Eynesbury Church of England Primary School
Art Long Term Plan – based on Kapow
2026 – 2027

	AUTUMN TERM 2026		SPRING TERM 2027	SUMMER TERM 2027
Pre-School	**Drawing** Marvellous marks	**Painting and mixed media** Paint my World	**Sculpture and 3D** Creation Station	**Craft and Design** Let's get crafty
Reception	**Drawing** Marvellous marks	**Painting and mixed media** Paint my World	**Sculpture and 3D** Creation Station	**Craft and Design** Let's get crafty
Year 1	**Drawing** Exploring line and shape		**Painting and mixed media** Colour splash	**Craft and design** Woven Wonders
Year 2	**Painting and mixed media** Life in colour		**Sculpture and 3D** Clay houses	**Craft and design** Map it out
Year 3	**Painting and mixed media** Prehistoric painting		**Drawing** Developing drawing skills	**Sculpture and 3D** Abstract Shape and Space
Year 4	**Drawing** Exploring tone, texture and proportion		**Painting and mixed media** Light and Dark	**Craft and design** Fabric of nature
Year 5	**Painting and mixed media** Portraits		**Sculpture and 3D** Interactive installation	**Drawing** Depth, emotion and movement

Year 6	**Drawing** Expressing ideas	**Craft and Design** Photo opportunity	**Sculpture and 3D** Making memories

Statutory Objectives that must be met to be secure:

EYFS	**Marvellous Marks**	**Paint my world**	**Creation Station**	**Let's get crafty**
	• Shape: The names of simple shapes in art. • Line: Lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round'. • Texture: Simple terms to describe what something feels like (eg. bumpy). • Tone: There are different shades of the same colour and identify colours as 'light' or 'dark'. • Explore mark making using a range of drawing materials. • Investigate marks and patterns when drawing. • Identify similarities and difference between drawing tools. • Investigate how to make large and small movements with control when drawing. • Practise looking carefully when drawing. • Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. • Begin to develop observational skills (for example, by using	• Colour: The names of a wide range of colours. • Colour: Colours can be mixed to make new colours. • Line: Lines can be curved or straight and described in simple terms such as: wiggly,' 'straight,' 'round'. • Pattern: When they have made a pattern with objects/colours/drawn marks and be able to describe it. • Texture: Simple terms to describe what something feels like (eg. bumpy). • Explore paint, using hands as a tool. • Describe colours and textures as they paint. • Explore what happens when paint colours mix. • Make natural painting tools. • Investigate natural materials eg paint, water for painting. • Explore paint textures, for example mixing in other materials or adding water. • Respond to a range of stimuli when painting. • Use paint to express ideas and feelings.	• Form: Modelling materials can be shaped using hands or tools. • Texture: Simple terms to describe what something feels like (eg. bumpy). • Explore the properties of clay. • Use modelling tools to cut and shape soft materials eg. playdough, clay. • Select and arrange natural materials to make 3D artworks. • Talk about colour, shape and texture and explain their choices. • Plan ideas for what they would like to make. • Problem-solve and try out solutions when using modelling materials. • Develop 3D models by adding colour. • Artists use modelling materials like clay to recreate things from real life. • Some art doesn't last long- it is temporary. • Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining,	• Colour: The names of a wide range of colours. • Pattern: When they have made a pattern with objects/colours/drawn marks and be able to describe it. • Explore differences when cutting a variety of materials. • Investigate different ways of cutting eg. straight lines, wavy lines, zig-zags. • Follow lines when cutting. • Experiment with threading objects, holding equipment steady to do so. • Explore techniques for joining paper and card eg stick, clip, tie, tape. • Apply craft skills eg. cutting, threading, folding to make their own artworks. • Design something on paper ready to make in three dimensions. • Artists choose colours to draw or paint with. • Art is: Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining,

	mirrors to include the main features of faces). • Enjoy looking at and talking about art.	• Explore colours, patterns and compositions when combining materials in collage. • Artists choose colours to draw or paint with. • Some art doesn't last long- it is temporary. • Sometimes artists cut and stick photos to make new images.	cutting, drawing, painting, exploring… • Talk about their ideas and explore different ways to record them using a range of media.	cutting, drawing, painting, exploring… • Talk about their artwork, stating what they feel they did well. • Say if they like an artwork or not and begin to form opinions by explaining why
Year 1	**<u>Exploring lines and shape</u>** • Identify that some shapes are organic. • Connect lines to create shapes. • Use and recognise different types of lines when drawing shapes. • Identify basic shapes in everyday objects and artwork. • Talk about what they like or dislike in a piece of artwork. • Use shapes to draw a face. • Use different pressures to make a colour lighter or darker. • Choose lines and shapes inspired by Brianna McCarthy's artwork.	**<u>Colour Splash</u>** • Name the primary colours. • Explore coloured materials to mix secondary colours. • Mix primary colours to make secondary colours. • Apply paint consistently to their printing materials to achieve a print. • Use a range of colours when printing. • Mix five different shades of a secondary colour. • Decorate their hands using a variety of patterns. • Mix secondary colours with confidence to paint a plate. • Describe their finished plates.	**<u>Woven Wonders</u>** • Give an opinion about whether an activity counts as 'art'. • Listen attentively to a visitor describing their creative interests. • Draw and talk about a remembered experience of making something creative. • Independently choose and measure lengths of wool and join wool sections together. • Adjust their wrapping technique if something doesn't work well. • Show that they are selecting colours thoughtfully. • Be open to trying out a new skill. • Show that they are choosing materials based on colour, thickness and flexibility. • Show resilience and keep going when things don't go right the first time. • Join in with looking for key features of Cecilia Vicuña's work (knots, plaits, weaving etc). • Weave with paper, achieving a mostly accurate pattern of alternating strips. • Describe their own weaving and compare it to Vicuna's artwork. • Attach things securely to their box loom. • Remember the process needed for weaving and attach some elements in this way. • Discuss the choices they make and what they like about their finished work.	

Year 2	**Life in Colour** • Name the primary and secondary colours. • Talk about the colour changes they notice and make predictions about what will happen when two colours mix. • Describe the colours and textures they see. • Try different tools to recreate a texture and decide which tool works best. • Show they can identify different textures in a collaged artwork. • Apply their knowledge of colour mixing to match colours effectively. • Choose collage materials based on colour and texture. • Talk about their ideas for an overall collage. • Try different arrangements of materials, including overlapping shapes. • Give likes and dislikes about their work and others'. • Describe ideas for developing their collages. • Choose materials and tools after trying them out.	**Clay Houses** • Flatten and smooth their clay, rolling shapes successfully and making a range of marks in their clay. • Make a basic pinch pot and join at least one clay shape onto the side using the scoring and slipping technique. • Roll a smooth tile surface. • Join clay shapes and make marks in the tile surface to create a pattern. • Draw a house design and plan how to create the key features in clay. • Create a clay house tile that has recognisable features made by both impressing objects into the surface and by joining simple shapes.	**Map It Out** • Sort map images into groups, explaining their choices. • Draw a map of their journey to school, including key landmarks and different types of mark-making. • Explore how to use texture and 3D forms to replicate a map in a new way. • Decide how to place 'jigsaw' pieces to create an abstract composition. • Make choices about which details from their map to include in a stained glass. • Cut cellophane shapes with care and arrange them into a pleasing composition. • Design a print with simple lines and shapes, making improvements as they work. • Follow a process to make and print from a polystyrene tile. • Choose a favourite artwork, justifying their choice. • Annotate their favourite artwork with relevant evaluation points. • Take an active part in decisions around how to display their artworks in the class gallery.
Year 3	**Prehistoric Painting** • Recognise the processes involved in creating prehistoric art. • Explain approximately how many years ago prehistoric art was produced. • Use simple shapes to build initial sketches. • Create a large scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours.	**Developing Drawing Skills** • Use their observation skills to describe specific shapes, textures or patterns in objects. • Shade with a reasonable degree of accuracy and skill following the four shading rules. • Use mark marking to show texture and details. • Use simple shapes to sketch the basis of their drawing before using lines and marks to add detail and texture. • Apply shading skills to show areas of light and dark (tone). • Apply line, shape and tone with digital tools. • Save and present digital artwork. • Use materials to create a design inspired by The Sun.	**Abstract Shape and Space** • Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together. • Make a structure that holds its 3D shape. • Explain in simple terms the difference between 2D and 3D art. • Combine shapes together to make an interesting free-standing sculpture. • Try out more than one way to create joins between shapes. • Identify familiar 2D shapes in photographs. • Identify shapes in the negative space between objects. • Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect.

	• Apply their knowledge of colour mixing to make natural colours.		• Plan an abstract sculpture based on play equipment. • Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). • Choose appropriate methods for joining elements in their sculptures. • Show that they have thought about how to improve their sculptures and made choices about what to add. • Work cooperatively in pairs to add detail to their artwork.
Year 4	**<u>Exploring tone, texture and proportion</u>** • Create a three-dimensional effect by using contrasting tones to show light and dark. • Combine lines and marks to represent different textures. • Use lines and marks in different ways to represent dark and light areas (tone). • Comparing the sizes of different objects to draw them in proportion. • Represent the size of one object relative to another. • Consider where to place each element thinking carefully about the space. • Show texture in the collage. • Use the impasto technique to create textured effects.	**<u>Light and Dark</u>** • Share their ideas about a painting. • Describe the difference between a tint and a shade. • Mix tints and shades by adding black or white paint. • Discuss their real-life experiences of how colours can appear different. • Use tints and shades to paint an object in 3D. • Try different arrangements of objects for a composition, explaining their decisions. • Produce a clear sketch that reflects the arrangement of their objects. • Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions. • Paint with care and control to make a still life with recognisable objects.	**<u>Fabric of Nature</u>** • Describe objects, images and sounds with relevant subject vocabulary. • Create drawings that replicate a selected image. • Select imagery and colours to create a mood board with a defined theme and colour palette. • Complete four drawings, created with confident use of materials and tools to add colour. • 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. • Follow instructions to create a repeating pattern, adding extra detail. • Understand different methods of creating printed fabric in creative industries. • Use sketchbooks to evaluate patterns. • Produce ideas to illustrate products using their designs.
Year 5	**<u>Portraits</u>** • Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. • Try a variety of materials and compositions for the backgrounds of their drawings. • Communicate to their partner what kind of photo portrait they want.	**<u>Interactive Installation</u>** • Group images together, explaining their choices. • Answer questions about a chosen installation thoughtfully and generate their own questions. • Show that they understand what installation art means. • Justify their opinions of installation artworks.	**<u>Depth, emotion and movement</u>** • Use various types of lines to emphasise emotion or draw attention. • Describe how artists have shown emotion. • Describe how artists have created an effective composition using a focal point and balance.

	• Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. • Create a successful print. • Use some Art vocabulary to talk about and compare portraits. • Identify key facts using a website as a reference. • Explain their opinion of an artwork. • Experiment with materials and techniques when adapting their photo portraits. • Create a self-portrait that aims to represent something about them. ● Show they have considered the effect created by their choice of materials and composition in their final piece.	• Evaluate their box designs, considering how they might appear as full-sized spaces. • Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. • Create an installation plan, model or space. • Describe their creations and the changes they made as they worked. • Describe how their space conveys a particular message or theme. • Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. • Show they have considered options for how to display their installation best e.g. lighting effects. • Present information about their installation clearly in the chosen format. ● Justify choices made, explaining how they improve the viewer experience or make it interactive.	• Use colour and line to convey emotion or movement in their sketch. • Design a print, considering the composition carefully. • Use a combination of marks to create tone and depth. • Describe how artists use tone to show depth in their artwork. • Create an effective printing plate. ● Reflect and improve their sketchbook experiments and final work.
Year 6	**<u>Expressing Ideas</u>** • Identify key features of street art and murals. • Discuss the intention and impact of street art. • Use various shading techniques to show texture, tone, form and depth. • Apply one point perspective in their work. • Enlarge a drawing by scaling using an accurately drawn grid. • Show an understanding of perspective, scale and proportion with a level of accuracy across their design. • Choose appropriate materials for their design and explain their choices and intention. ● Use space effectively to enhance visual impact of their graffiti tag.	**<u>Photo Opportunity</u>** • Explain how a new image can be created using a combination of other images. • Understand what photomontage is and recognise how artists use photography. • Select relevant images and cut them with confidence and a level of control. • Demonstrate a competent knowledge of effective composition, discussing their ideas. • Use recording devices and available software with confidence. • Demonstrate a confident understanding of Edward Weston's style through their artistic choices. • Discuss the features of a design, e.g. explaining what is effective about a composition. • Select a suitable range of props, considering the design brief and their initial ideas. • Use the viewfinder to set up an effective composition, thinking about the scale and positioning of objects. • Use editing software to change their image, reflecting an artist's style. • Choose a suitable painting and suggest appropriate ways to recreate it photographically with props. • Set up a composition and think about a space that will provide good lighting levels.	**<u>Making Memories</u>** • Discuss the work of artists that appreciate different artistic styles. • Create a sculpture to express themselves in a literal or symbolic way. • Reflect verbally or in writing about creative decisions. • Suggest ways to represent memories through imagery, shapes and colours. • Draw a composition of shapes developed from initial ideas to form a plan for a sculpture. • Competently use scissors to cut shapes accurately. • Talk about artists' work and explain what they might use in their own work. • Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed. • Successfully translate plans to a 3D sculpture. • Work mostly independently, experimenting and trying new things. • Identify and make improvements to their work. • Produce a completed sculpture demonstrating experimentation, originality and technical competence.

		• Take a portrait that is focused and appropriately framed. • Draw an accurately measured grid, with some support, understanding how it can support them with their drawing. • Use the grid to translate a photograph to a drawn image that is mostly correctly proportioned. • Create a final painting or drawing with tonal differences that create a photo-realistic effect.	• Competently reflect on successes and personal development.