**How is the revised Art and design scheme of work organised?**

National curriculum aims for Art and design



**Generating ideas**

**Using sketchbooks**

**Making skills (including formal**

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**Knowledge of artists**

**Evaluating and analysing**

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**Kapow Primary revised scheme of work**



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* Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings.
* Using sketchbooks to record observations and plans as drawings.
* Learning about how artists develop their ideas using drawings.

**Drawing**

* Developing painting skills including colour mixing, painting on a range of surfaces and with different tools.
* Exploring the interplay between different media within an artwork.

**Painting and mixed media**

* Investigating ways to express ideas in three-dimensions.
* Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome.
* Developing drawn ideas into sculpture

**Sculpture and 3D**

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|  | **Year 1**  [**Make your mark**](https://www.kapowprimary.com/subjects/art-design/coming-soon-revised-art-scheme/kapow-new-art-scheme-year-1/year-1-drawing/) | **Year 2**  [**Tell a story**](https://www.kapowprimary.com/subjects/art-design/coming-soon-revised-art-scheme/year-2/year-2-drawing/) | **Year 3**  [**Growing artists**](https://www.kapowprimary.com/subjects/art-design/coming-soon-revised-art-scheme/year-3/year-3-drawing/) |
| **Generating ideas** | Explore their own ideas using a range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. |
| **Sketchbooks** | Use sketchbooks to explore ideas in an open-ended way. | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. |
|  | Use a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. | Further develop mark-making within a greater range of media, demonstrating increased control. | Conﬁdently use of a range of materials, selecting and using these appropriately with more independence. |
| **Making skills (including Formal elements)** | Develop observational skills to look closely and reﬂect surface texture through mark-making.  To explore mark making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation building skills and vocabulary. | Develop observational skills to look closely and reﬂect surface texture through mark-making.  Experiment with drawing on different surfaces, and begin to explore tone using a variety of pencil grade (HB, 2B, 4B) to show form, drawing light/dark lines, patterns and shapes. | Draw with expression and begin to experiment with gestural and quick sketching.  Developing drawing through further direct observation, using tonal shading and starting to apply an understanding of shape to communicate form and proportion. |
| **Knowledge of artists** | Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. |
| **Evaluating and analysing** | Describe and compare features of their own and other’s art work. | Explain their ideas and opinions about their own and other’s art work, giving reasons. Begin to talk about how they could improve their own work. | Conﬁdently explain their ideas and opinions about their own and other’s art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. |

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|  | **Year 4**  [**Power prints**](https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-drawing/) | **Year 5**  **I need space** | **Year 6**  **Make my voice heard** |
| **Generating ideas** | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| **Sketchbooks** | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. | Conﬁdently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| **Making skills (including Formal elements)** | Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.  Use growing knowledge of different drawing materials, combining media for effect.  Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark making. | To use a broader range of stimulus to draw from, such as architecture, culture and photography. Begin to develop drawn ideas as part of an exploratory journey.  Apply known techniques with a range of media, selecting these independently in response to a stimulus.  Draw in a more sustained way, revisiting a drawing over time and applying their understanding of tone, texture, line, colour and form. | Draw expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop a drawing independently.  Apply new drawing techniques to improve their mastery of materials and techniques  Push the boundaries of mark-making to explore new surfaces, e.g. drawing on clay, layering media and incorporating digital drawing techniques. |
| **Knowledge of artists** | Use subject vocabulary conﬁdently to describe and compare creative works.  Use their own experiences of techniques and making processes to explain how art works may have been made. | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have inﬂuenced their creative work. | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have inﬂuenced their creative work. |
| **Evaluating and analysing** | Build a more complex vocabulary when discussing their own and others’ art.  Evaluate their work more regularly and independently during the planning and making process. | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.  Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | Give reasoned evaluations of their own and others work which takes account of context and intention.  Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |

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|  | **Year 1**  [**Colour splash**](https://www.kapowprimary.com/subjects/art-design/coming-soon-revised-art-scheme/kapow-new-art-scheme-year-1/year-1-painting/) | **Year 2**  **Beside the seaside** | **Year 3**  [**Prehistoric painting**](https://www.kapowprimary.com/subjects/art-design/coming-soon-revised-art-scheme/year-3/year-3-painting/) |
| **Generating ideas** | Explore their own ideas using a range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. |
| **Sketchbooks** | Use sketchbooks to explore ideas in an open-ended way. | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. |
| **Making skills (including Formal elements)** | Experiment with paint, using a wide variety of tools (eg brushes, sponges, ﬁngers) to apply paint. Investigate colour mixing.  Play with combinations of materials to create simple collage effects. Select materials based on their properties, *eg shiny, soft.* | Begin to develop some control when painting, applying knowledge of colour and how different media behave eg adding water to thin paint  Mix different hues of primary and secondary colours by using different amounts of each starting colour or by adding water.  Make choices about which materials to use for collage based on colour, texture, shape and pattern. Experiment with overlapping and overlaying materials to create interesting effects. | Select and use a variety of painting techniques, including applying their drawing skills, using their knowledge of colour mixing and making choices about suitable tools for a task eg choosing a ﬁne paintbrush for making detailed marks.  Mix colours with greater accuracy and begin to consider how colours can be used expressively. Explore contrasting and complimentary colours.  Modify chosen collage materials in a range of ways eg by cutting, tearing, re-sizing or overlapping. In sketchbooks, use collage as a means of collecting ideas. |
| **Knowledge of artists** | Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. |
| **Evaluating and analysing** | Describe and compare features of their own and other’s art work. | Explain their ideas and opinions about their own and other’s art work, giving reasons. Begin to talk about how they could improve their own work. | Conﬁdently explain their ideas and opinions about their own and other’s art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. |

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|  | **Year 4**  [**Light and dark**](https://www.kapowprimary.com/subjects/art-design/coming-soon-revised-art-scheme/year-4/year-4-painting/) | **Year 5**  [**Portraits**](https://www.kapowprimary.com/subjects/art-design/coming-soon-revised-art-scheme/year-5/year-5-painting/) | **Year 6**  [**Artist study**](https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-6/year-6-painting/) |
| **Generating ideas** | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| **Sketchbooks** | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. | Conﬁdently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| **Making skills (including Formal elements)** | Explore the way paint can be used in different ways to create a variety of effects, eg creating a range of marks and textures in paint.  Develop greater skill and control when using paint to depict forms, eg beginning to use tone to create 3D effects.  Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. | Apply paint with control in different ways to achieve different effects, experimenting with techniques used by other artists and applying ideas to their own artworks eg *making choices about painting surfaces or mixing paint with other materials.*  Develop a painting from a drawing or other initial stimulus.  Add collage to a painted, printed or drawn background for effect.  Explore how collage can extend original ideas. Combine digital effects with other media. | Manipulate paint and painting techniques to suit a purpose, making choices based on their experiences. Work in a sustained way over several sessions to complete a piece.  Analyse and describe how colour is used in other artists’ work.  Consider materials, scale and techniques when creating collage and other mixed media pieces.  Create collage in response to a stimulus and work collaboratively on a larger scale. |
| **Knowledge of artists** | Use subject vocabulary conﬁdently to describe and compare creative works.  Use their own experiences of techniques and making processes to explain how art works may have been made. | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have inﬂuenced their creative work. | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have inﬂuenced their creative work. |
| **Evaluating and analysing** | Build a more complex vocabulary when discussing their own and others’ art.  Evaluate their work more regularly and independently during the planning and making process. | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.  Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | Give reasoned evaluations of their own and others work which takes account of context and intention.  Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |

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|  | **Year 1**  [**Paper play**](https://www.kapowprimary.com/subjects/art-design/coming-soon-revised-art-scheme/kapow-new-art-scheme-year-1/year-1-3d/) | **Year 2**  [**Clay houses**](https://www.kapowprimary.com/subjects/art-design/coming-soon-revised-art-scheme/year-2/year-2-3d-and-sculpture-clay/) | **Year 3**  **Abstract shape and space** |
| **Generating ideas** | Explore their own ideas using a range of media. | Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. | Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. |
| **Sketchbooks** | Use sketchbooks to explore ideas in an open-ended way. | Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. | Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. |
| **Making skills (including Formal elements)** | Use their hands to manipulate a range of modelling materials.  Create 3D forms to make things from their imagination or recreate things they have seen. | Develop understanding of 3D forms to construct and model simple forms using a range of materials.  Use hands and tools with conﬁdence when cutting, shaping and joining paper, card and malleable materials.  Develop basic skills for shaping and joining clay, including exploring surface texture. | Able to plan and think through the making process to create 3D forms using a range of materials.  Shape materials for a purpose, positioning and joining materials in new ways (tie, bind, stick, fold).  Experiment with combining found objects and recyclable material to create sculpture. |
| **Knowledge of artists** | Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. | Talk about art they have seen using some appropriate subject vocabulary. Be able to make links between pieces of art. | Use subject vocabulary to describe and compare creative works. Use their own experiences to explain how art works may have been made. |
| **Evaluating and analysing** | Describe and compare features of their own and other’s art work. | Explain their ideas and opinions about their own and other’s art work, giving reasons. Begin to talk about how they could improve their own work. | Conﬁdently explain their ideas and opinions about their own and other’s art work, giving reasons. Use sketchbooks as part of the problem-solving process and make changes to improve their work. |

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|  | **Year 4**  [**Mega materials**](https://www.kapowprimary.com/subjects/art-design/lower-key-stage-2/year-4/year-4-3d-and-sculpture/) | **Year 5**  [**Interactive installation**](https://www.kapowprimary.com/subjects/art-design/upper-key-stage-2/year-5/year-5-3d-and-sculpture/) | **Year 6**  **Making memories** |
| **Generating ideas** | Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. | Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. | Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. |
| **Sketchbooks** | Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome. | Conﬁdently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. | Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. |
| **Making skills (including Formal elements)** | Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration.  Show an understanding of appropriate ﬁnish and present work to a good standard.  Respond to a stimulus and begin to make choices about materials used to work in 3D. | Investigate scale when creating forms in three dimensions.  Explore a greater range of materials to create 3D forms  *eg.wire and found materials*  Plan a sculpture, developing an idea in 2D into a three-dimensional piece.  Persevere when constructions are challenging and work to problem solve more independently. | Uses personal plans and ideas to design and construct more complex sculptures and 3D forms.  Combine materials and techniques appropriately to ﬁt with ideas.  Conﬁdently problem-solve, edit and reﬁne to create desired effects and end results. |
| **Knowledge of artists** | Use subject vocabulary conﬁdently to describe and compare creative works.  Use their own experiences of techniques and making processes to explain how art works may have been made. | Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have inﬂuenced their creative work. | Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have inﬂuenced their creative work. |
| **Evaluating and analysing** | Build a more complex vocabulary when discussing their own and others’ art.  Evaluate their work more regularly and independently during the planning and making process. | Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved.  Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | Give reasoned evaluations of their own and others work which takes account of context and intention.  Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. |