



Chandlers Field Primary School
KAPOW - ART and DESIGN Curriculum
WHOLE SCHOOL OVERVIEW 2023-2024

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>

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Yr6 Art	Art and Design Skills 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. Pre & post assessment quiz & knowledge catcher Lessons (6 lessons)		Painting & mixed media: Artist study Pre & post assessment quiz Lessons (5 lessons) <i>6th lesson will be taken over by Art Week</i>		Make my Voice Heard 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. Pre & post assessment quiz & knowledge catcher Lessons (5 lessons) Suggested lesson 6 Completion of final piece, evaluation & display	

<p>Year 6 Design Technology</p>		<p>Structure: Playgrounds 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>Lessons (4 lessons)</p> <p>Suggested 2 lessons Start unit with a hook and research lesson into different playgrounds</p> <p>End unit with evaluation and reflection</p>		<p>Electrical Systems: Steady Hand Games 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>Lessons (4 lessons)</p> <p>Suggested 2 lessons Extra lesson to complete models</p> <p>End with show and tell/dragons den/evaluation</p>		<p>Food: Come Dine With Me 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>Lessons (4 lessons)</p> <p>Suggested 2 lessons Extra lesson to research</p> <p>Evaluation lesson</p>
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Year Group overarching objectives	Ideas	Techniques	Critique	Knowledge of others
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
Yr5 Art		Craft and Design: Architecture Investigating the built environment through drawing and printmaking, learning about the work of architect Zaha Hadid, creatively presenting research on artist Hundertwasser and exploring the symbolism of monument design. Pre & post assessment quiz Lessons (5 lessons) Suggested lessons 6 + 7 6 – Continuation of final piece 7 – Reflection, evaluation, assessment & display		Painting and Mixed Media: Portraits Investigating self-portraits by a range of artists, children use photographs of themselves as a starting point for developing their own unique self-portraits in mixed-media. Pre & post assessment quiz Lessons (5 lessons) Suggested lesson 6 Completion of final piece, evaluation & display		Sculpture and 3D: Interactive installation Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art. Pre & post assessment quiz Lessons (5 lessons) Suggested lesson 6 Completion of final piece, evaluation & display

<p>Year 5 Design Technology</p>	<p>Electrical Systems Explore series circuits further and introduce motors. Investigating an existing 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>Lessons (4 lessons)</p> <p>Suggested 3 lessons</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>Mechanical Systems Creating a four-page pop-up storybook design incorporating a range of mechanisms and decorative features, including: structures, levers, sliders, layers and spacers.</p> <p>Lessons (4 lessons)</p> <p>Suggested 3 lessons</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. End unit with an evaluation lesson. Children could read their pop. up books to younger year group.</p>		<p>What could be healthier? Researching and modifying a traditional bolognese sauce recipe to make it healthier. Children cook their healthier versions, making appropriate packaging and learn about farming cattle.</p> <p>Lessons (4 lessons)</p> <p>Suggested 3 lessons Look at prior learning link</p>	
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Year Group overarching objectives	Ideas	Techniques	Critique	Knowledge of others
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
Year 4 Art	<p>Drawing: Power Prints Develop knowledge of tone in different mediums. Show some awareness of how to create contrast by including areas with more and less marks. Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern.</p> <p>Pre and post assessment quiz</p> <p>Lessons (6 lessons)</p> <p>Suggested lesson 7 Completion of final piece, evaluation & display</p>		<p>Painting and mixed media: Light and dark Developing skills in colour mixing, focussing on using tints and shades to create a 3D effect. Experimenting with composition and applying painting techniques to a personal still life piece.</p> <p>Pre and post assessment quiz</p> <p>Lessons (5 lessons)</p> <p>Suggested lesson 6 Completion of final piece, evaluation & display</p>		<p>Craft and design: Fabric of nature Understand the work of William Morris, using subject vocabulary to describe his work and style. Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. Identify and explain where a pattern repeats. Understand different methods of creating printed fabric in creative industries.</p> <p>Pre and post assessment quiz</p> <p>Lessons (5 lessons)</p> <p>Suggested lesson 6 Completion of final piece, evaluation & display</p>	

<p>Year 4 Design Technology</p>		<p>Structure: Pavilions Produce a range of free-standing frame structures of different shapes and sizes. Design a pavilion that is strong, stable and aesthetically pleasing. Select appropriate materials and construction techniques to create a stable, free-standing frame structure. Select appropriate materials and techniques to add cladding to their pavilion.</p> <p>Lessons (4 lessons)</p> <p>Suggested lesson 3, 6 ,7</p> <p>3- Turn into two lessons</p> <p>6- Evaluate and adapt</p> <p>7 – Final evaluation and reflection.</p>		<p>Mechanical Systems: Making a slingshot car Work independently to produce an accurate, functioning car chassis. Design a shape that is suitable for the project. Attempt to reduce air resistance through the design of the shape. Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. Construct car bodies effectively. Conduct a trial accurately and draw conclusions and improvements from the results.</p> <p>Lessons (4 lessons)</p> <p>Suggested lessons 5, 6 5 – Improve car/make changes 6 – Final evaluation and reflection</p>		<p>Electrical systems: Torches Identify electrical products and explain why they are useful. Help to make a working switch. Identify the features of a torch and how it works. Describe what makes a torch successful. Create suitable designs that fit the success criteria and their own design criteria. Create a functioning torch with a switch according to their design criteria.</p> <p>Lessons (4 lessons)</p> <p>Suggested lessons 5, 6</p> <p>5- continuing from lesson 4 6 – Final evaluation and reflection</p>
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Year Group overarching objectives	Ideas	Techniques	Critique	Knowledge of others
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
Year 3 Art		Drawing: Growing Artists Developing an understanding of shading and drawing techniques to create botanical inspired drawings. Pre & post assessment quiz Lessons (5 lessons) Suggested lesson 6 Completion of final piece, evaluation & display		Art and Design Skills 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. Pre & post assessment quiz Lessons (5 lessons) Suggested lesson 6 + 7 Completion of final piece, evaluation, assessment & display		Art and Design: Craft Learning to tie-dye, weave and sew to create a range of effects using fabric. Pre & post assessment quiz Lessons (5 lessons) Suggested lessons 6 + 7 6 – Continuation of final piece 7 – Reflection, evaluation & display
Year 3 Design Technology	Structures: Constructing a castle Draw and label a simple castle that includes the most common features. Recognise that a castle is made up of multiple 3D shapes.		Textiles: Cushions Use a cross-stitch to join two pieces of fabric together. Design and cut the template for a cushion.		Food: Eating seasonally Explain that fruits and vegetables grow in different countries based on their climates. Understand that 'seasonal' fruits and vegetables are those that	

	<p>Design a castle with key features which satisfy a given purpose. Score or cut along lines on the net of a 2D shape. Use glue to securely assemble geometric shapes. Utilise skills to build a complex structure from simple geometric shapes. Evaluate their work by answering simple questions.</p> <p>Lessons (4 lessons)</p> <p>Suggested lessons</p> <p>Add a research lesson and lesson 6 evaluate and reflect.</p>		<p>Use cross-stitch and appliqué to decorate a cushion face. Make a cushion that includes appliqué and cross-stitch.</p> <p>Lessons (4 Lessons)</p> <p>Suggested lessons</p> <p>1 and 7- use assessment tool</p> <p>5 – continue making product</p> <p>6- Evaluate and reflect</p>		<p>grow in a given season and taste best then. Know that eating seasonal fruit and vegetables has a positive effect on the environment. Design their own tart recipe using seasonal ingredients. Understand the basic rules of food hygiene and safety. Follow the instructions within a recipe.</p> <p>Lessons (4 lessons)</p> <p>Suggested lessons</p> <p>Add a research lesson and a lesson looking at healthier food and an evaluation lesson.</p>	
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Year Group overarching objectives	Ideas	Techniques	Critique	Knowledge of others
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
Year 2 Art	Formal Elements of Art 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. Pre & post assessment quiz Lessons (5 lessons) Suggested lessons Lesson 1 – introduction to sketchbooks Use both option 5s		Sculpture and Mixed Media 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. Pre & post assessment quiz Lessons (5 lessons) Suggested lessons		Art and Design Skills Replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, the manipulation of clay and experimenting with brush strokes. Pre & post assessment quiz Lessons (6 lessons)	
Year 2 Design Technology		Structures: Baby bear's chair Using the tale of Goldilocks and the Three Bears as inspiration,		Mechanisms: Fairground wheel Design and label a wheel. Consider the designs of others and make		Mechanisms: Making a moving monster Identify the correct terms for levers, linkages and pivots.

		<p>children help poor Baby Bear by making him a brand new chair. When designing the chair, they 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><u>Lessons</u> (4 lessons)</p> <p>Suggested lessons. 5, 6</p> <p>5- completing product 6 evaluate the product and reflect</p>		<p>comments about their practicality or appeal. Consider the materials, shape, construction and mechanisms of their wheel. Label their designs. Build a stable structure with a rotating wheel. Test and adapt their designs as necessary. Follow a design plan to make a completed model of the wheel.</p> <p><u>Lessons</u> (4 lessons)</p> <p>Suggested lessons 1, 6</p> <p>1 – use prior learning and look at wheels and axels. 6- evaluate and reflect</p>		<p>Analyse popular toys with the correct terminology. Create functional linkages that produce the desired input and output motions. Design monsters suitable for children, which satisfy most of the design criteria. Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. Select and assemble materials to create their planned monster features. Assemble the monster to their linkages without affecting their functionality.</p> <p><u>Lessons</u> (4 lessons)</p> <p>Suggested lessons 5,6,7,</p> <p>5 – improving my monster 6- evaluating my monster 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
Year 1 Art	Art and Design Skills 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. Pre & post assessment quiz Lessons (5 lessons) Suggested lessons Assessment catcher, reflection & display		Formal Elements of Art 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. Pre & post assessment quiz Lessons (5 lessons) Suggested Lessons Extension of final mixing paints lesson		Landscapes Using Different Media 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. Pre & post assessment quiz Lessons (5 lessons) Suggested Lessons Assessment Catcher Final piece extension and display	
		Structures: Constructing windmills 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		Textiles: Puppets 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		Food: Fruit and vegetables Describe fruits and vegetables and explain why they are a fruit or a vegetable. Name a range of places that fruits and vegetables grow.

		<p>support the turbine, out of card, tape and glue. Make functioning turbines and axles that are assembled into the main supporting structure. Say what is good about their windmill and what they could do better.</p> <p>Lessons (4 lessons)</p> <p>Suggested lessons Add a research lesson into windmills/ possibly visit a windmill</p> <p>6 –adapt and improve windmill 7-evaluate</p>		<p>skills of cutting, glueing, stapling and pinning.</p> <p>Lessons (4 lessons)</p> <p>Suggested lessons</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>Describe basic characteristics of fruit and vegetables. Prepare fruits and vegetables to make a smoothie.</p> <p>Lessons</p> <p>Suggested lessons</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
Reception Art	<p>Explores colour and how colours can be changed</p> <p>Practical knowledge: To name the colours</p> <p>Theoretical knowledge (possible artists):</p>	<p>Begin to be interested in and describe textures of things.</p> <p>Practical knowledge: To use and name six texture words to create a Rainbow Fish picture (shiny, smooth, rough, prickly, stretchy, soft)</p>	<p>Manipulates materials Constructs with a purpose in mind Explores what happens when they mix colours</p> <p>Practical knowledge: To create a colour wheel</p> <p>Theoretical knowledge (possible artists):</p>	<p>Uses simple tools and techniques competently and appropriately</p> <p>Practical knowledge: Junk modelling project where children successfully select and use the appropriate tools, techniques and materials</p>	<p>Uses simple tools and techniques competently and appropriately</p> <p>Practical knowledge: Mark making Painting – appropriately paint and describe a picture Printing – display range of printing techniques</p>	<p>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</p>

		<i>Theoretical knowledge (possible artists):</i>		<i>Theoretical knowledge (possible artists):</i>	<i>Drawing – controlled line work</i> <i>Theoretical knowledge (possible artists):</i>	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
Nursery Art	Experiments with blocks, colours and marks. 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	To select the correct colour when painting or creating.	Uses available resources to create props to support role play.	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

COIN Overview 2023-2024

Wimbledon 2-year cycle – This may be subject to change depending on the cohort year-on-year.

Wimbledon will complete one of each of the following DT units from Kapow over a 2-year period:

- Textiles
- Cooking
- Structures
- Mechanisms
- Digital
- Electrical

Wimbledon will complete a paint and drawing unit each year and alternate Sculpture and Crafts/design every other year. This will support the children in developing their drawing and painting skills across the 4 years.

First cycle	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 1	Drawing – mark making	Textiles - Puppets	Sculpture/3D - paper play	Mechanisms – wheels and axles (moving vehicles)	Painting/mixed media – Paint my world	Cooking – Healthy eating (smoothies and wraps)
Year 2	Electrical – Electric posters	Painting – Colour Splash	Digital – electronic charms	Drawing – Tell a story	Structures - castles	Craft/Design - Woven Wonders

Second cycle	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 1	Drawing – growing artists	Textiles – Cross Stitch	Painting/mixed media – Life in colour	Mechanisms – pneumatic toys	Sculpture/3D - clay houses	Cooking – Eating seasonally
Year 2	Structures - bridges	Painting/mixed media – Prehistoric Painting	Electrical – torches	Drawing – Power Prints	Digital – Mindful Moment timer	Craft/Design - Map it out (felt)

COIN Overview 2023

Waterloo 2-year cycle

Paddington will complete one of each of the following unit from Kapow over a 2-year period:

- Textiles
- Cooking
- Structures
- Mechanisms
- Digital
- Electrical

First cycle	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 1						
Year 2						