



ART & DESIGN CURRICULUM

Long-Term Overview

A curriculum for creative confidence, visual literacy, technical skill and personal expression.

Park Road Academy uses Kapow Primary as its scheme of work and curriculum spine. The curriculum is deliberately sequenced from exploratory mark-making and material play in EYFS to increasingly independent research, experimentation, technical control, cultural understanding, evaluation and personal response by Year 6.

The overview combines statutory curriculum entitlement with enrichment, cultural capital, careers education, inclusion, purposeful creative experiences and responsible use of resources.

CURRICULUM DESIGN

Progressive Kapow curriculum, sketchbook development and assessment.

ENRICHMENT

The Big Draw Festival • weekly Tactile Arts specialist club (Years 1–6) • competitions • artist visits and workshops • galleries, museums and exhibitions.

CULTURAL CAPITAL

Diverse artists, makers, designers, visual cultures, heritage and public art.

BRITISH VALUES

Creative voice, identity, respectful critique, cultural understanding and community.

INCLUSION

Adaptive tools, processes and equitable creative access with high ambition.

CAREERS

Visible routes into art, design, illustration, photography, textiles, media and heritage.

SPECIALISTS

Weekly Tactile Arts specialist provision (Years 1–6), local artist visits and workshops, and purposeful input from creative practitioners.

SUSTAINABILITY

Responsible materials, reuse, resource care and environmentally aware creative choices.

EYFS FOUNDATIONS Mark-making • colour • pattern • texture • form • sensory exploration • fine-motor control • creative confidence	KS1 DEVELOP & APPLY Line • shape • colour mixing • tone • texture • paper • clay • observation • simple sketchbook reflection	LOWER KS2 REFINE & CONNECT Drawing control • cultural craft • proportion • light & dark • textiles • 3D space • research • annotation	UPPER KS2 EXPRESS & RESOLVE Depth • emotion • installation • portraiture • photography • perspective • symbolism • critique • curation
INTENT Every pupil develops creative confidence, visual literacy and technical knowledge; experiences drawing, painting, sculpture, craft and design; encounters diverse artists and cultures; and understands how art communicates identity, ideas and meaning.	IMPLEMENTATION Kapow Primary provides the curriculum spine. Teachers model looking, vocabulary, techniques and safe practice; pupils research, experiment, record, select, make, reflect and refine through purposeful sketchbook and practical work.	IMPACT Pupils know more, can do more and remember more. They use formal elements and materials with increasing control, discuss artists and contexts, make independent choices, justify refinements and produce resolved work ready for secondary Art and Design.	
INCLUSION Tools, scale, materials, communication, pace, modelling and recording are adapted where needed. Success includes observation, experimentation, control, creativity, personal response, problem-solving and reflection.	ASSESSMENT Formative assessment uses observation, questioning, sketchbooks, annotations, practical outcomes, discussion and critique. At the end of every half term, teachers assess achievement of the relevant Kapow objectives and record pupils' attainment on FFT. This supports next-step planning and whole-school monitoring of progress.	CULTURAL CAPITAL Pupils encounter artists, craft makers, designers, photographers, visual cultures, architecture, museums, galleries, public art and community contexts that extend experience beyond what may be available independently.	

BUILD

Secure exploratory habits, formal-element knowledge and practical foundations before increasing technical and conceptual demand.

REVISIT

Return to line, colour, tone, texture, form, space, pattern and composition through new media, artists and contexts.

REFINE

Use observation, feedback, vocabulary and evaluation to improve control, decision-making, composition and meaning.

RESOLVE

Increase independence, intention, personal response, problem-solving, critique and purposeful presentation.

DRAWING

Line • shape • mark • observation • tone • texture • form • proportion • perspective • composition

SCULPTURE & 3D

Form • structure • joining • clay • relief • positive/negative space • installation • assemblage

GENERATING IDEAS & SKETCHBOOKS

Observe • research • experiment • annotate • test • plan • develop • prototype • intention

EVALUATION & VOCABULARY

Describe • compare • explain • analyse • feedback • critique • justify • refine • subject language

PAINTING & MIXED MEDIA

Colour • primary/secondary • tint • shade • brushwork • print • collage • layering • contrast

CRAFT & DESIGN

Pattern • motif • textiles • printmaking • cultural craft • photography • surface • audience • purpose

ARTISTS, CULTURE & CONTEXT

Artists • designers • makers • heritage • culture • influence • viewpoint • identity • meaning

CREATIVE INDEPENDENCE & SAFE PRACTICE

Select • control • adapt • solve • collaborate • organise • care for tools • resolve • curate

EYFS Long-Term Curriculum Map

Build curiosity, confidence and creative expression. Children explore materials, develop control, make purposeful choices, talk about art and revisit ideas through meaningful play.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	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?
Reception	Who am I? / Who lives around me?	Where will my imagination take me?	What happens in our world?	Do I want to be a knight? / How did people from the past get around?	Where do animals live? / Are Minibeasts like me? / How does your garden grow?	Do I want to be a pirate?

ENRICHMENT OPPORTUNITIES

The Big Draw Festival (October) • local artist visit • self-portrait studio • autumn leaf printing • celebration crafts • storytelling and puppets • farm/nature art • community posters • imagination day • recycled-material sculpture • museum/transport workshop • minibeast drawing • pirate installation • International Week

CAREERS MADE VISIBLE

Artist • Illustrator • Event Decorator • Craft Artist • Book/Puppet/Toy Designer • Nature/Wildlife Artist • Poster/Community Artist • Photographer • Animator • Game Designer • Museum/Vehicle/Garden/Set Designer • Map Designer

PROGRESSION EMPHASIS

Explore line, colour, shape, pattern, texture and form; develop fine-motor control; choose and combine materials; communicate ideas; notice artists and effects; test, talk about and improve work with growing independence.

04

KS1 Long-Term Curriculum Map

Develop control and intention. Pupils use drawing, painting, mixed media and 3D processes, begin to use sketchbooks purposefully and explain simple artistic choices and improvements.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Drawing: Exploring line & shape	Drawing: Exploring line & shape	Painting: Learning about paint and brush control	Painting: Learning about paint and brush control	Sculpture and 3D: Paper play	Sculpture and 3D: Paper play
Year 2	Drawing: Understanding tone and texture	Drawing: Understanding tone and texture	Painting and mixed media: Colour mixing	Painting and mixed media: Colour mixing	Sculpture and 3D: Clay houses	Sculpture and 3D: Clay houses

ENRICHMENT

The Big Draw Festival (October) • weekly Tactile Arts specialist after-school club • local artist visit • architecture and line walk • Christmas card design • Holi/carnival colour workshop • collaborative mural • paper engineering exhibition • texture/rubbing trail • illustrator visit • local artists/seasonal mixed media • local building walk • clay-house family exhibition

CAREERS MADE VISIBLE

Illustrator • Graphic Designer • Concept Artist • Fine Artist/Painter • Mixed Media Artist • Textile Designer • Sculptor • Model Maker • Product Designer • Comic/Storyboard Artist • Set/Interior Designer • Ceramic Artist/Potter • Architect

PROGRESSION EMPHASIS

Build from EYFS exploration into increasingly controlled line, shape, colour, tone, texture and form. Pupils use sketchbooks to test and plan, learn secure paper/clay processes, compare artists and begin to select, explain and refine choices.

05

LKS2 Long-Term Curriculum Map

Refine and connect techniques, formal elements and context. Pupils research, annotate and develop ideas, improve technical control and justify creative choices with increasing independence.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Drawing: Developing drawing skills	Drawing: Developing drawing skills	Craft and design: Ancient Egyptian scrolls	Craft and design: Ancient Egyptian scrolls	Sculpture and 3D: Abstract shape and space	Sculpture and 3D: Abstract shape and space
Year 4	Drawing: Exploring Tone, Texture and Proportion	Drawing: Exploring Tone, Texture and Proportion	Painting and mixed media: Light and dark	Painting and mixed media: Light and dark	Craft and design: Fabric of nature	Craft and design: Fabric of nature

ENRICHMENT OPPORTUNITIES

The Big Draw Festival (October) • weekly Tactile Arts specialist after-school club • local artist visit • botanical/museum sketching • World Book Day illustration • Egyptian museum/virtual gallery • papyrus class • sculpture trail/grounds installation • portrait/proportion workshop • Remembrance tonal art • light-and-shadow gallery • lantern designs • nature walk • textile printing and sustainable fashion showcase

CAREERS MADE VISIBLE

Visual/Fashion/Scientific Illustrator • Museum/Heritage/Archaeological Illustrator • Graphic Designer • Installation/Spatial/Exhibition Designer • Printmaker • Surface Pattern/Textile Print Designer • Painter/Fine Artist • Lighting/Digital Artist • Textile/Fashion/Sustainable Designer

PROGRESSION EMPHASIS

Use sketchbooks to research, annotate, test and develop. Refine drawing, tone, texture, proportion, colour and form; connect making to culture, heritage and design; explore textiles and 3D space; compare influences and make reasoned refinements.

UKS2 Long-Term Curriculum Map

Express, communicate and resolve. Pupils sustain ideas, select media for intention, analyse context and audience, critique precisely and present increasingly independent outcomes ready for secondary Art and Design.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Drawing: Depth, Emotion and Movement	Drawing: Depth, Emotion and Movement	Sculpture and 3D: Interactive installation	Sculpture and 3D: Interactive installation	Painting and mixed media: portraits	Painting and mixed media: portraits
Year 6	Drawing: Expressing ideas	Drawing: Expressing ideas	Craft and design: Photo opportunity	Craft and design: Photo opportunity	Sculpture and 3D: Making memories	Sculpture and 3D: Making memories

ENRICHMENT OPPORTUNITIES

The Big Draw Festival (October) • weekly Tactile Arts specialist after-school club • local artist visit • Year 5 digital photography competition • Year 6 specialist workshop with the local artist • drama-and-drawing movement • comic/animation storyboard • interactive exhibition • sensory installation • portrait photography/community portraits • campaign posters/school mural • street/public art visit • photography walk • digital exhibition • leavers'

CAREERS MADE VISIBLE

Scientific Illustrator • Concept Artist • Animator • Installation/Experience/Museum Exhibition Designer • Portrait/Character/Digital Artist • Editorial/Political Illustrator • Campaign/Advocacy Designer • Mural/Street Artist • Photographer • Photo Editor • Visual Journalist • Public/Community Artist

PROGRESSION EMPHASIS

Develop sustained personal responses. Use depth, emotion, perspective, scale, symbolism, portraiture, installation, photography and assemblage purposefully. Research independently, justify choices, respond to critique, solve problems and curate resolved work.

Progression at a Glance

A concise inspection-facing view of increasing artistic sophistication

Progression thread	EYFS	KS1	Lower KS2	Upper KS2 / End Point
Generating ideas & sketchbooks	Explores ideas through play, stories and talk; tries materials and revisits work.	Uses sketchbooks to observe, test, plan, select and improve ideas.	Researches, annotates, experiments and develops ideas through studies and alternatives.	Works independently from visual research to a clear intention; synthesises sources, edits and resolves.
Drawing	Explores marks, lines, shapes and detail with growing control.	Uses line, shape, tone and texture intentionally; observes closely and refines.	Develops observation, shading, composition, proportion and control across varied drawing processes.	Uses depth, movement, perspective, scale, proportion and symbolism to communicate a viewpoint.
Painting & mixed media	Explores colour mixing, brushes, printing, collage and layering.	Mixes colour with growing accuracy and combines paint, print and collage for purpose.	Uses palette, tints, shades, tonal contrast, brushwork and mixed-media surfaces with increasing control.	Selects and combines colour, paint, collage and photographic media to communicate identity, mood or message.
Sculpture & 3D	Shapes, joins, builds and balances simple 3D forms.	Transforms paper and clay using secure joins, structure and purposeful surface detail.	Explores abstract form, relief, structure, scale and positive/negative space.	Plans installation and assemblage for a viewer; uses symbolism, site, scale and curation purposefully.
Craft & design	Explores pattern, printing, textiles, collage and decorative purpose.	Uses pattern, motif, surface and selected materials to communicate a simple intention.	Connects art to culture and design through scrolls, motifs, repeats, textiles and surface processes.	Uses printmaking, photography, viewpoint, editing and presentation for purpose and audience.
Artists, context & evaluation	Notices artists, materials and effects; talks about preferences and choices.	Compares artists, makers and designers; describes techniques and identifies justified improvements.	Explains how culture, context and influence shape art; justifies choices and refinements.	Analyses intention, impact and interpretation; critiques, credits influence, curates and evaluates independently.

CAREERS ARE WOVEN THROUGH THE CURRICULUM - NOT ADDED AS A SEPARATE EVENT

PARK ROAD Kapow units • sketchbooks • exhibitions • artist studies • workshops • museums/galleries • public art • photography • community projects	SECONDARY KS3 Art & Design • creative clubs • gallery visits • exhibitions • photography/media/textiles/DT links • portfolio building	14–16 GCSE Art & Design / Fine Art / Graphic Communication / Photography / Textiles / Design Technology where offered	POST-16 A Level Art / Fine Art / Photography / Textiles / Graphics • Level 3 Art & Design / Creative Media • apprenticeships	CAREER ENTRY Foundation Art & Design • degree / degree apprenticeship • specialist training • portfolio • freelance / studio / agency / heritage employment
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Routes vary by role and provider. The pathway cards below show credible examples rather than a single compulsory route.

ILLUSTRATOR**Curriculum link:** drawing, observation, narrative, visual communication**ROUTE** School art and sketchbooks → GCSE Art & Design → A Level Art / BTEC Art & Design → BA (Hons) Illustration → optional MA / specialist portfolio → illustration work.**FINE ARTIST / PAINTER****Curriculum link:** drawing, painting, mixed media, personal response and exhibition**ROUTE** School art practice → GCSE Art & Design → A Level Art / BTEC Fine Art → BA (Hons) Fine Art → optional postgraduate study, studio practice, commissions and exhibitions.**CERAMIC ARTIST / POTTER****Curriculum link:** clay, form, surface, design and craft**ROUTE** Clay and 3D work → GCSE Art & Design → A Level Art / BTEC Ceramics → BA (Hons) Ceramics / Craft → studio pottery, product, teaching or specialist maker routes.**GRAPHIC DESIGNER****Curriculum link:** visual communication, typography, layout, campaign work**ROUTE** School art and design projects → GCSE Art & Design → A Level Art / BTEC Graphic Design → BA (Hons) Graphic Design or higher apprenticeship → agency, in-house or freelance design.**SCULPTOR****Curriculum link:** form, structure, materials, installation and spatial thinking**ROUTE** 3D and sculpture experiences → GCSE Art & Design → A Level Art / BTEC Fine Art → BA (Hons) Fine Art / Sculpture → studio, public-art, exhibition or commission-based practice.**TEXTILE DESIGNER****Curriculum link:** pattern, motif, print, colour, fabric and sustainable design**ROUTE** Textile and pattern projects → GCSE Art & Design / Textiles → A Level Textiles / BTEC Fashion & Textiles → BA (Hons) Textile / Surface Pattern Design → design employment or freelance practice.

PHOTOGRAPHER**Curriculum link:** composition, viewpoint, light, portraiture, editing and visual storytelling**ROUTE** Photography experiences → GCSE Art / Photography → A Level Photography / Level 3 Creative Media → BA (Hons) Photography or apprenticeship → studio, editorial, commercial or freelance work.**INSTALLATION / EXHIBITION DESIGNER****Curriculum link:** space, scale, audience, curation and interactive experience**ROUTE** 3D and installation projects → GCSE Art & Design → A Level Art / Design → BA (Hons) Fine Art, Exhibition, Spatial or Experience Design → galleries, museums, events or studios.**COMMUNITY / PUBLIC ARTIST****Curriculum link:** identity, place, collaboration, murals and socially engaged practice**ROUTE** Collaborative/public-art projects → GCSE Art & Design → A Level Art → BA (Hons) Fine Art / Community Arts → commissions, community organisations, councils, charities or freelance practice.**ANIMATOR / CONCEPT ARTIST****Curriculum link:** drawing, character, movement, storyboarding and imaginative worlds**ROUTE** Drawing and storyboard projects → GCSE Art & Design → BTEC Creative Media / Animation or A Level Art → BA (Hons) Animation, Games Art or Concept Art → studio / games / film roles.**ARCHITECT****Curriculum link:** observation, proportion, spatial design, model-making and visual communication**ROUTE** Art, drawing and model-making → GCSE Art & Maths → A Levels / equivalent → BA (Hons) Architecture → MArch and professional practice requirements → architect.**MUSEUM / HERITAGE ILLUSTRATOR****Curriculum link:** historical research, artefacts, visual explanation and interpretation**ROUTE** Museum/heritage projects → GCSE Art & Design → A Level Art → BA (Hons) Illustration, Art History or Archaeology → specialist portfolio / optional postgraduate study → heritage and interpretation roles.

SPECIALIST PROVISION

Pupils benefit from purposeful specialist input. A weekly Tactile Arts specialist after-school club is available to Years 1–6. The school also welcomes a local practising artist, with Year 6 receiving a specialist workshop. Wider input from illustrators, photographers and gallery/museum educators enriches units and models authentic creative practice.

GALLERIES, HERITAGE & PUBLIC ART

Local architecture walks, museums, virtual galleries, street/public art, historical artefacts and exhibitions connect classroom making to real places, collections, audiences and cultural contexts.

ENRICHMENT & EXHIBITION

The Big Draw Festival is a whole-school annual event each October for Nursery to Year 6. Art walks, collaborative murals and installations, cultural projects, class museums, family exhibitions and external opportunities – including a Year 5 digital photography competition – provide authentic purposes and audiences for creative work.

BRITISH VALUES & CHARACTER

Democracy through creative voice and peer critique; individual liberty through personal expression and choice; mutual respect through diverse artists, cultures and interpretations; responsibility through safe and ethical practice.

SUSTAINABILITY

Reuse and repurpose materials; make thoughtful choices about waste, durability and sourcing; care for tools and resources; explore natural and recycled media; connect textile and design work to sustainable practice.

SUBJECT LEADERSHIP

Triangulate curriculum planning, sketchbooks and outcomes, lesson visits, pupil voice, vocabulary, half-termly FFT assessment against Kapow objectives, enrichment and staff confidence. Review participation and access and address barriers to equitable creative opportunity.

CURRICULUM This overview • Kapow Primary units • progression • National Curriculum mapping • EYFS links • vocabulary	TEACHING Lesson visits • modelling • artist/context knowledge • vocabulary • sketchbook practice • adaptive teaching • pupil application
ASSESSMENT Kapow objectives • half-termly FFT assessment records • questioning • sketchbooks • practical outcomes • annotations • evaluation • remembered knowledge • feedback and next steps	INCLUSION Adaptive tools/materials/processes • SEND support • equitable enrichment access • ambitious outcomes • pupil voice
SKETCHBOOKS & OUTCOMES Research • observation • material tests • technique practice • development • refinement • resolved outcomes	ENRICHMENT The Big Draw Festival • Tactile Arts specialist club • digital photography competition • artist visits/workshops • galleries/museums • exhibitions • collaborative and community projects
SPECIALISTS Weekly Tactile Arts provision • local artist visit and Year 6 specialist workshop • visitor arrangements • safeguarding • curriculum relevance • quality assurance • authentic creative practice	CAREERS Curriculum-linked roles • pathway cards • creative industries • portfolio awareness • real-world connections
SUSTAINABILITY Resource reuse • materials stewardship • natural/recycled media • sustainable design • ethical and responsible choices	GOVERNANCE Subject monitoring • FFT assessment analysis • action planning • CPD • resource review • inclusion/enrichment oversight • curriculum review

BY THE END OF YEAR 6

Pupils leave Park Road Academy as increasingly knowledgeable, skilful and reflective artists and designers. They can generate and develop ideas through research and sketchbooks; use drawing, painting and mixed media, sculpture and 3D, craft and design, print and photography with increasing control; analyse artists, designers and visual cultures; use formal elements and subject language accurately; make independent choices, solve practical problems, respond to critique and curate resolved work; and recognise Art and Design as part of culture, community, personal expression and future aspiration.