

Art and design

Long-term plan

Condensed

A condensed curriculum focussing on the essential skills and knowledge of the subject, in only three units per year group.

This document was last updated on 06.08.25 and the most recent version can always be found [here](#).

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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

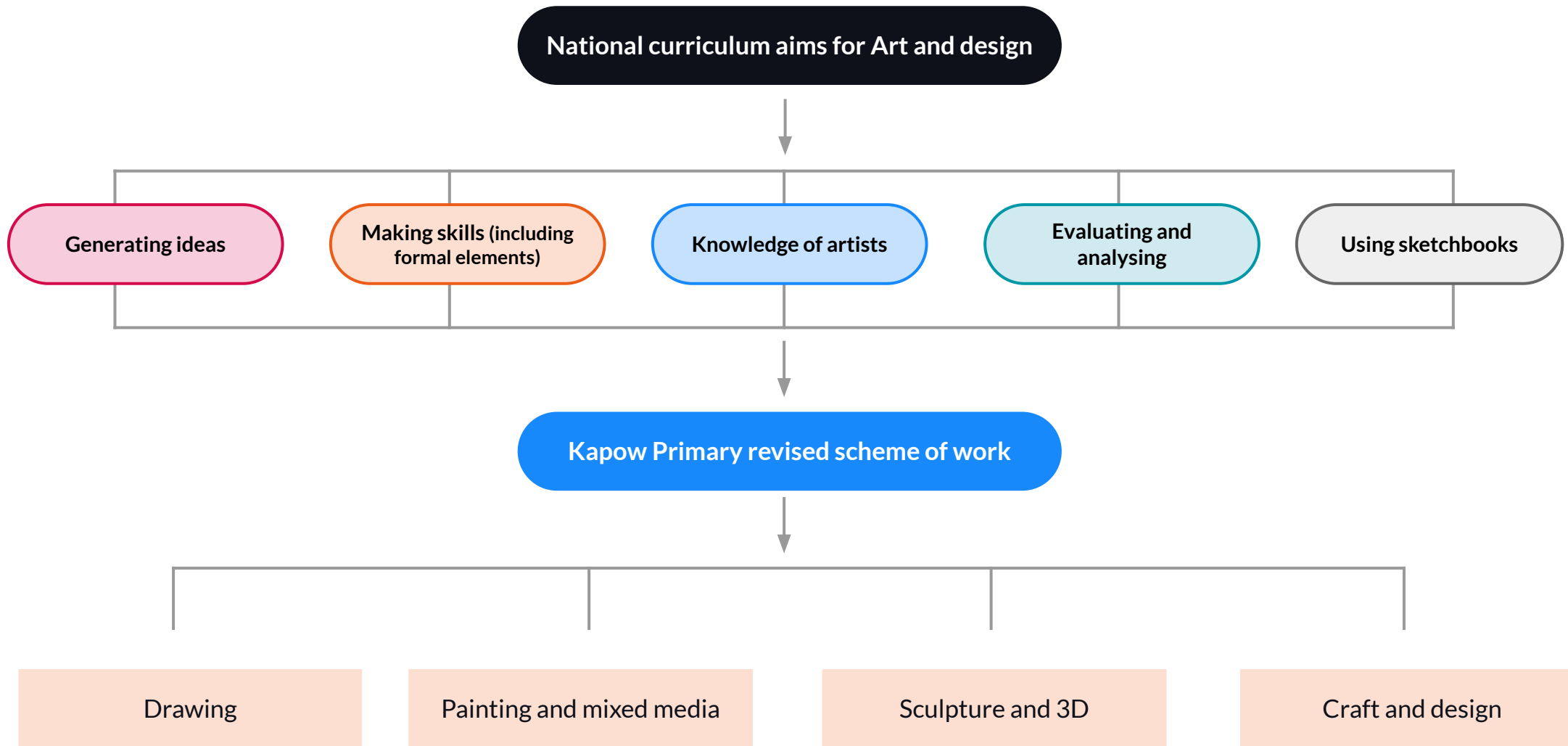
Making skills
(including formal elements)

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 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.



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.



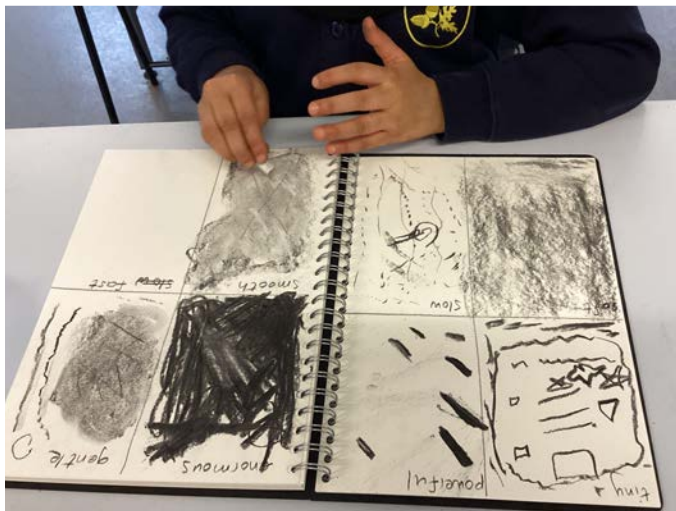
Encouraging creative outcomes

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.

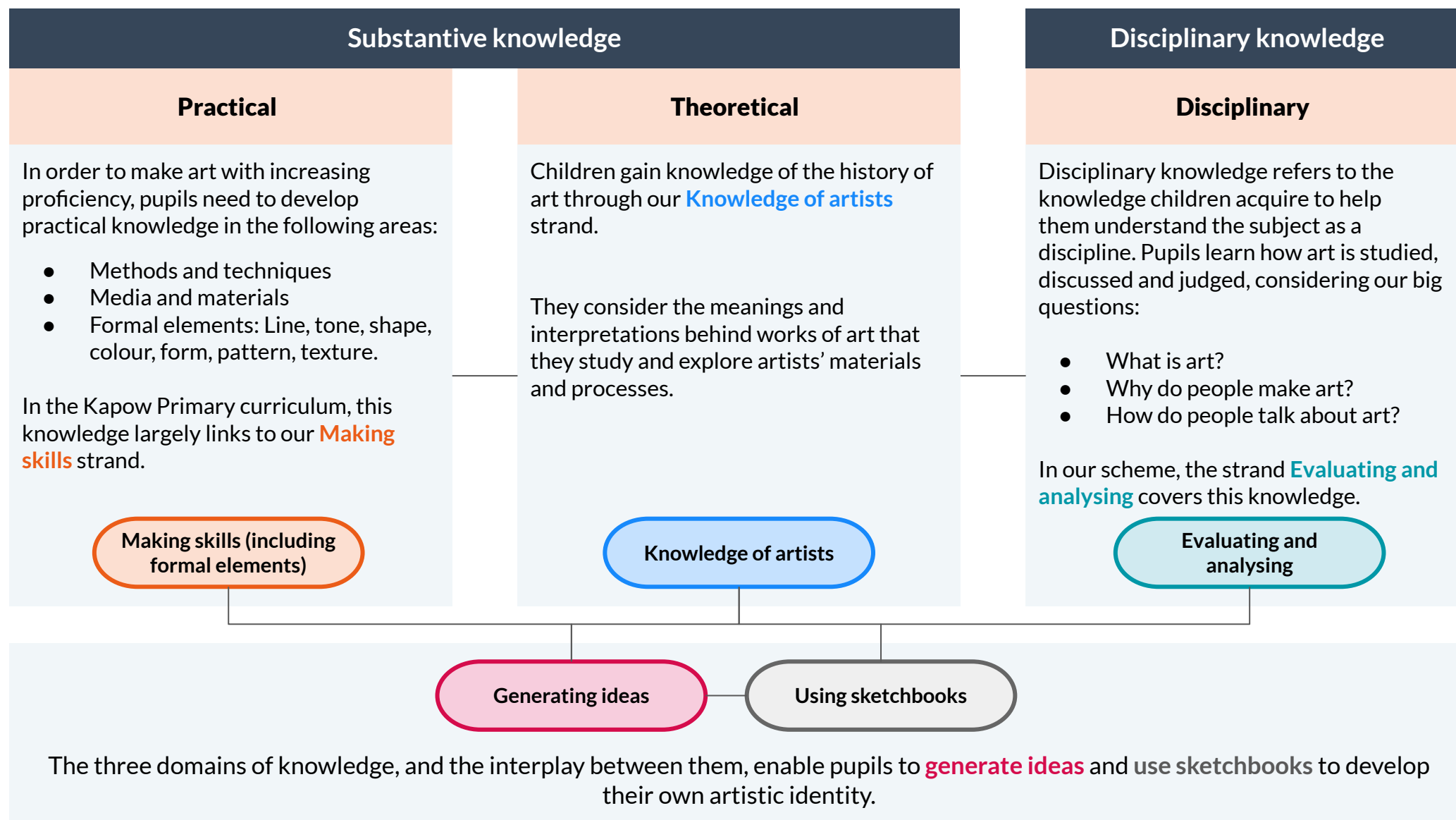


Teacher confidence

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.

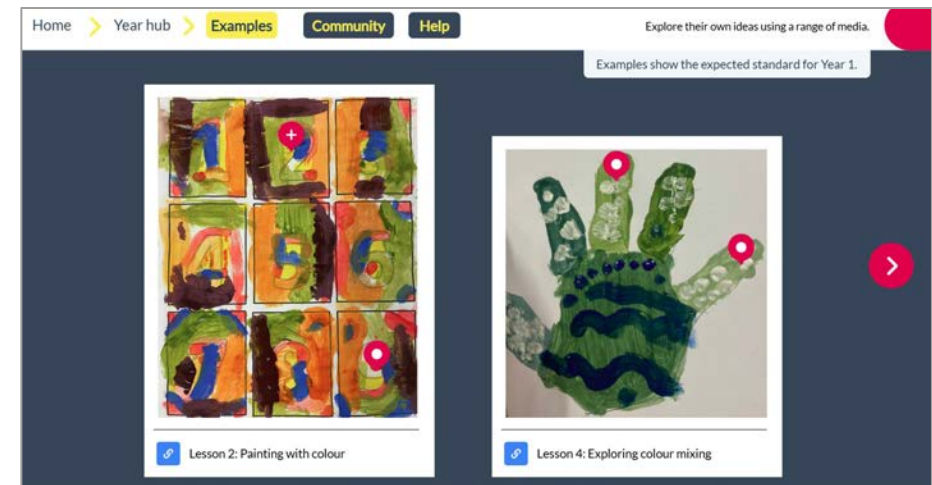
Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson. These assessments can then be recorded on our [Art and design: Assessment spreadsheet](#) which supports 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.

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](#)

*All units have five lessons unless otherwise stated.

	Unit 1	Unit 2	Unit 3
EYFS (Reception)	Drawing: Marvellous marks (6 lessons)	Painting and mixed media: Paint my world (6 lessons)	Sculpture and 3D: Creation station (6 lessons)
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	Drawing: Developing drawing skills	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	Sculpture and 3D: Interactive installation	Drawing: Depth, emotion and movement	Painting and mixed media: Portraits
Year 6	Craft and design: Photo opportunity	Drawing: Expressing ideas	Sculpture and 3D: Making memories



Did you know we have condensed planning for 8 subjects?

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

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
08.12.22	Links updated to reflect units now available. EYFS units added.
19.01.23	All links updated to reflect fully published Art scheme.
14.06.23	Reduced from 18 lessons to three full units a year to make it easier for schools to fit into the school year. Added page about 'Types of knowledge' p.6.
12.07.23	Removed duplicated pages.
12.07.24	Added information about oracy in Art and design (p. 7).
10.03.25	Updated broken links.
30.04.25	Added p.10 with information about the new Drawing units available for 2025/26.
13.05.25	Added information about all 8 condensed Kapow Primary subjects (p.11).
26.07.25	New Drawing units for 25/26 have replaced the previous Drawing units (p.9).
06.08.25	Added further information about the Kapow Primary scheme of work (p. 5-13).