

**Park Road Academy Primary School**

**Art and Design Curriculum Overview**

**EYFS - Year 6**

# Introduction

At Park Road Academy, we are committed to providing a holistic and sequenced teaching of the national curriculum in art and design. The decision to adopt the Kapow Primary Art and Design scheme within our school's curriculum is firmly rooted in its comprehensive coverage and innovative approach that align seamlessly with our educational goals as a school.

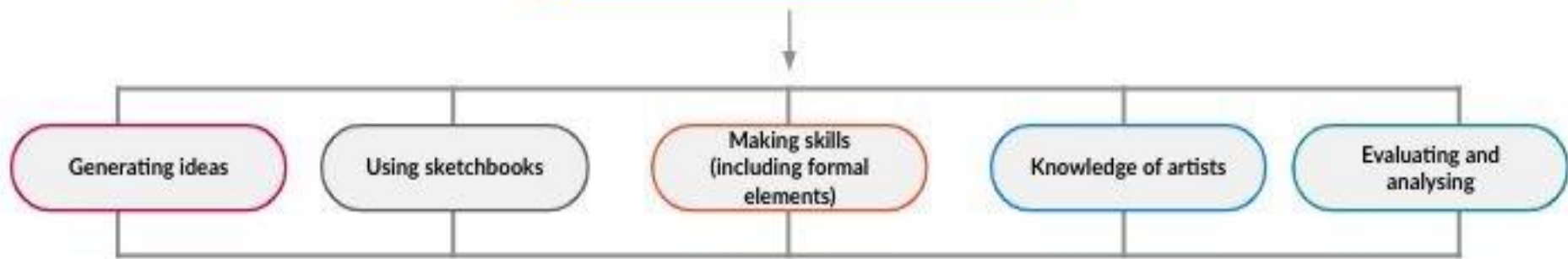
Our art and design curriculum has been broken down into four core areas, to empower teachers to guide pupils through sequential lessons that allow for a deep understanding of each aspect of art:

- Drawing
- Painting and Mixed Media
- Sculpture and 3D
- Craft and Design

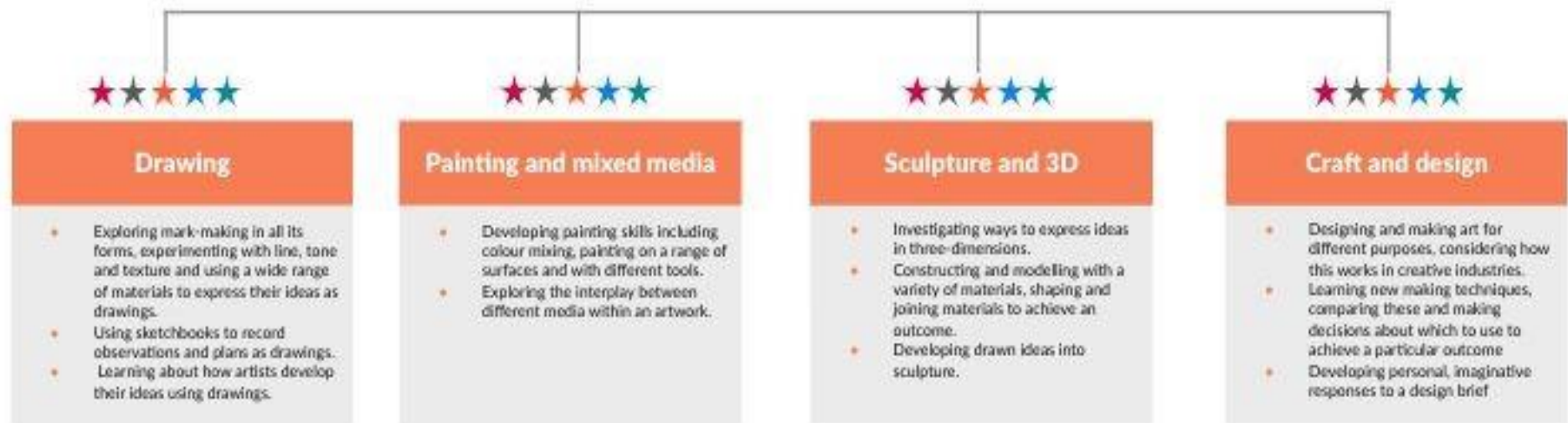
Our art and design units have been designed to ensure that components within each core area of art and design are thoughtfully divided and re-visited across year groups. This strategic repetition facilitates a clear progression of knowledge and skills, enabling teachers at Park Road Academy Primary School to track and measure the development of pupils' artistic skills over time. This structured approach instils confidence in our teachers, leading to enriched learning experiences for our pupils, as they engage with increasingly complex challenges that build upon their foundational understanding.

At Park Road Academy Primary School, we are committed to fostering creativity and autonomy among our pupils. By encouraging experimentation and individual responses, our art and design scheme promotes artistic freedom and self-expression. The integration of sketchbooks as a tool for skill application and idea development further underscores our dedication to nurturing well-rounded artistic growth.

## National curriculum aims for Art and design



## Kapow Primary revised scheme of work



<p>Early Years Foundation Stage (Reception)</p>	<p>Early years outcomes: Prime Areas  Development Matters 2021 statements  Early Learning Goals</p>	<p>Early years outcomes: Specific Areas  Development Matters 2021 statements Early Learning Goals</p>	<p>Characteristics of effective learning</p>
<p><u>Drawing</u></p>	<p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>-Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>-Develop overall body-strength, balance, co-ordination and agility.</li> <li>-Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul> <p><b>-ELG:</b> Fine Motor Skills&gt; Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p><b>-ELG:</b> Fine Motor Skills&gt; Begin to show accuracy and care when drawing.</p>	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>-Explore, use and refine a variety of artistic effects to express ideas and feelings.</li> </ul> <p><b>-ELG:</b> Creating with materials&gt; Safely use and explore a variety of materials, and techniques, experimenting with colour, design, texture, form and function.</p>	<p>✓ Playing and Exploring</p>

# Art and Design Curriculum Overview

## Painting and mixed media

### Physical development

-Develop small motor skills so that they can use a range of tools competently, safely and confidently.

-ELG: Fine Motor Skills> Begin to show accuracy and care when drawing.

-ELG: Use a range of small tools, including scissors, paint brushes and cutlery.

### Expressive Arts and Design

-Explore, use and refine a variety of artistic effects to express ideas and feelings. - Listen attentively, move to and talk about music, expressing their feelings and responses.

-Create collaboratively, sharing ideas, resources and skills.

-ELG: Creating with materials> Safely use and explore a variety of materials, and techniques, experimenting with colour, design, texture, form and function.

-ELG: Creating with materials> Share their creations, explaining the process they have used.

✓ Playing and Exploring

# Art and Design Curriculum Overview

<p>Early Years Foundation Stage (Reception)</p>	<p>Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals</p>	<p>Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals</p>	<p>Characteristics of effective learning</p>
<p><u>Sculpture and 3D</u></p>	<p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>-Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>-Develop overall body-strength, balance, co-ordination and agility.</li> <li>-Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>-ELG: Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>-ELG: Begin to show accuracy and care when drawing</li> </ul>	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>-Explore, use and refine a variety of artistic effects to express ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>-ELG: Creating with materials&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>-ELG: Creating with Materials&gt; Share their creations, explaining the process they have used.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Playing and Exploring</li> </ul>
<p><u>Craft and design</u></p>	<p><b>Physical development</b></p> <ul style="list-style-type: none"> <li>-Develop small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>-ELG: Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>-ELG: Begin to show accuracy and care when drawing</li> </ul>	<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>-Explore, use and refine a variety of artistic effects to express ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>-ELG: Creating with materials&gt; Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Playing and Exploring</li> <li>✓ Active Learning</li> </ul>

# Art and Design Curriculum Overview

Within the EYFS, children are provided with a wealth of opportunities and experiences which may include elements of Art and Design across the year. All themes are subject to change and adaptation depending on the needs and interests of the children.

## Nursery Art and Design Long Term Overview

	What makes me special?	What do I celebrate?	Can you tell me a tale?	What do you see on the Farm?	Who are our helping heroes?	Where shall we travel to?
Nursery*	<p><b>PD:</b></p> <p><u>PE Passport</u></p> <ul style="list-style-type: none"> <li>Dancing / Stability</li> <li>(Gross Motor)</li> <li>Pulling self-up on climbing equipment/using alternate feet.</li> <li>Throwing and catching large balls.</li> <li>Practise cutting using a knife and a fork – can you cut the spaghetti?</li> <li>Moulding materials - playdough owls?</li> <li>Gross Motor Mark Making - Streamers – elephants have wrinkles.</li> <li>Importance of hand washing/ personal hygiene – can you wash the babies? Why do they need to be clean?</li> </ul>	<p><b>PD:</b></p> <p><u>PE Passport</u></p> <ul style="list-style-type: none"> <li>Locomotion / Yoga</li> <li>(Gross Motor)</li> <li>Pulling self-up on climbing equipment/using alternate feet</li> <li>Throwing and catching large balls.</li> <li>Snipping and cutting – can you cut and stick your own celebrate hat?</li> <li>Gross motor mark making – large mark making, colour mixing, streamers, fireworks in the sky.</li> <li>Importance of hand washing/ personal hygiene.</li> <li>Oral Hygiene</li> <li>Making healthy food choices.</li> </ul>	<p><b>PD:</b></p> <p><u>PE Passport</u></p> <ul style="list-style-type: none"> <li>Fine Motor skills. (Fine Motor)</li> <li>I can build, balance and make spaces.</li> <li>Can you build a house for the three little pigs using the different materials?</li> <li>I can build and balance with others.</li> <li>I can mark make – developing a comfortable grip.</li> <li>Using scissors to cut along lines.</li> <li>Importance of hand washing/ personal hygiene.</li> <li>Oral Hygiene</li> <li>Making healthy food choices.</li> <li>Keep myself safe when using equipment.</li> <li>Begin to be independent when putting on my own coat / shoes.</li> </ul> <p><b>EAD:</b></p>	<p><b>PD:</b></p> <p><u>PE Passport</u></p> <ul style="list-style-type: none"> <li>Target Games / Dance – circus (Gross Motor)</li> <li>I can move my body – Hop, skip, jumps</li> <li>Throwing different sized balls.</li> <li>I can throw and catch with a friend.</li> <li>Healthy and 'once in a while' food choices.</li> <li>I can hold my mark making tools with a comfortable grip and developing control.</li> <li>Using scissors to cut along lines.</li> <li>Importance of hand washing/ personal hygiene.</li> <li>Oral Hygiene</li> <li>Making healthy food choices.</li> <li>I can cut with a knife safely - Can you cut up your</li> </ul>	<p><b>PD:</b></p> <p><u>PE Passport</u></p> <ul style="list-style-type: none"> <li>Gymnastics High and Low / Dance – Toys (Gross Motor)</li> <li>I can move my body – Hop, skip, jumps, rolls</li> <li>Working with friends to build and balance.</li> <li>Let's build an emergency vehicle together with the large blocks.</li> <li>I can hold my mark making tools with a comfortable grip and developing control. Using scissors to cut around shapes.</li> <li>Importance of hand washing/ personal hygiene.</li> <li>Oral Hygiene</li> <li>Making healthy food choices.</li> <li>Keep myself safe when using equipment</li> <li>Grow in independence when putting on my own coat / shoes.</li> </ul>	<p><b>PD:</b></p> <p><u>PE Passport</u></p> <ul style="list-style-type: none"> <li>Gymnastics / Dance – Seasons (Gross Motor)</li> <li>I can control my body – balancing on one leg.</li> <li>I can pull myself up on climbing equipment with control/using alternate feet.</li> <li>Working with friends to build and balance.</li> <li>Let's build a boat using the large blocks.</li> <li>I can hold my mark making tools with a comfortable grip and developing control. - Using scissors to cut around shapes.</li> <li>Importance of hand washing/ personal hygiene.</li> <li>Oral Hygiene</li> <li>Making healthy food choices.</li> <li>Keep myself safe when using equipment</li> <li>Grow in independence when putting on my own coat / shoes.</li> </ul>

# Art and Design Curriculum Overview

<ul style="list-style-type: none"> <li>• Oral Hygiene</li> <li>• Making healthy food choices.</li> <li>• Keep myself safe when using equipment</li> </ul> <p><b>EAD:</b></p> <ul style="list-style-type: none"> <li>• Who lives in my home? I can make my home (small world)</li> <li>• What do I look like? - Self-portraits.</li> <li>• I can talk about a colour</li> <li>• Nursery Rhymes - learning new songs.</li> <li>• I can listen to a beat and begin to copy it.</li> <li>• Role play - Home Life.</li> <li>• Listen to the music - talk time / circle time</li> <li>• Pitch Match</li> <li>• Little Wandle Foundation phonics</li> <li>• How does it feel? - Fine motor exploration trays.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep myself safe when using equipment</li> <li>• Begin to be independent when putting on my own coat / shoes.</li> </ul> <p><b>EAD:</b></p> <ul style="list-style-type: none"> <li>• Bonfire Night / fireworks - How do they make you feel? Splatter paintings.</li> <li>• What colours do you see? Can you make them? - colour mixing.</li> <li>• What is a decoration? - celebration decorations</li> <li>• Home Role play-party time</li> <li>• Learning new songs and rhymes - Christmas Songs/ Christmas show</li> <li>• Let's have a celebration (small world)</li> <li>• Listen to the music - talk time / circle time</li> <li>• Pitch Match</li> <li>• Little Wandle Foundation phonics</li> <li>• How does it feel? - Fine motor exploration trays.</li> </ul>	<ul style="list-style-type: none"> <li>• I can tell a tale (small world)</li> <li>• I can tell a tale.</li> <li>• Role play/Investigation area Items from Tales added.</li> <li>• I can move to music, how does it make me feel?</li> <li>• Music and movement</li> <li>• What materials shall I use? Building homes for Three pigs.</li> <li>• Making a mask of our favourite characters?</li> <li>• Listen to the music - talk time / circle time</li> <li>• Pitch Match</li> <li>• Little Wandle Foundation phonics.</li> <li>• How does it feel?</li> <li>• Fine motor exploration trays.</li> </ul>	<p>veg to make a soup?</p> <p><b>EAD:</b></p> <ul style="list-style-type: none"> <li>• Role play /investigation area - On the farm.</li> <li>• What materials will I need?</li> <li>• Clay pots for a bean plant.</li> <li>• Creating animals on the farm.</li> <li>• What will I see on the farm?</li> <li>• Story recall drawing.</li> <li>• I can build and talk.</li> <li>• Farm creations (small world)</li> <li>• Listen to the music - talk time / circle time - Pitch Match</li> <li>• Little Wandle Foundation phonics</li> <li>• How does it feel? - Fine motor exploration trays.</li> </ul>	<p><b>EAD:</b></p> <ul style="list-style-type: none"> <li>• What materials do I need? Create Emergency vehicles.</li> <li>• How can I make a colour? Uses colours for a purpose -</li> <li>• Why are they those colours?</li> <li>• Small world Create Tray - emergency services / who helps you?</li> <li>• I can talk about what I have heard. Talk time / circle time</li> <li>• Pitch Match</li> <li>• I can make sounds with instruments. Siren beat.</li> <li>• Little Wandle Foundation phonics</li> <li>• How does it feel? - Fine motor exploration trays.</li> </ul>	<p><b>EAD:</b></p> <ul style="list-style-type: none"> <li>• Can we make something to travel around the world? Building (large and small construction) pirate ship/car/aeroplane/train.</li> <li>• Where shall we go? (small world)</li> <li>• Look and Draw - draw what you see. Scenes from under the sea/around the world.</li> <li>• I can choose my materials.</li> <li>• I can talk about what I have heard - Talk time / circle time.</li> <li>• Pitch Match</li> <li>• Talking like a pirate.</li> <li>• Let's learn a sea shanty.</li> <li>• Let's create our own sea shanties.</li> <li>• Who will we be?</li> <li>• Role play investigation - let's be an explorer. What will we explore in?</li> </ul>
---	---	--	---	--	---

# Art and Design Curriculum Overview

## Reception Art and Design Long Term Overview

<b>Reception*</b>	<p style="text-align: center;"><b>Who am I? Who lives around me?</b></p> <p><b>PD:</b></p> <ul style="list-style-type: none"> <li>Develop the skills needed to get through the school day e.g. lining up</li> <li>Oral Hygiene and losing my first teeth.</li> <li>Knowing what is good for me: sleep, balanced diet.</li> <li>Revise and use fundamental movement skills</li> </ul> <p><u>PE Passport</u></p> <ul style="list-style-type: none"> <li>Yoga</li> <li>Fine Motor Skills</li> <li>Locomotion 2</li> </ul> <p><b>EAD:</b></p> <ul style="list-style-type: none"> <li>Explore the use of colour and design</li> <li>Creative show time: talk about designs/share ideas</li> </ul> <p><u>Throughout the year:</u></p> <ul style="list-style-type: none"> <li>Perform songs/rhymes</li> <li>Pitch Matching and following the melody</li> <li>Children will be encouraged to return and build on previous learning</li> <li>Children to be immersed in</li> </ul>	<p style="text-align: center;"><b>Where will my imagination take me?</b></p> <p><b>PD:</b></p> <ul style="list-style-type: none"> <li>Use core muscle strength to achieve good posture (start to develop handwriting posture)</li> </ul> <p><u>PE Passport</u></p> <ul style="list-style-type: none"> <li>Fine motor skills</li> <li>Object Manipulation 1</li> </ul> <p><b>EAD:</b></p> <ul style="list-style-type: none"> <li>Make use of props and materials in the role play area to re-create well known stories</li> <li>Perform songs and stories</li> <li>Pitch Matching and following the melody</li> <li>Children will create collaboratively - Christmas Performance</li> </ul>	<p style="text-align: center;"><b>What happens in our world?</b></p> <p><b>PD:</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely</li> <li>Use a range of tools effectively</li> <li>Begin to make more fluent movements in skills they have already acquired e.g. rolling, skipping, jumping etc.</li> </ul> <p><u>PE Passport</u></p> <ul style="list-style-type: none"> <li>Fundamental Movement and Skills</li> <li>Net and Wall Games Skill 1</li> </ul> <p><b>EAD:</b></p> <ul style="list-style-type: none"> <li>Explore the use of tools, materials and techniques.</li> </ul>	<p style="text-align: center;"><b>Do I want to be a knight? How did people from the past get around?</b></p> <p><b>PD:</b></p> <ul style="list-style-type: none"> <li>Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.</li> </ul> <p><u>PE Passport</u></p> <ul style="list-style-type: none"> <li>Stability 2</li> </ul> <p><b>EAD:</b></p> <ul style="list-style-type: none"> <li>Invent and adapt stories through their role play and small world play</li> <li>Create and adapt designs</li> </ul>	<p style="text-align: center;"><b>Where do animals live? Are Minibeasts like me? How does your garden grow?</b></p> <p><b>PD:</b></p> <ul style="list-style-type: none"> <li>Demonstrate different ways of moving</li> <li>Confidently and safely use small and large apparatus independently and in small groups</li> </ul> <p><u>PE Passport-</u></p> <ul style="list-style-type: none"> <li>Gymnastics</li> <li>Striking and Fielding Games Skill 1</li> <li>Athletics</li> <li>Invasion Games Skills 1</li> </ul> <p><b>EAD:</b></p> <ul style="list-style-type: none"> <li>Perform poems</li> <li>Explore the use of tools, textures, colour, form/function and share designs etc.</li> <li>Children will create collaboratively - Class Assembly</li> </ul>	<p style="text-align: center;"><b>Do I want to be a pirate?</b></p> <p><b>PD:</b></p> <ul style="list-style-type: none"> <li>Use a range of small tools effectively</li> <li>Develop a fast, accurate and efficient handwriting style.</li> </ul> <p><u>PE Passport -</u></p> <ul style="list-style-type: none"> <li>Dance</li> <li>Target Games 1</li> </ul> <p><b>EAD:</b></p> <ul style="list-style-type: none"> <li>Invent and adapt stories through their role play and small world play</li> <li>Confidently, safely and independently explore colour, texture, form and function.</li> <li>Creative Showtime: Talking about the process they have used.</li> </ul>

# Art and Design Curriculum Overview

<p>music, listening, responding, expressing their feelings and moving.</p> <ul style="list-style-type: none"><li>• Explore the use of tools, textures, colour, form/function and share designs etc.</li></ul>					
---	--	--	--	--	--

# Art and Design Curriculum Overview

<p><b>Key Stage 1 - National curriculum Art and design content</b> Pupils should be taught:</p>	<p><b>Kapow Primary units</b> Key stage 1 - Year 1</p>		
	<p><b>Drawing</b></p>	<p><b>Painting and mixed media</b></p>	<p><b>Sculpture and 3D</b></p>
	<p>Make your mark</p>	<p>Colour splash</p>	<p>Paper play</p>
<p>To use a range of materials creatively to design and make products.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

## Art and Design Curriculum Overview

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



# Art and Design Curriculum Overview

## Key Stage 1 - National curriculum Art and design content

Pupils should be taught:

### Kapow Primary units

Key stage 1 - Year 2

Drawing

Painting and mixed media

Sculpture and 3D

Tell a story

Life in colour

Clay houses

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.

✓

✓

✓

# Art and Design Curriculum Overview

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	✓	✓	✓
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.	✓	✓	✓

# Art and Design Curriculum Overview

Key Stage 2 - National curriculum Art and design content Pupils should be taught:	Kapow Primary units Key stage 1 - Year 3		
	Drawing	Sculpture and 3D	Craft and design
	Growing artists	Abstract shape and space	Ancient Egyptian scrolls
To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	✓	✓	✓
To create sketch books to record their observations and use them to review and revisit ideas	✓	✓	✓
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]	✓	✓	✓

# Art and Design Curriculum Overview

About great artists, architects and designers in history.



**Key Stage 2 - National curriculum Art and design content**

Pupils should be taught:

**Kapow Primary units**

Key stage 1 - Year 4

# Art and Design Curriculum Overview

	Drawing	Painting and mixed media	Craft and design
	Power prints	Light and dark	Fabric of nature
To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	✓	✓	✓
To create sketch books to record their observations and use them to review and revisit ideas.	✓	✓	✓
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].	✓	✓	✓
About great artists, architects and designers in history.	✓	✓	✓

# Art and Design Curriculum Overview

## Key Stage 2 - National curriculum Art and design content

Pupils should be taught:

To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

To create sketch books to record their observations and use them to review and revisit ideas.

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].

## Kapow Primary units

Key stage 1 - Year 5

Drawing	Painting and mixed media	Sculpture and 3D
I need space	Portraits	Interactive installation
✓	✓	✓
✓	✓	✓
✓	✓	✓

# Art and Design Curriculum Overview

About great artists, architects and designers in history.



## Key Stage 2 - National curriculum Art and design content

Pupils should be taught:

### Kapow Primary units

Key stage 1 - Year 6

	Kapow Primary units		
	Drawing	Sculpture and 3D	Craft and design
	Make my voice heard	Making memories	Photo opportunity
To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	✓	✓	✓
To create sketch books to record their observations and use them to review and revisit ideas.	✓	✓	✓
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].	✓	✓	✓

# Art and Design Curriculum Overview

About great artists, architects and designers in history.

