**Art & Design Curriculum Overview**

The Kapow scheme we follow offers full coverage of the KS1 and KS2 Art & Design curriculum as well as incorporating SMSC development. We have categorized our content into five areas:



Our topics contain five lessons and are designed to be taught in sequential order, with the exception of the *Skills* and *Formal Elements* topics. These two topics feature within each of the year groups and develop the discrete skills and techniques of art, craft and design.

**National Curriculum by Kapow Primary’s themes and topics**

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| **KS1** National Curriculum Art & Design subject contentPupils should be taught to:  | Kapow’s Art & Design Themes | Kapow Topics |
| To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  | ../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.13.png../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.23.png../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.35.png | **Y1** [At the Seaside](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-1/every-picture-tells-a-story/)[Formal Elements,](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-1/formal-elements/)[Living Things](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-1/living-things/)[Skills](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-1/skills/) | **Y2** [Exploring Human Form](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-2/exploring-the-human-form/)[Formal Elements](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-2/formal-elements/)[Comic and Superheroes](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-2/comics-and-superheroes/)[Skills](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-2/skills/) |
| To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  | ../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.35.png../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.13.png | **Y1** [At the Seaside](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-1/every-picture-tells-a-story/)[Formal Elements](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-1/formal-elements/)[Living Things](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-1/living-things/)[Skills](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-1/skills/) | **Y2**[Exploring Human Form](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-2/exploring-the-human-form/)[Formal Elements](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-2/formal-elements/)[Comic and Superheroes](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-2/comics-and-superheroes/)[Skills](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-2/skills/) |
| About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.  | ../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.46.png../Desktop/Screen%20Shot%202018-11-14%20at%2011.05.02.png | **Y1** [At the Seaside](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-1/every-picture-tells-a-story/)[Formal Elements](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-1/formal-elements/)[Living Things](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-1/living-things/)[Skills](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-1/skills/) | **Y2**[Exploring Human For](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-2/exploring-the-human-form/)m[Formal Elements](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-2/formal-elements/)[Comic and Superheroes](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-2/comics-and-superheroes/)[Skills](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-2/skills/) |

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| **KS2**National Curriculum Art & Design subject contentPupils should be taught to:  | Kapow’s Art & Design Themes | Kapow Topics |
| To create sketch books to record their observations and use them to review and revisit ideas  | ../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.23.png../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.13.png | **Y3** [Prehistoric Art](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-3/making-connections/)[Formal Elements](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-3/formal-elements/)[Materials](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-3/materials/)[Skills](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-3/skills/) | **Y4**[Every Picture Tells a Story](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-4/every-picture-tells-a-story/)[Formal Elements](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-4/formal-elements/)[Sculpture](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-4/sculpture/)[Skills](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-4/skills/) | **Y5**[Every Picture Tells a Story](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-5/every-picture-tells-a-story/)[Formal Elements](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-5/formal-elements/)[Architecture](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-5/formal-elements/)[Design for a Purpose](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-5/design-for-a-purpose/)[Skills](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-5/skills/) | **Y6**[Make My Voice Heard](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-6/make-my-voice-heard/) [Photography](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-6/photography/)[Memory Box](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-6/memory-box/)[Skills](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-6/skills/) |
| To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  | ../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.13.png../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.35.png | **Y3** [Prehistoric Art](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-3/making-connections/)[Formal Elements](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-3/formal-elements/) [Materials](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-3/materials/)[Skills](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-3/skills/) | **Y4** [Every Picture Tells a Story](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-4/every-picture-tells-a-story/)[Formal Elements](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-4/formal-elements/)[Sculpture](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-4/sculpture/)[Skills](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-4/skills/) | **Y5** [Every Picture Tells a Story](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-5/every-picture-tells-a-story/)[Formal Elements](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-5/formal-elements/)[Architecture](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-5/formal-elements/)[Design for a Purpose](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-5/design-for-a-purpose/)[Skills](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-5/skills/) | **Y6** [Make My Voice Heard](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-6/make-my-voice-heard/)[Photography](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-6/photography/)[Memory Box](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-6/memory-box/)[Skills](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-6/skills/) |
| About great artists, architects and designers in history | ../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.46.png../Desktop/Screen%20Shot%202018-11-14%20at%2011.05.02.png | **Y3** [Prehistoric Art](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-3/making-connections/)[Formal Elements](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-3/formal-elements/)[Materials](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-3/materials/)[Skills](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-3/skills/) | **Y4** [Every Picture Tells a Story](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-4/every-picture-tells-a-story/)[Formal Elements](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-4/formal-elements/)[Sculpture](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-4/sculpture/)[Skills](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-4/skills/) | **Y5** [Every Picture Tells a Story](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-5/every-picture-tells-a-story/)[Formal Elements](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-5/formal-elements/)[Architecture](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-5/formal-elements/)[Design for a Purpose](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-5/design-for-a-purpose/) [Skills](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-5/skills/) | **Y6** [Make My Voice Heard](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-6/make-my-voice-heard/)[Photography](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-6/photography/)[Memory Box](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-6/memory-box/)[Skills](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-6/skills/) |

**Overview of Kapow Primary’s topics by year (adapted if necessary to suit topics).**

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| **Suggested order**  | **Topic 1** *(5 lessons)* | **Topic 2** *(5 lessons)* | **Topic 3** *(5 lessons)* | **Topic 4** *(5 lessons)* |
| **Year 1** | **Formal Elements of Art** (Shape, line and colour) [**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-1/formal-elements/)Using shape, line and colour to create abstract forms, developing mark-making techniques and mixing primary and secondary paint colours**1. SHAPE: Abstract Compositions** Creating abstract cart inspired by artist Beatriz Milhazes**Generating Ideas** **Formal Elements****Making Skills** **Evaluating** ​**2. LINE: Exploring Line**Creating shapes using string before drawing from observation**Generating Ideas** **Formal Elements****Generating Ideas** **3. LINE: Making Waves** Creating a class piece of art inspired by music. **Generating Ideas** **Formal Elements****Making****4. COLOUR: Making Colours** Making secondary colours using play-doh **Generating Ideas** **Formal Elements****Generating Ideas** **5. COLOUR: Painting with Colour** Putting into practise colour mixing skills to create work inspired by artist Jasper Johns **Generating Ideas** **Making** | **Art & Design Skills**[**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-1/skills/)**1.Learning about...the artist Louis Wain****Generating Ideas** in response to artists’ work**Knowledge of Artists** Learning about the work of Louis Wain and responding visually and verbally**Evaluating** ​the work of others through discussions**2.Painting: Colour Mixing** **Making Skills** Developing skill and control with painting**Formal Elements** Mixing and applying colour**Generating Ideas** Understanding how art relates to the world around us**Knowledge of Artists** The significance of using of colour by artists**Evaluating** Using the language of art**SMSC** Representing emotions through colour**3.Craft: Printing *(Example theme: Great Fire of London*)****Making Skills** Using materials and printmaking techniques**Formal Elements** Colour, shape, form, and pattern**Evaluating** Strengths and weaknesses of their work**4.Drawing: Experimenting with Media***Drawing geometric shapes inspired by the artist Kandinsky***Making Skills** Drawing using 2D geometric shapes**Formal Elements** Shape, form, and pattern**Generating Ideas** for patterns**Knowledge of Artists** ​Kandinsky**Evaluating** Strengths and areas of development within their work**5.Design: Lego Printing***Creating patterns using Lego bricks***Making Skills** 2D artwork using printing methods**Formal Elements** Line, shape, form, colour and pattern**Generating Ideas** Creating original patterns and designs**Evaluating** Creating original patterns and designs | **Landscapes Using Different Media***(Example theme: At the Seaside)*Exploring great art to inspire a seaside themed collage and a textured piece[**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-1/every-picture-tells-a-story/)../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.13.pngCreating textures and mixing colours../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.35.pngMaking colours lighter or darker. Line.../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.23.pngThrough class discussion../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.46.pngSimilarities and differences between works of art../Desktop/Screen%20Shot%202018-11-14%20at%2011.05.02.pngMaking connections from artists’ work to their own | **Sculptures and Collages (***Example theme: Living Things)*Sculpting 3D forms using clay, newspaper and natural materials [**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-1/living-things/)../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.13.pngEtching patterns into clay../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.35.pngCreating original artwork based on given themes../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.23.pngThrough class discussion../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.46.pngCreating a large piece of art../Desktop/Screen%20Shot%202018-11-14%20at%2011.05.02.pngLooking at the artwork of people from around the world**SMSC** |
| **Cross curric****links** | SMSC | SMSC | Science  | Maths |

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| **Suggested order**  | **Topic 1** *(5 lessons)* | **Topic 2** *(6 lessons)* | **Topic 3** *(5 lessons)* | **Topic 4** *(5 lessons)* |
| **Year 2** | **Formal Elements of Art**[**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-2/formal-elements/)**1. PATTERN: Repeating Patterns** Identifying and painting repeating patterns**Making Skills** **Formal Elements****2. TEXTURE: Taking Rubbings** Taking rubbings of different textures **Making Skills** **Formal Elements****Generating Ideas****3.TEXTURE: Frottage**Creating art from rubbings inspired by artist Max Ernst**Making Skills** **Formal Elements****Evaluating****Knowledge of Artists****4. TONE: 3D Pencil Drawings** Learning to use pencils to create different tones (inspired by artist Ed Ruscha)**Making Skills** **Formal Elements****Knowledge of Artists****Evaluating****5. TONE: 3D Colour Drawings** Creating tonal drawings of the solar system**Making Skills** **Formal Elements** | **Art & Design Skills**[**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-2/skills/)**1.Drawing for fun** *Creating a piece of art on a theme of their choice***Making Skills** Developing an interest in drawing, using art for fun and pleasure**Generating Ideas** Creating art on personal themes that interest them**Knowledge of Artists** Exploring diverse forms of culturally significant art**Evaluating** own progress without being too critical of self**SMSC** Expressing personal feelings and interests**2.Drawing: Shading** *Creating drawings through the application of tone and shading***Making Skills** Exploring drawing techniques, developing ability to apply tone to create form**Formal Elements** Understanding line and tone through drawing and shading**Knowledge of Artists** Critically exploring the work of a famous artist and relating it to own**Evaluating** Orally describing art forms using language**3.Craft: Clay** *Creating repeating patterns using clay.***Making Skills** Using 3D clay to create 2D printed patterns and sculptural forms**Generating Ideas** Working instinctively with materials to create unique designs**Formal Elements** Advancing understanding of colour and pattern and form**Evaluating** Development of patterns and making adjustments to improve**4.Design: Clarice Cliff Plates** *Designing a ceramic plate in the style of Clarice Cliff***Making Skills** Developing techniques in creating 2D art using painting and designing**Formal Elements** Shape, form, and pattern**Generating Ideas** Creating own designs to original intentions**.****Knowledge of Artists ​**Applying famous artist techniques to own designs**Evaluating** Making adjustments where needed to correct and improve outcomes**5.Craft: Weaving a Picture** *Creating a weave to an animal shape design***Making Skills** Learning the craft skill of weaving through active learning methods**Formal Elements** Learning about pattern**Evaluating** Successes and failures of own work to specified intentions**SMSC** Care in art room with dangerous equipment**6.Painting: Rollercoaster Ride** *Developing painting skills***Making Skills** Developing skill and control using a paintbrush**Formal Elements** Exploring colour through sweeping brush strokes**Generating Ideas** Developing ideas by evaluating work and adding details | **Human Form**Collage, portraits and sculptureUse the human form as a basis for making art[**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-2/exploring-the-human-form/)../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.13.pngCreating 2D art to explore their feelings about the world around them../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.35.pngCreating texturesLearning about tone and colour../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.23.pngStudying natural forms in the world around them and relating it to their own artwork../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.46.pngUnderstanding the development of art forms../Desktop/Screen%20Shot%202018-11-14%20at%2011.05.02.pngDescribing the strengths and weaknesses of works of art | **Sculpture and Mixed Media***(Example theme: Superheroes)*Creating a large-scale work of art on a comic theme[**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/key-stage-1/year-2/comics-and-superheroes/)../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.13.pngCreating 2D art to explore their feelings about the world around them../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.35.pngCreating texturesLearning about tone and colour../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.23.pngStudying natural forms in the world around them and relating it to their own artwork../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.46.pngUnderstanding the development of art forms../Desktop/Screen%20Shot%202018-11-14%20at%2011.05.02.pngDescribing the strengths and weaknesses of works of art |
| **Cross curric** **links** |  | SMSC | SMSC |  |

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| **Suggested order**  | **Topic 1** *(5 lessons)* | **Topic 2** *(6 lessons)* | **Topic 3** *(5 lessons)* | **Topic 4** *(5 lessons)* |
| **Year 3** | **Formal Elements of Art** [**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-3/formal-elements/)**1. SHAPE: Seeing Simple Shapes** Identifying, drawing & labeling shapes around the school **Making Skills** **Formal Elements****2. SHAPE: Geometry**Identifying geometric shapes within an object and sketching **Making Skills** **Formal Elements****Generating Ideas** **3. SHAPE: Working with Wire**Creating a wire sculpture**Making Skills** **Formal Elements****4. TONE: The Four Rules of Shading** **Formal Elements****Evaluating** **5. TONE: Shading From Light to Dark** **Formal Elements****Evaluating** | **Art & Design Skills**[**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-3/skills/)**1.Craft and Design: Craft Puppets (3 Lessons)** *Designing and making 3D puppets***Making Skills** Designing and making 3D forms using art materials and techniques**Generating Ideas** Using sketchbooks to record ideas and observations about monsters**Knowledge of Artists:** Learning how artists make puppets and relating this to their work**Evaluating**: Describing the strengths and weaknesses of their work in light of critical evaluation and making corrections where possible**Formal Elements** Developing ability to model form in 3D, developing understanding of application of colour to decorate models**SMSC** Developing the ability to represent ideas and feelings**4. Painting: Tints and Shades** *Painting templates in light and dark tones***Making Skills** Developing ability to control the tonal quality of paint. Improving skill and technique when painting**Formal Elements** Developing ability to use qualities of tone when painting**Knowledge of Artists** Learning how famous artists used tone in their work**5.Drawing: My Toy Story** *Drawing toys from observation***Making Skills** Using a range of drawing and sculptural materials to draw from observation**Generating Ideas** Expressing thoughts, feelings and observations about objects they **Formal Elements** Developing use of line, tone and colour through drawing**Knowledge of Artists** Learning about the work of a cartoon illustrator**Evaluating** Discussing outcomes of their work, offering opinions and advice to others**SMSC** Representing feelings and emotions about favourite objects**6.Learning About...Carl Giles** *Drawing cartoon characters on the theme of ‘family’***Making Skills** Developing drawing skills by identifying and representing key features**Generating Ideas** Using their sketchbooks to develop ideas**Knowledge of Artists** Learning about the work of a cartoon artist**Evaluating** Comparing their work to that of famous artists | **Prehistoric Art**Drawing, painting and working with charcoalPainting animal designs inspired by cave artists including a class creation and creating paints [**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-3/making-connections/)../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.13.pngExploring unusual mediumsSimplifying to abstract form Developing drawing and painting skills../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.35.pngDeveloping understanding of colour, line and form../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.23.pngExpressing their thoughts and ideas about prehistoric art../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.46.pngLearning how prehistoric artists created painting materials../Desktop/Screen%20Shot%202018-11-14%20at%2011.05.02.pngUnderstanding and reflecting on why early humans created art | **Craft***(Example theme: Materials)*A variety of craft, design and collage activities[**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-3/materials/)../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.13.pngCreating a mood boardUsing 2D materials and craft processes to create art, develop sewing skills../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.23.pngRepresenting themselves and their family through their art.../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.46.pngApplying the creative processes of artists and craftspeople to own work. ../Desktop/Screen%20Shot%202018-11-14%20at%2011.05.02.pngDeveloping a more comprehensive use of the language of art |
| **Cross curric** |  | English, Science, SMSC | History, SMSC |  |

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| **Suggested order**  | **Topic 1** *(5 lessons)* | **Topic 2** *(6 lessons)* | **Topic 3** *(5 lessons)* | **Topic 4** *(5 lessons)* |
| **Year 4** | **Formal Elements of Art** [**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-4/formal-elements/)**1.TEXTURE: Charcoal Mark Making** *Creating drawing to represent words and phrases* **Generating Ideas** **Formal Elements** **Evaluating** **2.TEXTURE & PATTERN: Playdough Printing** *Working with clay tools and creating**prints* **Generating Ideas** **Formal Elements** **Making** **Evaluating** **3.PATTERN: Stamp Printing** *Making stamps from geometric shapes to create prints* **Formal Elements** **Making** **Evaluating** **4.PATTERN: Reflection & Symmetry** *creating patterns using symmetry and reflection* **Generating Ideas** **Formal Elements** **Evaluating** **5.PATTERN: Flower of Life Printing** *Creating a geometric pattern with a compass* **Generating Ideas** **Formal Elements**  | **Art & Design Skills** [**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-4/skills/)**1.Learning about...The role of a curator in an art gallery****Making Skills** Learning how to present and display works of art**Knowledge of Artists** Developing an understanding of the role of a curator**Evaluating** Learning how to present, speak and listen like an artist**SMSC** Engaging with works of art on a personal level**2.Design: Optical Illusions** *Creating an image using a form of printing***Making Skills** Developing pupil's techniques in using and applying printing methods**Formal Elements** Developing a greater understanding of pattern to create art**Generating Ideas** Representing ideas from multiple viewpoints and perspectives**Evaluating** Using the language of art**SMSC** Care in art room with dangerous equipment**3.Design: Willow Pattern** *Creating a chinoiserie plate design***Making Skills** Diluting ink to create different shades and working with this new medium**Generating Ideas** Discussing key elements of a story to convey**SMSC** Learning about a Chinese inspired art**4.Craft: Soap Sculptures** *Creating 3D sculptures inspired by Barbara Hepworth* **Making Skills** Learning how to create 3D forms from everyday materials**Formal Elements** Developing greater understanding of 3D form, design and texture**Generating Ideas** Expressing ideas and feelings on their own themes and designs**Knowledge of Artists ​**Learning how great artists made art and relating this to own work**Evaluating** Making adjustments where needed to correct and improve outcomes**5.Drawing: Still Life** Still Life drawing**Making Skills** Developing techniques using drawing materials, using a pencil in different ways **Formal Elements** Developing a greater understanding of tone and line through drawing**Generating Ideas** Recording observations**Knowledge of Artists ​**Learning how artist Giorgio Morandi composed his paintings**6.Painting: Paul Cezanne** Painting in the style of the artist Paul Cezanne**Making Skills** Developing technical mastery of painting skills**Formal Elements** Developing use of colour to create mood and emotion**Knowledge of Artists** Analyzing the paintings of artist Paul Cezanne**Evaluating**: Making adjustments where needed to correct and improve outcomes. | **Every Picture Tells a Story** Analysing famous artists’ works [**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-4/every-picture-tells-a-story/)Learning how great works of art tell stories via role play, games and analysis ../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.35.pngDescribing the formal elements in artists work Engaging in critical question and answer sessions through works of art../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.23.pngExpressing thoughts and feelings through art../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.46.pngLearning how artists tell stories in their work, recreating famous works of art, studying it in depth../Desktop/Screen%20Shot%202018-11-14%20at%2011.05.02.pngDescribing paintings using the correct language of art, critically analysing them **SMSC**Using art to tell stories | **Sculpture** Making 3D forms from found and recycled materials[**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/lower-key-stage-2/year-4/sculpture/)../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.13.pngLearning how to make art from recycled materials, improving their control and mastery of art and design techniques../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.23.pngCreating aesthetic and visual effects to decorate and finish work. Using sketchbooks to record ideas../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.46.pngLearning how great artists incorporated political meaning in their work**SMSC**Learning art from other cultures |
| **Cross curri links** | Maths | English, Maths, SMSC | English, SMSC | Geography, Music, Science, SMSC |

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| **Suggested order**  | **Topic 1** *(5 lessons)* | **Topic 2** *(6 lessons)* | **Topic 3** *(5 lessons)* | **Topic 4** *(5 lessons)* |
| **Year 5** | **Formal Elements of Art: Architecture** [**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-5/formal-elements/)**1.House Drawing** *Drawing from observation* **Formal Elements** **Evaluating** **2.House Monoprints** *Creating a monoprint from observation* **Formal Elements** **Generating Ideas** **Evaluating** **3.Hundertwasser House** *Transforming buildings in a style inspired by the artist Hundertwasser***Formal Elements** **Knowledge of Artists** **Generating Ideas** **Evaluating** **4.Be an Architect** *Designing a building in an architectural style* **Formal Elements** **Generating Ideas** **Evaluating** **5.Monument** *Designing a monument to symbolize a building in an architectural style* **Formal Elements** **Making Skills****Generating Ideas**  | **Art & Design Skills**[**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-5/skills/)**1&2.Packaging Collage** Studying familiar packaging to inspire art**Making Skills** Improving the mastery of drawing and painting skills, learning how to scale art using mathematical processes**Generating Ideas** Expressing thoughts and feelings about familiar products**Evaluating** Discussing learning objectives in groups**3.Drawing: Picture the Poet** Creating visual representations of poetry**Making Skills**Creating drawings using the continuous line method, using writing to draw forms**Generating Ideas** Linking artwork to work produced in English poetry lessons**Evaluating** Discussing and reviewing strengths and weaknesses of outcomes to specified learning criteria**SMSC** Expressing thoughts and ideas about the world around them**4.Drawing: A Walking Line** Drawing using observation, imagination and creativity**Making Skills** Controlling line with a pencil to make detailed drawings**Formal Elements** Describing lines, textures,  shapes using the language of art**Generating Ideas** Developing personal, imaginative responses to a theme**Knowledge of Artists** Responding to a famous quote by the artist Paul Klee**5.Design: Little Inventors** Designing a new invention**Making Skills** Using sketchbooks to record observations. Improving mastery of using art materials**Generating Ideas** Creating ideas for inventions for a purpose in their lives  **Knowledge of Artists** Learning how animators and artists invent and create ideas for products**Evaluating** Using self and peer evaluation to develop ideas and improve outcomes**SMSC** Expressing thoughts and ideas about the world around them**6.Learning About...How Artists Work** Creating original art **Making Skills** Developing skills in chosen medium**Generating Ideas** Developing and discuss their ideas through sketches**Knowledge of Artists** Learning about the processes of creating original art  | **Every Picture Tells a Story** Analysing famous artists’ worksCreating art with messages using cultural art forms[**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-5/every-picture-tells-a-story/)../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.13.pngImproving their control of 2D and 3D materials to suit a purpose../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.35.pngDeveloping understanding of colour, line and form../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.23.pngUsing thoughts and feelings to review ideas about their culture../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.46.pngLearning how artists make political statements through their art, e.g. Banksy ../Desktop/Screen%20Shot%202018-11-14%20at%2011.05.02.pngForming opinions about great artworks and key political events through debate and discussion**SMSC**Learning about principles such as democracy and the rule of law | **Design for Purpose**Designing a coat of arms, a hospital room and creating new products[**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-5/design-for-a-purpose/)../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.13.pngDesign, control and manipulate art materials to suit a purpose../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.35.pngBuild confidence in using colour, shape and pattern ../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.23.pngExpressing ideas and feelings about familiar products, designing and inventing new products../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.46.pngLearning how artists use colour, pattern and shape to create positive visual effects../Desktop/Screen%20Shot%202018-11-14%20at%2011.05.02.pngPresenting, discussing and critically appraising each other's work using the language of art**SMSC**Inventing new products that will transform the world around them |
| **Cross curric links** | SMSC |  | English, British values through SMSC development | D&T, English, SMSC |

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| **Suggested order**  | **Topic 1** *(5 lessons)* | **Topic 2** *(5 lessons)* | **Topic 3** *(6 lessons)* | **Topic 5** *(5 lessons)* |
| **Year 6** | **Art & Design Skills**[**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-6/skills/)**1.Painting: Impressionism** Investigating great impressionists paintings**Making Skills** Developing mastery of painting techniques **Formal Elements** Developing understanding of colour through practical painting exercises**Generating Ideas** Learning how artists represent ideas through painting**Knowledge of Artists** Understanding techniques of impressionist painters **2.Drawing: Zentangle Patterns** Using drawing for relaxation**Making Skills** Improving drawing skills through intuitive pattern making**Formal Elements** Developing skills in using line, pattern and colour **Generating Ideas** Helping pupils to achieve mindfulness through art**Knowledge of Artists** Applying intuitive pattern making to own work**Evaluating**: Peer and small group evaluations to improve outcomes**3.Craft: Zentangle Printing** Creating repeating patterns using their zentangle designs **Making Skills** Using polyprint tiles to create elaborate zentangle patterns**Formal Elements** Developing skill, knowledge and understanding of patterns**Generating Ideas** Expressing own ideas and feelings through pattern**Knowledge of Artists** Investigating the structure of William Morris patterns**Evaluating**: Using self and peer review to critically analyse their outcomes**4.Design: Making a Hat****Making Skills** Creating 3D sculptural forms using basic art materials**Formal Elements** Creating 3D forms from 2D materials**Generating Ideas** Creating imaginative forms**Evaluating**: Correcting and improving outcomes**5.Learning About…the work of Edward Hopper** **Formal Elements** Discussing line, form, colour and patterns in Hopper’s work **Evaluating**: Discussing great artists in history**Knowledge of Artists** Critically deconstructing and analysing a piece of art**SMSC** Articulating thoughts and feelings orally | **Make My Voice Heard** Exploring the themes of graffiti art, sculpture, drawing and painting and the messages they carry[**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-6/make-my-voice-heard/)../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.13.pngCreating 3D forms in clayDeveloping drawing and painting skills../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.35.pngDeveloping understanding of line, tone and 3D form../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.23.pngDesigning ideas for the fourth plinth in Trafalgar Square../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.46.pngLearning about Kathe Kolwitz’s portraits, Picasso’s compositions, Wallinger’s sculptures and Graffiti ../Desktop/Screen%20Shot%202018-11-14%20at%2011.05.02.pngCorrecting and improving outcomes**SMSC**Understanding the role of art in wider society. | **Photography**Creating fun and inspirational art using photography, photomontage and drawing methods[**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-6/photography/)../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.13.pngDeveloping skills in making art through digital processesCreating works of art through cutting, tearing and ripping images../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.23.pngExpressing ideas about art through messages, graphics, text and images../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.46.pngLearning about the work of Hannah Hoch, Jenny Holzer and Edvard Munch../Desktop/Screen%20Shot%202018-11-14%20at%2011.05.02.pngCritically discussing their own and other's work, adapting and improving work as it progresses**SMSC**Making art with a wider message for society | **Still Life***(Example theme: Memory Box)*Using a range of drawing techniques to create personal interpretations of familiar objects and memories[**Go to topic**](https://www.kapowprimary.com/subjects/art-and-design/upper-key-stage-2/year-6/memory-box/)../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.13.pngDeveloping techniques, including control and use of materials, including negative drawings../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.35.pngLearning about line and tone through drawing../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.23.pngProducing personal interpretations of cherished objects../Desktop/Screen%20Shot%202018-11-14%20at%2011.04.46.pngInvestigating the work of Cezanne, Fumke and Nicholson../Desktop/Screen%20Shot%202018-11-14%20at%2011.05.02.pngCritically reviewing results and outcomes in light of evaluation**SMSC**Representing memories and experiences of their time at school |
| **Cross curric links** | English SMSC | SMSC | SMSC | SMSC |