

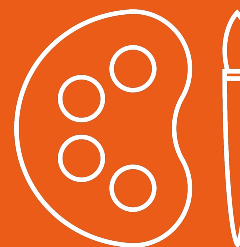
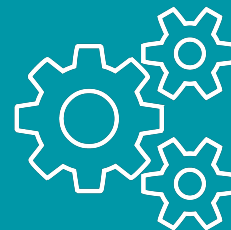
Design and technology and Art and design

Long-term plan

This plan is designed for schools who alternate between teaching D&T and Art and design each half term. Schools should be subscribed to both subjects to access the lessons on this plan.

This document is regularly updated to reflect content changes. This version was created on 02.06.26. The most recent version can be found [here](#).

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*Kapow
Primary™*

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	Autumn term		Spring term		Summer term	
	Design and technology	Art and design	Design and technology	Art and design	Design and technology	Art and design
EYFS (Reception)	Structures: Junk modelling (6 lessons)	Drawing: Marvellous marks (6 lessons)	Textiles: Bookmarks (6 lessons)	Painting and mixed media: Paint my world (6 lessons)	Structures: Boats (6 lessons)	Sculpture and 3D: Creation station (6 lessons)
Year 1	Design and technology	Art and design	Design and technology	Art and design	Design and technology	Art and design
	Structures: Stable structures (5 lessons)	Drawing: Exploring line and shape (5 lessons)	Textiles: Simple stitches (5 lessons)	Sculpture and 3D: Paper play (5 lessons)	Mechanisms: Wheels and axles (5 lessons)	Painting and mixed media: Learning about paint and brush control (5 lessons)
Year 2	Art and design	Design and technology	Art and design	Design and technology	Art and design	Design and technology
	Drawing: Understanding tone and texture (5 lessons)	Mechanisms: Levers (5 lessons)	Painting and mixed media: Colour mixing (5 lessons)	Cooking and nutrition: Balanced diet (6 lessons)	Sculpture and 3D: Clay houses (5 lessons)	Structures: A chair for a bear (5 lessons)
Year 3	Design and technology	Art and design	Design and technology	Art and design	Design and technology	Art and design
	Structures: Product packaging (5 lessons)	Developing drawing skills (5 lessons)	Digital world: Wearable technology (5 lessons)	Craft and design: Ancient Egyptian scrolls (5 lessons)	Cooking and nutrition: Eating seasonally (6 lessons)	Sculpture and 3D: Abstract shape and space (5 lessons)

	Autumn term		Spring term		Summer term	
	Art and design	Design and technology	Art and design	Design and technology	Art and design	Design and technology
Year 4	Drawing: Exploring tone, texture and proportion (5 lessons)	Cooking and nutrition: Adapting a recipe (6 lessons)	Painting and mixed media: Light and dark (5 lessons)	Mechanical systems: Mechanical cars (5 lessons)	Craft and design: Fabric of nature (5 lessons)	Electrical systems: Exploring electrical products (5 lessons)
Year 5	Design and technology	Art and design	Design and technology	Art and design	Design and technology	Art and design
	Electrical systems: Wobble bots (5 lessons)	Sculpture and 3D: Interactive installation (5 lessons)	Mechanical systems: Gears and pulleys (5 lessons)	Drawing: Depth, emotion and movement (5 lessons)	<i>Coming soon!</i> Structures: Bridges (5 lessons)	<i>Coming soon!</i> Painting and mixed media: Portraits (5 lessons)
Year 6	Art and design	Design and technology	Art and design	Design and technology	Art and design	Design and technology
	Craft and design: Photo opportunity (5 lessons)	Textiles: Bags (5 lessons)	Drawing: Expressing ideas (5 lessons)	Cooking and nutrition: Come dine with me (6 lessons)	Sculpture and 3D: Making memories (5 lessons)	Digital world: Navigating the world (5 lessons)

Why were these **Art and design** units chosen?

All Kapow Primary Art and design units provide coverage of the National curriculum so that any combination of units can be chosen to suit your school. It is recommended to retain the three units per year group that give the best overall skills coverage when combined with D&T units.

To support easier identification of skill progression, Art and Design units are labelled as follows: 'Drawing', 'Painting and mixed media', 'Sculpture and 3D' and 'Craft and design'. However, it is important to recognise that the curriculum is designed to be holistic – Art and design skills naturally flow and connect between these different units.

For example, drawing skills appear in almost every unit; pupils may apply what they have learned about mixed media to a task in a Sculpture and 3D unit, and so on. When identifying skills for assessment, it is helpful to consider skills coverage across all units taught within the year group.

Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
• Exploring mark-making in all its forms, experimenting with line, tone and texture and using a wide range of materials to express their ideas as drawings. • Using sketchbooks to record observations and plans as drawings. • Learning about how artists develop their ideas using drawings.	• Developing painting skills including colour mixing, painting on a range of surfaces and with different tools. • Exploring the interplay between different media within an artwork.	• Investigating ways to express ideas in three-dimensions. • Constructing and modelling with a variety of materials, shaping and joining materials to achieve an outcome. • Developing drawn ideas into sculpture.	• Designing and making art for different purposes, considering how this works in creative industries. • Learning new making techniques, comparing these and making decisions about which to use to achieve a particular outcome • Developing personal, imaginative responses to a design brief

Why were these D&T units chosen?

Design and technology units have been carefully selected to ensure progression towards the National curriculum end-of-key-stage attainment targets and to cover all four strands (shown below) in sufficient detail.

Design

Make

Evaluate

Technical knowledge

Some key areas, such as Textiles, deliberately appear less frequently than others. The National curriculum statements below show that working with textiles is only a small element of the Make strand. Additionally, many of the making techniques covered in the Textiles units are also covered with materials in other units.

Make (KS1)

- Select from and use a range of tools and equipment to perform practical tasks (e.g. 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.

Make (KS2)

- Select from and use a wider range of tools and equipment to perform practical tasks (e.g. 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.

	Reception
Autumn term	<u>Structures: Junk modelling</u> Learning about various types of permanent and temporary joins, the children explore a combination of materials and joining techniques in the junk modelling area.
	<u>Drawing: Marvellous marks</u> Exploring mark making and using the language of texture, the children use wax crayons to make rubbings and chalk on different surfaces. They also use felt tips to explore colour and pencils to create observational drawings of their faces.
Spring term	<u>Textiles: Bookmarks</u> Examining the history of the bookmark, the children apply their knowledge and skills to design and sew their own bookmarks. They also practise threading and weaving techniques using various materials and objects.
	<u>Painting Paint my world</u> Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They also make collages and explore different techniques for using paint when creating splatter pictures.
Summer term	<u>Structures: Boats</u> Considering what is meant by 'waterproof', 'floating' and 'sinking', the children experiment and make predictions with various materials to carry out a series of tests. They also learn about the different features of boats and ships before investigating their shape and structures to build their own.
	<u>Sculpture and 3D: Creation station</u> Manipulating playdough and clay to make animal sculptures and their own creations, the children begin to use language associated with forces: push, pull and twist. They also create natural landscape pictures using items found outdoors.



	Year 1	Year 2
Autumn term	<u>Structures: Stable structures</u> Investigating stable shapes and using an understanding of balance to discover how wide or heavy bases improve stability in freestanding structures. Pupils apply their understanding by designing and making a fun, stable pencil pot for a Year 1 pupil.	<u>Drawing: Understanding tone and texture</u> Developing drawing skills by exploring and experimenting with a range of materials, pupils make marks that suggest texture, light and dark. They build drawings by sketching basic shapes and adding detail, producing a final observational piece that shows an emerging understanding of shading and texture.
	<u>Drawing: Exploring line and shape</u> Exploring line and shape through a range of materials and stimuli, with a focus on the work of Bridget Riley and Paul Klee. Pupils develop control and creativity by experimenting with expressive mark making and portrait drawing, using lines and shapes to improve accuracy.	<u>Mechanisms: Levers</u> Investigating different types of levers and how they work in everyday mechanisms. Pupils identify pivots and levers in products before creating their own lever systems and exploring how they make tasks easier.
Spring term	<u>Textiles: Simple stitches</u> Examining fabrics, practising basic sewing techniques and identifying how different materials are made from threads. Pupils learn how to thread a needle and sew simple stitches before designing and creating a piece of decorative bunting.	<u>Painting and mixed media: Colour mixing</u> Exploring colour theory by mixing primary colours to create secondary colours and building confidence when using paint. Pupils investigate the expressive use of colour in the work of Gillian Ayres and Frank Bowling before experimenting with different painting techniques to create a final piece in two stages.
	<u>Sculpture and 3D: Paper play</u> Creating simple 3D shapes and structures using paper and card, inspired by the 'Tree of life' screen at the Sidi Saiyyed Mosque. Pupils manipulate materials by folding, rolling and scrunching to make sculptures, then collaborate on a larger piece influenced by Louise Bourgeois.	<u>Cooking and nutrition: Balanced diet</u> Developing an understanding of what makes a balanced diet through exploring food groups and tasting different ingredient combinations. Pupils use their findings to design and make a healthy wrap containing a balance of protein, vegetables and dairy ingredients.
Summer term	<u>Mechanisms: Wheels and axles</u> Exploring the main components of wheeled vehicles while developing an understanding of how wheels, axles and axle holders work together. Pupils investigate why wheels may not rotate properly before designing and building their own vehicle.	<u>Sculpture and 3D: Clay houses</u> Developing their ability to work with clay, pupils learn how to create simple thumb pots and explore the work of sculptor Rachel Whiteread. Pupils apply her ideas in a final piece that uses techniques that include cutting, shaping, joining and impressing into clay.
	<u>Painting and mixed-media: Learning about paint and brush control</u> Investigating colour and painting techniques through exploring the bright, clean use of colour in the work of Alma Thomas. Pupils develop control and confidence with paint, experiment with careful application techniques and learn how looking after materials affects the quality and vibrancy of their artwork.	<u>Structures: A chair for a bear</u> Investigating strong shapes and the properties of stiff and flexible materials by designing a chair inspired by the story 'There's a Bear on My Chair'. Pupils apply their understanding to build a suitable chair for the bear using appropriate materials and construction techniques.

	Year 3	Year 4
Autumn term	<u>Structures: Product packaging</u> Exploring how 3D shell structures are created from nets and used in packaging, pupils evaluate what makes good packaging and follow a simple design criteria to create their own.	<u>Drawing: Exploring tone, texture and proportion</u> Exploring tone, texture and proportion to create realistic and expressive drawings, inspired by artists Sarah Graham, Nicola McBride and Beatriz Milhazes. Pupils also develop their skills in shading, mark-making and composition using sweets, wrappers and bold patterns to produce detailed drawings with a strong sense of form and proportion.
	<u>Developing drawing skills</u> Developing drawing skills through observation, shape and tone, pupils practise drawing objects using simple shapes, building even tones with pencil and adding detail by observing pattern and texture. They apply these skills in imaginative plant drawings and recreate their ideas as digital artwork.	<u>Cooking and nutrition: Adapting a recipe</u> Adapting a simple biscuit recipe for a chosen target audience. Pupils work collaboratively to select suitable ingredients, manage a budget for overheads and ingredients, and create a biscuit that meets specific design criteria.
Spring term	<u>Digital world: Wearable technology</u> Developing an understanding of programmable products by designing, coding and promoting wearable technology for use in low-light conditions. Pupils monitor and control their product to a real-world design scenario.	<u>Painting and mixed media: Light and dark</u> Investigating the use of tone in art through studying how artists use highlights, midtones and shadows to create the illusion of form. Pupils practise colour mixing by creating tints and shades, consider how light affects mood and appearance and explore elements of compositions to produce a painted still life.
	<u>Craft and design: Ancient Egyptian scrolls</u> Investigating the way colour, scale and pattern influenced ancient Egyptian art, pupils explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'.	<u>Mechanical systems: Mechanical cars</u> Exploring mechanical systems by building and testing prototype cars to identify effective design features. Pupils conduct market research, create design criteria and evaluate products from a customer perspective before designing their own mechanical car kit.
Summer term	<u>Cooking and nutrition: Eating seasonally</u> Discovering where and when fruit and vegetables are grown by learning about seasonality in the UK. Pupils respond to a brief by designing a seasonal tart using ingredients harvested in the UK during May and June.	<u>Craft and design: Fabric of nature</u> Using the flora and fauna of tropical rainforests as a starting point, pupils develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.
	<u>Sculpture and 3D: Abstract shape and space</u> Examining how shapes and negative spaces can be represented by three dimensional forms. Manipulating a range of materials, pupils learn ways to join and create free-standing structures inspired by the work of Anthony Caro and Ruth Asawa.	<u>Electrical systems: Exploring electrical products</u> Investigating electrical components and circuits and how they are used in everyday products to improve safety and convenience. Pupils build simple circuits with switches before designing their own electrical product using a cross-sectional diagram.

	Year 5	Year 6
Autumn term	<u>Electrical systems: Wobble bots</u> Building on existing knowledge of circuits by introducing motors and exploring how they create movement in products. Pupils investigate wobble mechanisms before designing and developing a wobble bot tailored to a specific user's needs.	<u>Craft and design: Photo opportunity</u> Investigating photography as a medium for expressing ideas, pupils investigate scale and composition, colour and techniques for adapting finished images. They use digital media to design and create photographic imagery for a specific design brief.
	<u>Sculpture and 3D: Interactive installation</u> Inspired by historical monuments and modern installations, pupils plan by researching and drawing a sculpture to fit a design brief. They investigate scale, the display environment and possibilities for viewer interaction with their piece.	<u>Textiles: Bags</u> Creating a bag for a specific user using pattern piece templates. Pupils select and sew functional and decorative features, including pockets and fastenings, to meet the needs of their design brief.
Spring term	<u>Mechanical systems: Gears and pulleys</u> Investigating the history, mechanics and uses of gears and pulleys. Pupils build a gear and pulley mechanism before applying their understanding to design an eco-bike.	<u>Drawing: Expressing ideas</u> Exploring how drawing can be used to express ideas and messages, inspired by a range of street art examples and environmental themes. Pupils investigate how artists use perspective, scale and proportion to create impact before designing and creating a street-art-inspired final piece.
	<u>Drawing: Depth, emotion and movement</u> Investigating how drawing can express emotion, movement and depth, inspired by the work of Charlie Mackesy and Elizabeth Catlett. Pupils use expressive lines, shading and printmaking techniques to develop compositions that convey feeling and energy before creating a final piece influenced by their own ideas and the artists studied.	<u>Cooking and nutrition: Come dine with me</u> Developing food preparation and evaluation skills by researching and preparing a three-course meal. Pupils investigate the journey of a main ingredient from 'farm to fork', taste-test and score their dishes, and write a recipe for a favourite meal.
Summer term	<i>Coming soon!</i> Structures: Bridges Investigating different types of bridges and how structural strength is affected by shape and design. Pupils apply woodworking tools and techniques to design, build and test the durability of their own bridge structure.	<u>Sculpture and 3D: Making memories</u> Reflecting on primary school memories through sculpture and assemblage using found objects and hand-sculpted forms. Pupils select meaningful objects and materials before designing and creating a personal memory box with symbolic and personal significance.
	<i>Coming soon!</i> Painting and mixed media: Portraits Examining self-portraits by a range of artists to understand how colour, composition, materials and expression can communicate identity, personality and emotion. Pupils use photographs of themselves as inspiration to create mixed-media self-portraits, making thoughtful artistic choices and adapting techniques to produce a final piece.	<u>Digital world: Navigating the world</u> Programming a navigation tool to produce a multifunctional device for trekkers. Pupils combine 3D virtual objects to form a complete product concept using 3D computer-aided design modelling software.

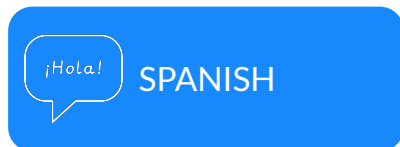
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This page shows recent updates to this document.

Date	Update
21.04.26	First published.
11.05.26	Add information about the Exploring electrical products unit for Year 4.
21.05.26	Updated with information about the new Painting and mixed-media units being released for 26/27.
02.06.26	Updated with more information about Coming soon units in D&T.