials, children make marks that suggest surface texture and light and dark. They learn how to build a drawing by sketching basic shapes and adding detail, leading to a final observational piece that shows an emerging understanding of shading and texture.
Painting and mixed media	<u>Colour splash</u> 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.	<u>Life in colour</u> 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	<u>Paper play</u> 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.	<u>Clay houses</u> 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	<u>Woven wonders</u> Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.	<u>Map it out</u> 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.

	Year 3	Year 4
Drawing	<p><u>Developing drawing skills</u></p> <p>Developing drawing skills through observation, shape and tone, children practise drawing objects using simple shapes, building even tones with pencil and adding detail by closely observing pattern and texture. They apply these skills in imaginative plant drawings and then explore how to recreate their ideas as digital artwork.</p>	<p><u>Exploring tone, texture and proportion</u></p> <p>Exploring tone, texture and proportion to create realistic and expressive drawings, children take inspiration from artists Sarah Graham, Nicola McBride and Beatriz Milhazes. Using sweets, wrappers and bold patterns as stimuli, they develop skills in shading, mark-making and composition to produce detailed drawings with a strong sense of form and proportion.</p>
Painting and mixed media	<p><u>Prehistoric painting</u></p> <p>Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p>	<p><u>Light and dark</u></p> <p>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><u>Abstract shape and space</u></p> <p>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><u>Mega materials</u></p> <p>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.</p>
Craft and design	<p><u>Ancient Egyptian scrolls</u></p> <p>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><u>Fabric of nature</u></p> <p>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.</p>

	Year 5	Year 6
Drawing	<p><u>Depth, emotion and movement</u></p> <p>Exploring how drawing can express emotion, movement and depth, children take inspiration from artists Charlie Mackesy and Elizabeth Catlett. They use expressive lines and marks to convey feeling and energy, develop shading techniques to show depth and form, and investigate composition through drawing and printmaking. This leads to a final piece that combines personal ideas with artist influence.</p>	<p><u>Expressing ideas</u></p> <p>Exploring how drawing can be used to express ideas and messages, children take inspiration from a range of street art examples. They investigate how artists use perspective, scale and proportion to create impact, then develop these skills to design and create a street-art-inspired final piece that communicates a clear message about sustainability and the environment.</p>
Painting and mixed media	<p><u>Portraits</u></p> <p>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><u>Artist study</u></p> <p>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><u>Interactive installation</u></p> <p>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><u>Making memories</u></p> <p>Creating a personal memory box using a collection of found objects and hand-sculptured forms, reflecting primary school life with symbolic and personal meaning.</p>
Craft and design	<p><u>Architecture</u></p> <p>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.</p>	<p><u>Photo opportunity</u></p> <p>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>

Did you know we have 12 subjects?

Our schemes of work celebrate the unique qualities of each subject, ensuring a broad and balanced curriculum.

All subjects include:

- Full National curriculum coverage.
- Engaging lesson plans.
- Integrated CPD.
- Subject leader planning resources.
- Assessment tools.
- Whole-school access.

Explore all our subjects below



This page shows recent updates to this document.

Date	Update
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 'Types of knowledge' (p.6).
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.
15.04.25	Added slide with information about all Kapow subjects.
23.04.25	Added p.17 with information about the new Drawing units available for 2025/26.
01.08.25	Updated to reflect our newly updated Drawing units (p. 11-16). Added further information about the Kapow Art scheme (p. 6-16).