

Combined long-term plan

A combined long-term plan for schools who alternate between the subjects of **Art and design** and **Design and technology**.
This combined plan contains lessons from the **original Art and Design scheme or work (pre - September 2022)**

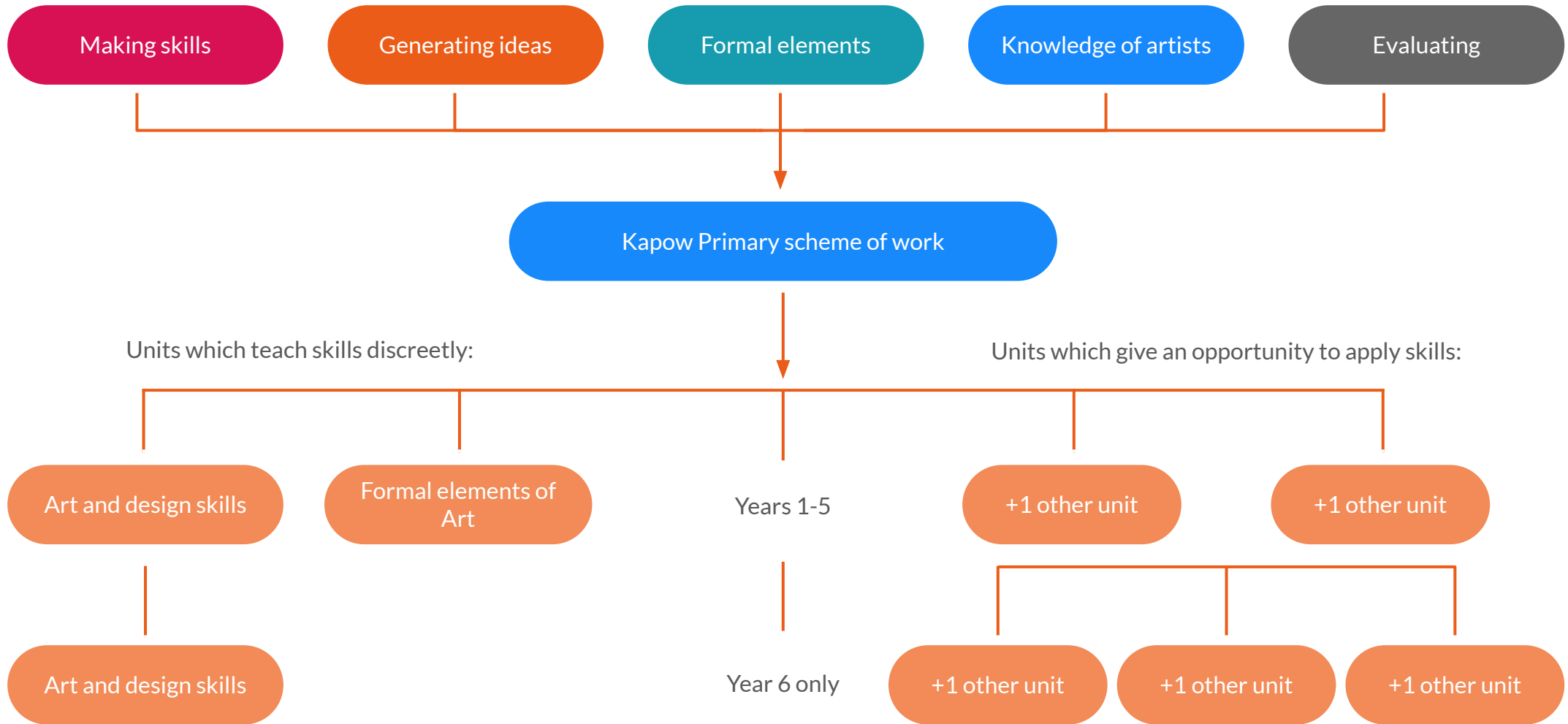
Please refer to the [Original Art and design scheme: Long-term plan](#) and [Design and technology: Long-term plan](#) for further information on the curriculum design for these subjects.

N.B. This document is regularly updated to reflect changes to our content. This version was created on 28.09.2022
Please click [here](#) to download the latest version.

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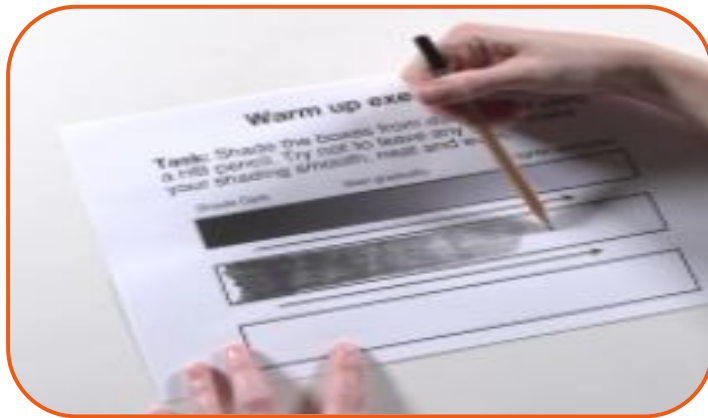
How is the Kapow Primary original Art and design scheme of work organised?



Why have we chosen to include these **Art and design** units?

For this combined plan, we have suggested retaining the three units per year group that give the best overall skills coverage when combined with the Design and technology units.

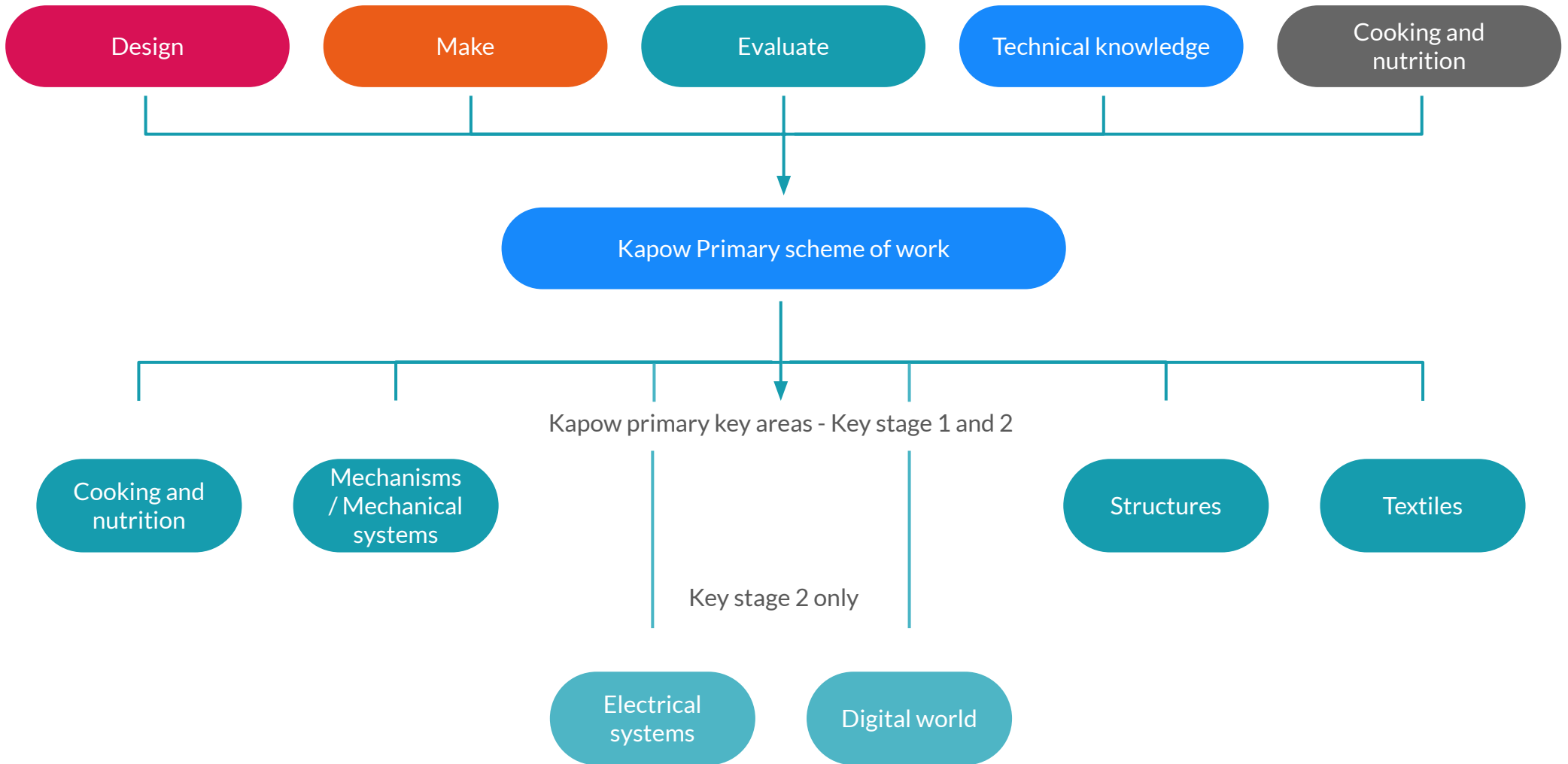
We have tried to ensure there is a balance between those lessons in which pupils' skills are developed in a discrete way, for example those in the **Art and design skills** and **Formal elements of Art** units, and those units which offer pupils opportunities to apply their skills towards more creative outcomes.



Because our Art and design units are designed to take five lessons, we have also included some suggestions for stand alone lessons which you could use if you find that you have lessons 'to spare.' Please note that the skills from these stand alone lessons are **not** included in this progression of skills document.

How is the Design and technology scheme of work organised?

National Curriculum guidance



Why have we chosen to include these Design and technology units?

For Design and technology, we had to make some difficult decisions about which units to include and which to omit. We have carefully selected units to ensure gradual progression towards the National curriculum end of key stage attainment targets and to cover all of the five strands shown below in enough detail.



Some key areas appear less frequently than others, for example Textiles, and this is deliberate. The National curriculum statements below show that working with textiles is only a small element of the Make strand and many of the making techniques covered in our Textiles units are also covered with a range of materials in other units, such as the use of templates, modelling, measuring and marking out, cutting, shaping and joining.

Make (KS1)	Make (KS2)
select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Similarly in Year 2, the coverage of key areas is deliberately imbalanced as there are two Mechanisms units. This is because there is strong progression between the Y1 Structures: Constructing a windmill and the Y2 Mechanisms: Fairground wheel and then again with the Y2 Mechanisms: Making a moving monster. To omit one of these units would negatively impact on the progression.

Because our Design and technology units are designed to take four lessons, we have also included some suggestions for stand alone lessons which you could use if you find that you have lessons 'to spare.' Please note that the skills and knowledge from these stand alone lessons is **not** included in this progression of skills and knowledge.

As our units have fewer than 6 lessons, we have made some suggestions for Art and DT lessons which can be taught as standalone lessons if you have time allows.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Stand alone lessons
Y1	Design and technology	Art and design	Design and technology	Art and design	Design and technology	Art and design	Art and design
	Structures: Constructing windmills (4 lessons)	Art and design skills (5 lessons)	Textiles: Puppets (4 lessons)	Formal elements of art (5 lessons)	Food: Fruit and vegetables (4 lessons)	Landscapes using different media (5 lessons)	<ul style="list-style-type: none"> >Snail sculptures >Junk model animals >Natural materials collage
Y2	Art and design	Design and technology	Art and design	Design and technology	Art and design	Design and technology	Design and technology
	Formal elements of art (5 lessons)	Structures: Baby bear's chair (4 lessons)	Sculpture and mixed media (5 lessons)	Mechanisms: Fairground wheel (4 lessons)	Art and design skills (6 lessons)	Mechanisms: Making a moving monster (4 lessons)	<ul style="list-style-type: none"> >Hidden sugars in drinks
Y3	Design and technology	Art and design	Design and technology	Art and design	Design and technology	Art and design	Art and design
	Food: Eating seasonally (4 lessons)	Prehistoric art (5 lessons)	Digital world: Electronic charm (4 lessons)	Formal elements of art (5 Lessons)	Structures: Constructing a castle (4 lessons)	<p>Craft (Lessons 1, 2, 3, 4 only)</p> <p>Art and design skills (Lessons 2 and 3 only)</p>	<p>Puppets (choose one from Lessons 4, 5 or 6))</p> <ul style="list-style-type: none"> >Drawing: My toy story
							<p>Design and technology</p> <ul style="list-style-type: none"> >Cross-stitch and appliqué >Exploring pneumatics >Designing a pneumatic toy

As our units have fewer than 6 lessons, we have made some suggestions for Art and DT lessons which can be taught as standalone lessons if time allows.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Stand alone lessons
Y4	Art and design Art and design skills (6 lessons)	Design and technology Structure: Pavilions (4 lessons)	Art and design Formal elements art (Lessons 1, 2, 3, 4 only)	Design and technology Mechanical systems: Making a slingshot car (4 lessons)	Art and design Every picture tells a story (5 lessons)	Design and technology Electrical systems: Torches (4 lessons)	Art and design Sculpture (either Lesson 1 OR 2 and Lessons 3 and 4)
							Design and technology > Following a recipe > Evaluating fastenings
Y5	Design and technology Electrical systems: Doodlers (4 lessons)	Art and design Formal elements of art: Architecture (5 lessons)	Design and technology Mechanical systems: Making a pop-up book (4 lessons)	Art and design Every picture tells a story (5 lessons)	Design and technology Food: What could be healthier? (4 lessons)	Art and design Design for a purpose (5 lessons)	Art and design Art and design skills (Lessons 1, 2 and 6 only)
Y6	Art and design Photography (Lessons 2, 3, 4, 5 only)	Design and technology Textiles: Waistcoats (4 lessons)	Art and design Make my voice heard (5 lessons)	Design and technology Structure: Playgrounds (4 lessons)	Art and design Still life (5 lessons)	Design and technology Digital world: Navigating the world (4 lessons)	Art and design Art and design skills (Lessons 1, 2, 3 and 5 only)

	Year 1	Year 2
Autumn 1	<p><u>Structures: Constructing windmills</u> (4 lessons) Designing, decorating and building a windmill for their mouse client to live in, developing an understanding of different types of windmill, how they work and their key features.</p>	<p><u>Formal elements of art</u> (5 lessons) 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>
Autumn 2	<p><u>Art and design skills</u> (5 lessons) 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>Structures: Baby bear's chair</u> (4 lessons) Using the tale of Goldilocks and the Three Bears as inspiration, children help 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 strong.</p>
Spring 1	<p><u>Textiles: Puppets</u> (4 lessons) Exploring different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairytale. Children work to develop their technical skills of cutting, glueing, stapling and pinning.</p>	<p><u>Sculpture and mixed media</u> (5 lessons) 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>
Spring 2	<p><u>Formal elements of art</u> (5 lessons) 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>Mechanisms: Fairground wheel</u> (4 lessons) Designing and creating their own Ferris wheels, considering how the different components fit together so that the wheels rotate and the structures stand freely. Pupils select appropriate materials and develop their cutting and joining skills</p>
Summer 1	<p><u>Food: Fruit and vegetables</u> (4 lessons) Handling and exploring fruits and vegetables and learning how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make a design packaging for.</p>	<p><u>Art and design skills</u> (6 lessons) Replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing weaving skills, the manipulation of clay and experimenting with brush strokes.</p>
Summer 2	<p><u>Landscapes using different media</u> (5 lessons) 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>Mechanisms: Making a moving monster</u> (4 lessons) After learning the terms; pivot, lever and linkage, children design a monster which will move using a linkage mechanism. Children practise making linkages of different types and varying the materials they use to bring their monsters to life.</p>

	Year 3	Year 4
Autumn 1	<p><u>Food: Eating seasonally</u> (4 lessons) Discovering when and where fruits and vegetables are grown. Learning about seasonality in the UK and the relationship between the colour of fruits and vegetables and their health benefits by making three dishes.</p>	<p><u>Art and design skills</u> (6 lessons) 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>
Autumn 2	<p><u>Prehistoric art</u> (5 lessons) 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>Structure: Pavilions</u> (4 lessons) Exploring pavilion structures, children learn about what they are used for and investigate how to create strong and stable structures before designing and creating their own pavilions, complete with cladding.</p>
Spring 1	<p><u>Digital world: Electronic charm</u> (4 lessons) Designing, coding, making and promoting a Micro:bit electronic charm to use in low-light conditions. Children develop their understanding of programming to monitor and control their products.</p>	<p><u>Formal elements of art</u> (Lessons 1, 2, 3, 4 only) 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>
Spring 2	<p><u>Formal elements of art</u> (5 Lessons) 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>Mechanical systems: Making a slingshot car</u> (4 lessons) Transforming lollipop sticks, wheels, dowels and straws into a moving car. Using a glue gun to, making a launch mechanism, designing and making the body of the vehicle using nets and assembling these to the chassis.</p>
Summer 1	<p><u>Structures: Constructing a castle</u> (4 lessons) Learning about the features of a castle, children design and make one of their own. Using configurations of handmade nets and recycled materials to make towers and turrets and constructing a base to secure them.</p>	<p><u>Every picture tells a story</u> (5 lessons) Analysing works of art, creating photo collages and abstract art inspired by the works explored.</p>
Summer 2	<p><u>Craft</u> (4 lessons) Learning to tie-dye, weave and sew to create a range of effects using fabric.</p> <p><u>Art and design skills</u> (Lessons 2 and 3 only) Completing a drawing from observation and learning the difference between a tint and a shade .</p>	<p><u>Electrical systems: Torches</u> (4 lessons) Applying their scientific understanding of electrical circuits, children create a torch, designing and evaluating their product against set design criteria.</p>

	Year 5	Year 6
Autumn 1	<p><u>Electrical systems: Doodlers</u> (4 lessons) 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><u>Photography</u> (5 lessons) Developing photography skills, exploring composition, colour, light, abstract images and underlying messages.</p>
Autumn 2	<p><u>Formal elements of art: Architecture</u> (5 lessons) 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>Textiles: Waistcoats</u> (4 lessons) Selecting suitable fabrics, using templates, pinning, decorating and stitching to create a waistcoat for a person or purpose of their choice.</p>
Spring 1	<p><u>Mechanical systems: Making a pop-up book</u> (4 lessons) 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><u>Make my voice heard</u> (5 lessons) 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>
Spring 2	<p><u>Every picture tells a story</u> (5 lessons) 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>Structure: Playgrounds</u> (4 lessons) 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>
Summer 1	<p><u>Food: What could be healthier?</u> (4 lessons) 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><u>Still life</u> (5 lessons) 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>
Summer 2	<p><u>Design for a purpose</u> (5 lessons) 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>Digital world: Navigating the world</u> (4 lessons) Programming a navigation tool to produce a multifunctional device for trekkers. Combining 3D objects to form a complete product in CAD 3D modelling software and presenting a pitch to 'sell' their product.</p>