



**Chandlers Field Primary School**  
**KAPOW - ART and DESIGN Curriculum**  
**WHOLE SCHOOL OVERVIEW 2022-2023**

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| Year 6 | <i>Select ideas based on first hand observations, experience or imagination and develop these through open ended research.</i> | <i>Refine the use of learnt techniques.</i> | <i>Adapt his/her own final work following feedback or discussion based on their preparatory ideas.</i> | <i>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts. Explain and justify preferences towards different styles and artists</i> |
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| YEAR GROUP | AUTUMN 1   | AUTUMN 2 | SPRING 1  | SPRING 2 | SUMMER 1   | SUMMER 2 |
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| Yr6<br>Art | <p><b>Art and Design Skills</b><br/>Children learn and develop their skills in: design, drawing, craft, painting and art appreciation; creating zentangle patterns and subsequent prints, painting in the style of impressionist painters.</p> <p><u>Lessons</u><br/>(6 lessons)</p> |          | <p><b>Still Life</b><br/>Creating a variety of pieces influenced by different artists using a range of mediums and using charcoal, erasers and paint to depict a composition of special objects.</p> <p><u>Lessons</u><br/>(5 lessons)</p> <p><b>Suggested lesson 6</b><br/>Completion of final piece, evaluation &amp; display</p> |          | <p><b>Make my Voice Heard</b><br/>Looking at the works of artists Picasso and Kollwitz and, through the mediums of graffiti, drawing, painting and sculpture, creating their own artworks that speak to the viewer.</p> <p><u>Lessons</u><br/>(5 lessons)</p> <p><b>Suggested lesson 6</b><br/>Completion of final piece, evaluation &amp; display</p> |          |

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| <p>Year 6<br/>Design<br/>Technology</p> |  | <p><b>Structure: Playgrounds</b><br/>Designing and creating a model of a new playground featuring five apparatus, made from three different structures. Creating a footprint as the base, pupils visualise objects in plan view and get creative with their use of natural features.</p> <p><u>Lessons</u><br/>(4 lessons)</p> <p><b>Suggested 2 lessons</b><br/>Start unit with a hook and research lesson into different playgrounds</p> <p>End unit with evaluation and reflection</p> |  | <p><b>Electrical Systems: Steady Hand Games</b><br/>Understand what is meant by fit for purpose design and form follows function. Design and develop a steady hand game using a series circuit, including housing and backboard.</p> <p><u>Lessons</u><br/>(4 lessons)</p> <p><b>Suggested 2 lessons</b><br/>Extra lesson to complete models</p> <p>End with show and tell/dragons den/evaluation</p> |  | <p><b>Food: Come Dine With Me</b><br/>Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient's farm to fork process.</p> <p><u>Lessons</u><br/>(4 lessons)</p> <p><b>Suggested 2 lessons</b><br/>Extra lesson to research</p> <p>Evaluation lesson</p> |
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| Year Group overarching objectives | Ideas  | Techniques  | Critique  | Knowledge of others   |
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| Yr 5                              | Develop different ideas which can be used and explain his/her choices for the materials and techniques used. | Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work. | Evaluate his/her work against their intended outcome. | Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. |

| YEAR GROUP               | AUTUMN 1   | AUTUMN 2   | SPRING 1   | SPRING 2  | SUMMER 1  | SUMMER 2   |
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| Yr5 Art                  |  | <p><b>Formal Lessons of Architecture</b><br/>Learning how to draw from observation, creating a print and drawing from different perspectives. Learning about the role of an architect and considering why houses look the way they do and if there is scope to change and improve them.</p> <p><u>Lessons</u><br/>(5 lessons)</p> <p><b>Suggested lessons 6 + 7</b></p> <p>6 – Continuation of final piece</p> <p>7 – Reflection, evaluation &amp; display</p> |  | <p><b>Every Picture Tells a Story</b><br/>Analysing the intentions of the artist Banksy; creating symmetry ink prints inspired by psychologist Rorschach; telling a story using emojis; recreating a poignant war scene through drama and creating art inspired by the ceramic work of Magdalene Odundo.</p> <p><u>Lessons</u><br/>(5 lessons)</p> <p><b>Suggested lesson 6</b><br/>Completion of final piece, evaluation &amp; display</p> |   | <p><b>Design for a Purpose</b><br/>Designing to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name, learning to draw inspiration from different sources and experiment with a range of techniques.</p> <p><u>Lessons</u><br/>(5 lessons)</p> <p><b>Suggested lesson 6</b><br/>Completion of final piece, evaluation &amp; display</p> |
| Year 5 Design Technology | <p><b>Electrical Systems</b><br/>Explore series circuits further and introduce motors. Investigating an existing</p> |  | <p><b>Mechanical Systems</b><br/>Creating a four-page pop-up storybook design incorporating a range of</p> |   | <p><b>What could be healthier?</b><br/>Researching and modifying a traditional bolognese sauce recipe</p> |  |

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|  | <p>product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own.</p> <p><u>Lessons</u><br/>(4 lessons)</p> <p><b>Suggested 3 lessons</b></p> <p>Start the unit and end the unit with the assessment tool.</p> <p>Look at how circuits are made and let the children explore different6 circuits.</p> |  | <p>mechanisms and decorative features, including: structures, levers, sliders, layers and spacers.</p> <p><u>Lessons</u><br/>(4 lessons)</p> <p><b>Suggested 3 lessons</b></p> <p>Start unit with a hook lessons and look at different illustrators and pop up books.</p> <p>Split lesson 4 into two lessons.</p> <p>End unit with an evaluation lesson. Children could read their pop. up books to younger year group.</p> |  | <p>to make it healthier. Children cook their healthier versions, making appropriate packaging and learn about farming cattle.</p> <p><u>Lessons</u><br/>(4 lessons)</p> <p><b>Suggested 3 lessons</b><br/><a href="#"><u>Look at prior learning link</u></a></p> |  |
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| Year Group overarching objectives | Ideas  | Techniques  | Critique  | Knowledge of others  |
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| Yr 4                              | <i>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.</i> | <i>Use taught technical skills to adapt and improve his/her work.</i> | <i>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine.</i> | <i>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied.</i> |

| YEAR GROUP                     | AUTUMN 1   | AUTUMN 2   | SPRING 1   | SPRING 2  | SUMMER 1   | SUMMER 2  |
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| Year 4<br>Art                  | <p><b>Art and Design Skills</b><br/>Creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours and learning about the role of a 'curator'.</p> <p><u>Lessons</u><br/>(6 lessons)</p> <p><b>Suggested lesson 7</b><br/>Completion of final piece, evaluation &amp; display</p> |  | <p><b>Formal Elements of Art</b><br/>Exploring two of the formal elements of art: texture and pattern; developing a range of mark-making techniques, making and using their own textured stamps for printing and draw a 'flip' pattern.</p> <p><u>Lessons</u><br/>(5 lessons)</p> <p><b>Suggested lesson 6</b><br/>Completion of final piece, evaluation &amp; display</p> |   | <p><b>Every Pictures Tells a Story</b><br/>Analysing works of art, creating photo collages and abstract art inspired by the works explored.</p> <p><u>Lessons</u><br/>(5 lessons)</p> <p><b>Suggested lesson 6</b><br/>Completion of final piece, evaluation &amp; display</p> |   |
| Year 4<br>Design<br>Technology |  | <p><b>Structure: Pavilions</b><br/>Produce a range of free-standing frame structures of different shapes and sizes.<br/>Design a pavilion that is strong, stable and aesthetically pleasing.<br/>Select appropriate materials and construction techniques to create a stable, free-standing frame structure.</p> |  | <p><b>Mechanical Systems: Making a slingshot car</b><br/>Work independently to produce an accurate, functioning car chassis.<br/>Design a shape that is suitable for the project.<br/>Attempt to reduce air resistance through the design of the shape.<br/>Produce panels that will fit the chassis and can be</p> |  | <p><b>Electrical systems: Torches</b><br/>Identify electrical products and explain why they are useful.<br/>Help to make a working switch.<br/>Identify the features of a torch and how it works.<br/>Describe what makes a torch successful.</p> |

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|  |  | <p>Select appropriate materials and techniques to add cladding to their pavilion.</p> <p><b><u>Lessons</u></b><br/>(4 lessons)</p> <p><b>Suggested lesson 3, 6 ,7</b></p> <p>3- Turn into two lessons</p> <p>6- Evaluate and adapt</p> <p>7 – Final evaluation and reflection.</p> |  | <p>assembled effectively using the tabs they have designed.</p> <p>Construct car bodies effectively.</p> <p>Conduct a trial accurately and draw conclusions and improvements from the results.</p> <p><b><u>Lessons</u></b><br/>(4 lessons)</p> <p><b>Suggested lessons 5, 6</b></p> <p>5 – Improve car/make changes</p> <p>6 – Final evaluation and reflection</p> |  | <p>Create suitable designs that fit the success criteria and their own design criteria.</p> <p>Create a functioning torch with a switch according to their design criteria.</p> <p><b><u>Lessons</u></b><br/>(4 lessons)</p> <p><b>Suggested lessons 5, 6</b></p> <p>5- continuing from lesson 4</p> <p>6 – Final evaluation and reflection</p> |
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| Year Group overarching objectives | Ideas   | Techniques   | Critique   | Knowledge of others   |
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| Year 3                            | Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas. | Experiment with different materials to create a range of effects and use these techniques in the completed piece of work | Explain what he/she likes or dislikes about their work | Know about some of the great artists, architects and designers in history and describe their work |

| YEAR GROUP               | AUTUMN 1  | AUTUMN 2   | SPRING 1   | SPRING 2  | SUMMER 1  | SUMMER 2   |
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| Year 3 Art               |   | <p><b>Art and Design Skills</b><br/>Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created.</p> <p><u>Lessons</u><br/>(5 lessons)</p> <p><b>Suggested lessons 1 + 7</b></p> <p>1 – <u>Assessment Lesson</u></p> <p>7 – Reflection, evaluation &amp; display</p> |  | <p><b>Formal Elements of Art</b><br/>Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation and create form and shape using wire.</p> <p><u>Lessons</u><br/>(5 lessons)</p> <p><b>Suggested lesson 6</b><br/>Completion of final piece, evaluation &amp; display</p> |   | <p><b>Art and Design: Craft</b><br/>Learning to tie-dye, weave and sew to create a range of effects using fabric.</p> <p><u>Lessons</u><br/>(5 lessons)</p> <p><b>Suggested lessons 6 + 7</b></p> <p>6 – Continuation of final piece</p> <p>7 – Reflection, evaluation &amp; display</p> |
| Year 3 Design Technology | <p><b>Food: Eating seasonally</b><br/>Explain that fruits and vegetables grow in different countries based on their climates.<br/>Understand that ‘seasonal’ fruits and vegetables are those that grow in a given season and taste best then.</p> |  | <p><b>Digital world: Electronic charm</b><br/>Design, code, make and promote a Micro:bit electronic charm to use in low-light conditions, developing their understanding of programming to monitor</p> |   | <p><b>Structures: Constructing a castle</b></p> <p>Draw and label a simple castle that includes the most common features.<br/>Recognise that a castle is made up of multiple 3D shapes.</p> |  |

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|  | <p>Know that eating seasonal fruit and vegetables has a positive effect on the environment.</p> <p>Design their own tart recipe using seasonal ingredients.</p> <p>Understand the basic rules of food hygiene and safety.</p> <p>Follow the instructions within a recipe.</p> <p><u>Lessons</u><br/>(4 lessons )</p> <p><b>Suggested lessons</b></p> <p>Add a research lesson and a lesson looking at healthier food and an evaluation lesson.</p> |  | <p>and control their products.</p> <p><u>Lessons</u><br/>(4 Lessons)</p> <p><b>Suggested lessons</b></p> <p>1 and 7- use assessment tool</p> <p>5 – continue making product</p> <p>6- Evaluate and reflect</p> |  | <p>Design a castle with key features which satisfy a given purpose.</p> <p>Score or cut along lines on the net of a 2D shape.</p> <p>Use glue to securely assemble geometric shapes.</p> <p>Utilise skills to build a complex structure from simple geometric shapes.</p> <p>Evaluate their work by answering simple questions.</p> <p><u>Lessons</u><br/>(4 lessons)</p> <p><b>Suggested lessons</b></p> <p>Add a research lesson and lesson 6 evaluate and reflect.</p> |  |
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| Year Group overarching objectives | Ideas  | Techniques   | Critique  | Knowledge of others   |
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| Year 2                            | <i>Try out different activities and make sensible choices about what to do next.</i> | <i>Select particular techniques to create a chosen product and develop some care and control over materials and their use.</i> | <i>Give reasons for his/her preferences when looking at art/craft or design work.</i> | <i>Know that different artistic works are made by craftspeople from different cultures and times.</i> |

| YEAR GROUP               | AUTUMN 1  | AUTUMN 2  | SPRING 1  | SPRING 2  | SUMMER 1  | SUMMER 2   |
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| Year 2 Art               | <p><b>Formal Elements of Art</b><br/>Exploring the formal elements of art: pattern, texture and tone; children create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.</p> <p><u><a href="#">Lessons</a></u><br/>(5 lessons)</p> <p><b>Suggested lessons</b><br/><u><a href="#">Lesson 1 – introduction to sketchbooks</a></u><br/>Use both option 5s</p> |   | <p><b>Sculpture and Mixed Media</b><br/>Creating sculpture, pop art and learning how to draw facial features to portray different emotions, all through the topic of comic superheroes and inspired by the works of Roy Lichtenstein.</p> <p><u><a href="#">Lessons</a></u><br/>(5 lessons)</p> <p><b>Suggested lessons</b></p> |   | <p><b>Art and Design Skills</b><br/>Replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, the manipulation of clay and experimenting with brush strokes.</p> <p><u><a href="#">Lessons</a></u><br/>(6 lessons)</p> |  |
| Year 2 Design Technology |   | <p><b>Structures: Baby bear's chair</b><br/>Using the tale of Goldilocks and the Three Bears as inspiration, children help poor Baby Bear by making him a brand new chair. When designing the chair, they</p> |   | <p><b>Mechanisms: Fairground wheel</b><br/>Design and label a wheel. Consider the designs of others and make comments about their practicality or appeal. Consider the materials, shape, construction and</p> |   | <p><b>Mechanisms: Making a moving monster</b><br/>Identify the correct terms for levers, linkages and pivots. Analyse popular toys with the correct terminology. Create functional linkages that produce the desired</p> |

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|  |  | <p>consider his needs and what he likes and explore ways of building it so that it is a strong and stable structure and doesn't break again!</p> <p><b><u>Lessons</u></b><br/>(4 lessons)</p> <p><b>Suggested lessons. 5, 6</b></p> <p>5- completing product<br/>6 evaluate the product and reflect</p> |  | <p>mechanisms of their wheel.<br/>Label their designs.<br/>Build a stable structure with a rotating wheel.<br/>Test and adapt their designs as necessary.<br/>Follow a design plan to make a completed model of the wheel.</p> <p><b><u>Lessons</u></b><br/>(4 lessons)</p> <p><b>Suggested lessons 1, 6</b></p> <p>1 – use prior learning and look at wheels and axels.<br/>6- evaluate and reflect</p> |  | <p>input and output motions.<br/>Design monsters suitable for children, which satisfy most of the design criteria.<br/>Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design.<br/>Select and assemble materials to create their planned monster features.<br/>Assemble the monster to their linkages without affecting their functionality.</p> <p><b><u>Lessons</u></b><br/>(4 lessons)</p> <p><b>Suggested lessons 5,6,7,</b></p> <p>5 – improving my monster<br/>6- evaluating my monster<br/>7- reflecting/ improving</p> |
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| Year Group overarching objectives | Ideas  | Techniques  | Critique   | Knowledge of others   |
|-----------------------------------|--|---|--|---|
| Year 1                            | <i>Use artwork to record ideas, observations and experiences</i> | <i>Experiment with different materials to design and make products.</i> | <i>Explain what he/she likes about the work of others.</i> | <i>Know the names of tools, techniques and elements that they uses.</i> |

| YEAR GROUP    | AUTUMN 1  | AUTUMN 2  | SPRING 1  | SPRING 2   | SUMMER 1   | SUMMER 2   |
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| Year 1<br>Art | <p><b>Art and Design Skills</b><br/>Learning two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain.</p> <p><u>Lessons</u><br/>(5 lessons)</p> <p><b>Suggested lessons</b><br/>Assessment catcher, reflection &amp; display</p> |   | <p><b>Formal Elements of Art</b><br/>Exploring three of the formal elements of art: shape, line and colour, children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create art inspired by water.</p> <p><u>Lessons</u><br/>(5 lessons)</p> <p><b>Suggested Lessons</b><br/>Extension of final mixing paints lesson</p> |  | <p><b>Landscapes Using Different Media</b><br/>Learning about composition and working with different art materials to create texture. Based on the theme of the seaside with support for adapting to the alternative theme of Castles.</p> <p><u>Lessons</u><br/>(5 lessons)</p> <p><b>Suggested Lessons</b><br/>Assessment Catcher</p> <p>Final piece extension and display</p> |  |
|               |   | <p><b>Structures: Constructing windmills</b><br/>identify some features that would appeal to the client (a mouse) and create a suitable design. Explain how their design appeals to the mouse. Make stable structures, which will eventually support the turbine, out of card, tape and glue.</p> |   | <p><b>Textiles: Puppets</b><br/>Children explore different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairytale. Throughout they work to develop their technical skills of cutting, glueing, stapling and pinning.</p> <p><u>Lessons</u></p> |  | <p><b>Food: Fruit and vegetables</b><br/>Describe fruits and vegetables and explain why they are a fruit or a vegetable. Name a range of places that fruits and vegetables grow. Describe basic characteristics of fruit and vegetables.</p> |

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|  |  | <p>Make functioning turbines and axles that are assembled into the main supporting structure.<br/>Say what is good about their windmill and what they could do better.</p> <p><u>Lessons</u><br/>(4 lessons)</p> <p><b>Suggested lessons</b><br/>Add a research lesson into windmills/ possibly visit a windmill</p> <p>6 –adapt and improve windmill<br/>7-evaluate</p> |  | <p>( 4 lessons)</p> <p><b>Suggested lessons</b></p> <p>Hook lessons – look at different puppets and story book characters.</p> <p>Split lesson 3 into two lessons.</p> <p>Lesson 7 – evaluate puppets</p> |  | <p>Prepare fruits and vegetables to make a smoothie.</p> <p><u>Lessons</u></p> <p><b>Suggested lessons</b></p> <p>Hook lessons – have children eat and test different fruits</p> <p>Lesson 6 – Evaluate and improve smoothie</p> <p>Lesson 7 - fruit testing – this time test children on their knowledge of fruit and healthy eating</p> |
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| YEAR GROUP                  | AUTUMN 1   | AUTUMN 2   | SPRING 1  | SPRING 2  | SUMMER 1   | SUMMER 2  |
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| Reception Art               | Explores colour and how colours can be changed   | Begin to be interested in and describe textures of things.             | Manipulates materials<br>Constructs with a purpose in mind<br>Explores what happens when they mix colours | Uses simple tools and techniques competently and appropriately      | Uses simple tools and techniques competently and appropriately | ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. |
| Reception Design Technology | Joins construction pieces together to build and balance, making enclosures and making spaces | Understands that different media can be combined to create new effect. | Constructs with a purpose in mind using a variety of resources.   | Selects tools and techniques to shape, assemble and join materials. | Manipulates materials to achieve a planned effect              |   |

| YEAR GROUP                | AUTUMN 1  | AUTUMN 2                                    | SPRING 1  | SPRING 2                                       | SUMMER 1  | SUMMER 2   |
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| Nursery Art               | Experiments with blocks, colours and marks.<br>Begin to use representations to communicate. | Experiments with blocks, colours and marks. | Uses lines to enclose a space then begin to use these shapes to represent objects | Explore colour and how colours can be changed. | Uses available resources to create props to support role play.<br><b>Artist Matisse</b> | Explores colour and how colours can be changed   |
| Nursery Design Technology |   |   | Uses various construction materials   | Realises tools can be used for a purpose.      | Realises tools can be used for a purpose.   | Joins construction pieces together to build and balance, making enclosures and making spaces |