

Art and Design – Long-term overview

Following the KAPOW Primary Mixed-Age Planning in years 1 /2 and years 3 /4 and the EYFS (single age) planning in Reception. All pupils have their own high-quality sketchbook that progresses with them throughout their time at Shillington Lower School. Opportunities for further art and design learning are built in to align with key dates and events in the academic calendar.

Intent

Curriculum Aims

Shillington lower School has chosen to use the KAPOW scheme of work as the primary basis for their art and design curriculum. The scheme of work aims to nurture pupils' creativity, imagination and visual literacy, encouraging them to think like artists and designers. The intention is for pupils to develop the confidence to experiment, express ideas and communicate meaning through visual and tactile media.

It promotes an appreciation of art as a powerful form of human expression, helping pupils to understand its role across different cultures, time periods and creative industries. It encourages children to value originality, take creative risks and reflect critically on their own work and that of others.

Through the delivery of rich, engaging and purposeful lessons our curriculum is designed to be both inclusive and ambitious, ensuring all pupils are equipped to enjoy, create and respond to art in meaningful ways.

National Curriculum

The design scheme of work fulfils the statutory requirements outlined in the [National curriculum \(2014\)](#). It was created based on the principles outlined in the [Ofsted research review series: Art and design](#).

The curriculum reflects current thinking in Art education by drawing on insights from curriculum research, cognitive science and developments in subject-specific pedagogy.

The curriculum includes; clear progression of knowledge and skills, thoughtfully sequenced learning and purposeful contexts for making. This enables pupils to build secure, connected knowledge and develop an authentic understanding of artists, artistic techniques and how to evaluate and analyse creative work.

Purpose of study

Our Art and design curriculum supports pupils in the following National Curriculum areas: by developing pupils' knowledge, understanding and confidence across the following key strands:

Art and Design – Long-term overview

- **Generating ideas** – exploring, visualising and developing original ideas in response to a range of stimuli.
- **Using sketchbooks** – recording, experimenting, refining and reflecting throughout the creative process.
- **Making skills** – becoming proficient in a range of artistic techniques and media, including drawing, painting, sculpture and craft.
- **Knowledge of artists** – learning about significant artists, craft makers and designers from a diverse range of cultures, periods and traditions.
- **Evaluating and analysing** – using artistic vocabulary to reflect on and discuss their own work and that of others critically and thoughtfully.

To ensure progression in making skills across a range of media, the curriculum is organised into the following key areas:

- **Drawing** – developing control and expression through line, shape, tone and texture using a variety of tools and materials.
- **Painting and mixed media** – exploring colour, layering and surface to create expressive, imaginative outcomes using a range of techniques.
- **Sculpture and 3D** – constructing, modelling and shaping materials to realise ideas in three dimensions.
- **Craft and design** – learning how art connects to the wider creative industries through purposeful making and design projects.

Each unit belongs to one of these key areas and contributes to the development of all five strands. The spiral curriculum ensures that pupils revisit and build upon prior learning year on year, enabling them to develop mastery and confidence while developing their own style.

All lessons are mapped to the National curriculum attainment targets.

EYFS (Reception)

The curriculum aligns with the EYFS Statutory framework, focusing on Expressive arts and design.

Activities also draw on guidance from Development matters (non-statutory), which supports practitioners in helping children explore and engage with a wide range of media and materials and to express their ideas and feelings through art, design and imaginative play.

The curriculum introduces foundational knowledge, skills and behaviours that prepare children for the National curriculum in KS1 and beyond. Children are encouraged to experiment, explore, create and reflect, laying the groundwork for future learning across all five Art and design strands.

Art and Design – Long-term overview

The progression of skills and knowledge document clearly shows a progression between EYFS and KS1 can be seen in the [Art and design: Progression of skills and knowledge](#) document.

The component knowledge and skills are mapped across the five strands: Generating ideas, Using sketchbooks, Making skills, Knowledge of artists, and Evaluating and analysing. This ensures a consistent and developmentally appropriate pathway from Reception to Year 6.

Continuity of learning from EYFS to KS1

The curriculum aligns with the statutory EYFS guidance.

Key themes and skills introduced in EYFS (Reception) are revisited and developed further in KS1, ensuring continuity and progression.

Progression

The units of work and lesson within each unit planning adopts a spiral curriculum model; this is where key knowledge and skills are revisited and built on at a level appropriate to children's development.

A spiral curriculum enables us to introduce complex topics to young children in a way that is both accessible and engaging. This method builds a strong pedagogical foundation, which can be developed further as children progress through primary school.

The progression of skills can be found in our **Curriculum progression document: Art and Design**

Inclusion and diversity

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.

Our curriculum's diversity helps to challenge stereotypes, build respect for different perspectives and celebrate the richness of human creativity across time and place.

Our curriculum aims to achieve this by:

- Including artists from a wide range of backgrounds, cultures and time periods throughout the units (see the [List of artists](#) document).
- 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.

Art and Design – Long-term overview

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

Implementation

Timetabling

Art and Design is timetabled for 2 hours per week but is taught in Autumn A, Spring A and Summer A, alternating with Design technology. Providing an longer timetabled lesson (2 hours) allows for opportunities to fully develop knowledge, skills and creative ideas. Opportunities to apply skills to seasonally appropriate art activities are included in Autumn B, Spring B and Summer B.

CPD

The Kapow scheme of work includes teacher videos for each unit. This ensures the teachers have a thorough understanding of the knowledge, skills, key concepts and best practice to ensure effective implementation of the curriculum. Further opportunities for CPD and support are provided by the school's subject lead and leadership team as appropriate.

Unit Structure

Within the KAPOW curriculum, there are key documents to support the teaching of each unit, such as the Progression of skills and knowledge and vocabulary progression. Opportunities to activate prior learning and cross-curricular links are included within each unit.

Lesson structure

Lessons are structured to ensure all pupils are able to access the learning and succeed.



Recap and recall: Each lesson begins with a short activity revisiting prior learning. This helps reinforce key knowledge, activate long-term memory and create connections between past and new learning. Recap and recall activities are varied to keep the start of the lesson engaging and fun while still supporting active recall.

Attention grabber: A short, engaging activity designed to hook pupils into the new learning in the lesson. The activity could be a thought-provoking question, a quick investigation or an interactive discussion to spark curiosity and enthusiasm for the topic.

Art and Design – Long-term overview



Main event: The core part of the lesson, where children engage in activities that develop their understanding of the learning objective. The Main event usually includes a mixture of teacher modelling, guided practice and independent or collaborative tasks tailored to support all learners.

Wrapping up: A final reflective activity that consolidates learning. Wrapping up activities could involve reviewing the success criteria, discussing key learning or applying knowledge in a different context to assess understanding and encourage deeper thinking.

Inclusion and SEND

Our curriculum is designed to be fully adaptable for pupils with SEND. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners.

Children learn in a variety of ways. Art lessons include a range of strategies to support and challenge every pupil, such as:

- Scaffolding – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.
- Multi-sensory approaches – lessons incorporate different elements to engage all learners.
- Clear instructions and structured tasks – ensuring clarity and reducing cognitive load.
- Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.
- Adaptive teaching embedded throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning.
- The step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

IMPACT

Formative: Assessment throughout the lesson

Formative assessment is embedded throughout our curriculum to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

- Questioning – lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.
- Observation – teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply Art and design skills.
- Discussion and peer interaction – pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.

Art and Design – Long-term overview

- Lesson pauses – plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.
- Retrieval practice – recap activities such as short recall tasks and oral explanations are embedded to reinforce prior knowledge and assess retention.
- Use of success criteria – success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.
- Short reflections in the Wrapping up – lessons end with brief written or verbal reflections, enabling pupils to consolidate learning and teachers to gauge understanding.

Summative: Summative assessment opportunities

Each unit of work assesses children's understanding and retention of key knowledge using an *Assessment quiz* with multiple-choice and open-ended questions.

Depending on the needs of the cohort, quiz questions may be read aloud and completed in small groups or as a whole-class activity, rather than being completed independently. *Assessment quizzes* provide teachers with a record of summative assessment – evidence of pupil progression throughout the year between key stages.

This evidence is then used by teachers to assess the pupils against the national curriculum descriptors for art and design at the end of each unit. This is added to our Insight assessment tracker.

Evidencing progress

Insight is used to track progress.

The children's responses in lessons whether written, oral, photographic and creative are used as evidence of progress.

The children's sketchbooks, show progress as it builds up over time, evidence that is collected are added to these.

Art and Design – Long-term overview

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Reception	Drawing: Marvellous marks <i>6 lessons</i> Exploring mark making and using the language of texture, the 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.	Design technology Unit (see long-term plan) <i>1-2 lessons</i> The children will use their cutting, drawing and painting skills to create seasonal artwork.	Painting and mixed media: Paint my world <i>6 lessons</i> Creating child-led paintings using fingers and natural items as tools, the children learn that colours can be mixed and that paintings can be abstract or figurative. They also make collages and explore different techniques for creating splatter pictures with paint.	Design technology Unit (see long-term plan) <i>1-2 lessons</i> The children will use their cutting, drawing and painting skills to create seasonal artwork.	Sculpture and 3D: Creation station <i>6 lessons</i> Manipulating playdough and clay to make animal sculptures and their own creations, the children begin to use language associated with forces. They also create natural landscape pictures using items found outdoors.	Design technology Unit (see long-term plan)
Year 1 /2 Cycle A 2026-27	Drawing: Exploring line and shape <i>7 lessons</i> Exploring line and shape through a range of materials and stimuli, with a focus on the work of Bridget Riley and Paul Klee. Pupils develop control and creativity by experimenting with expressive mark making and portrait drawing, using lines and shapes to improve accuracy.	Design technology Unit (see long-term plan) <i>1-2 lessons</i> The children will use their cutting, drawing and painting skills to create seasonal artwork.	Craft and design: Woven wonders <i>6 lessons</i> Developing fibre art skills such as plaiting, threading, knotting and weaving. Inspired by the work of Cecilia Vicuña, pupils apply these techniques to create three-dimensional woven artworks, experimenting with materials and structure.	Design technology Unit (see long-term plan) <i>1-2 lessons</i> The children will use their cutting, drawing and painting skills to create seasonal artwork.	Drawing: Understanding tone and texture <i>7 lessons</i> Developing drawing skills by exploring and experimenting with a range of materials, pupils make marks that suggest texture, light and dark. They build drawings by sketching basic shapes and adding detail, producing a final observational piece that shows an emerging understanding of shading and texture.	Design technology Unit (see long-term plan)
Year 1 /2 Cycle B	Painting and mixed media: Colour splash <i>6 lessons</i>	Design technology Unit (see long-term plan)	Sculpture and 3D: Paper play <i>6 lessons</i>	Design technology Unit (see long-term plan)	Sculpture and 3D: Clay houses <i>6 lessons</i>	

Art and Design – Long-term overview

2027-28	Using a range of tools and surfaces, pupils explore colour mixing through paint play. Inspired by Clarice Cliff and Jasper Johns, they then experiment with colour combinations and techniques to create their own paintings.	<i>1-2 lessons</i> The children will use their cutting, drawing and painting skills to create seasonal artwork.	Creating simple 3D shapes and structures using paper and card, inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. Pupils manipulate materials by folding, rolling and scrunching to make sculptures, then collaborate on a larger piece influenced by Louise Bourgeois.	<i>1-2 lessons</i> The children will use their cutting, drawing and painting skills to create seasonal artwork.	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.	
Year 3 /4 Cycle A 2026-27	Drawing: Developing drawing skills <i>7 lessons</i> Developing drawing skills through observation, shape and tone, pupils practise drawing objects using simple shapes, building even tones with pencil and adding detail by observing pattern and texture. They apply these skills in imaginative plant drawings and recreate their ideas as digital artwork.	Design technology Unit (see long-term plan) <i>1-2 lessons</i> The children will use their cutting, drawing and painting skills to create seasonal artwork.	Drawing: Exploring tone, texture and proportion <i>7 lessons</i> Exploring tone, texture and proportion to create realistic and expressive drawings, inspired by artists Sarah Graham, Nicola McBride and Beatriz Milhazes. Pupils develop skills in shading, mark-making and composition using sweets, wrappers and bold patterns to produce detailed drawings with a strong sense of form and proportion.	Design technology Unit (see long-term plan) <i>1-2 lessons</i> The children will use their cutting, drawing and painting skills to create seasonal artwork.	Craft and design: Fabric of nature <i>6 lessons</i> Using the flora and fauna of tropical rainforests as a starting point, pupils develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.	Design technology Unit (see long-term plan) <i>1-2 lessons</i> The children will use their cutting, drawing and painting skills to create seasonal artwork linked to their end of year production
Year 3 /4 Cycle B 2027-28	Painting and mixed media: Prehistoric painting <i>6 lessons</i> Investigating prehistoric art by making their own paints, creating tools and painting on different surfaces. Inspired by prehistoric cave paintings,	Design technology Unit (see long-term plan) <i>1-2 lessons</i> The children will use their cutting, drawing	Sculpture and 3D: Abstract shape and space <i>7 lessons</i> Examining how shapes and negative spaces can be represented by three dimensional forms.	Design technology Unit (see long-term plan) <i>1-2 lessons</i> The children will use their cutting,	Painting and mixed media: Light and dark <i>7 lessons</i> Developing their colour-mixing skills, pupils use shades and tints to show form and create three dimensions in their	Design technology Unit (see long-term plan) <i>1-2 lessons</i> The children will use their cutting,

Art and Design – Long-term overview

	pupils explore how early artists used natural materials, texture and colour to communicate ideas and record experiences. They develop painting and mark-making skills to create prehistoric-inspired artwork.	and painting skills to create seasonal artwork.	Manipulating a range of materials, pupils learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.	drawing and painting skills to create seasonal artwork.	paintings. They also learn about composition and plan their own still life to paint, applying chosen techniques.	drawing and painting skills to create seasonal artwork linked to their end of year production
--	---	---	---	---	--	---