

St Margaret's Class 1 - Art Curriculum Map 2026-27

Reception / Year 1 / Year 2 | Kapow Primary Art and Design

Class 1: Reception accesses the shared themes through EYFS Expressive Arts and Design; Years 1-2 work towards the KS1 National Curriculum. EYFS links are shown alongside KS1 links.

Term	Kapow unit	Key knowledge & skills	Curriculum links	Artists / context	Vocabulary	Local / personalised curriculum
Advent	Craft and Design: Map It Out (Y2)	- Explore maps as visual objects and notice line, shape, symbol, colour and pattern. - Experiment with mark-making and collage to represent places and journeys. - Select materials purposefully and combine techniques. - Create an imaginative map that communicates a sense of place.	- KS1: A, B, C, D - EYFS: E1-E5	Kapow focus: maps, visual symbols, mixed media and place.	map, symbol, line, shape, pattern, collage, journey, place	LOCAL LINK: Use the school, Gamesley and routes towards Glossop as inspiration; identify familiar landmarks and create simple visual symbols. LOCAL LINK: Include local hills, roads, buildings or public art as features in imaginative maps, linking art to children's lived experience.
Lent	Drawing: Understanding Tone and Texture (Y2)	- Explore marks that suggest texture, light and dark. - Identify simple shapes within objects and use them to build drawings. - Develop pencil control and create tone through shading. - Observe carefully and add pattern, texture and detail.	- KS1: A, B, C, D - EYFS: E1-E5	Kapow focus: observational drawing, tone and texture.	shape, line, tone, texture, shading, observation, detail	LOCAL LINK: Make texture rubbings and observational studies from school grounds, stone, bark and built surfaces around Gamesley. LOCAL LINK: Introduce L. S. Lowry's North-West scenes and compare his simple figures/buildings with familiar local streets and communities.
Pentecost	Painting and Mixed Media: Colour Mixing (Y2)	- Recall primary colours and mix them to make secondary colours. - Explore how colour proportions alter mixtures. - Develop brush control and purposeful mark-making. - Use colour expressively in a final composition.	- KS1: A, B, C, D - EYFS: E1-E5	Kapow artists: Gillian Ayres and Frank Bowling.	primary colour, secondary colour, mix, hue, brushstroke, expressive, composition	LOCAL LINK: Study the bold colours in Deggy's Glossop street art, particularly the Vivienne Westwood mural, and discuss why an artist might choose striking colours in a public place. LOCAL LINK: Build a colour palette from the local landscape and community - moorland, stone, sky, greenery and buildings.

KS1 National Curriculum: A materials creatively; B drawing/painting/sculpture to develop and share ideas; C colour/pattern/texture/line/shape/form/space; D artists, craft makers and designers - compare practices and link to own work. **EYFS EAD:** E1 explore/refine artistic effects; E2 return to and build on learning; E3 collaborate; E4 explore materials/tools/techniques and colour/design/texture/form/function; E5 share creations and explain processes.

Basis: Kapow Primary Art and Design 2026/27 and DfE Art and Design National Curriculum. **Red text = deliberate local/contextual enrichment.**

Art: progression, inclusion and implementation

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Mixed-age entitlement. Use the shared units with explicit teaching matched to starting points. The source-unit year is not a ceiling for older pupils. Check prior coverage against the two-year programme; revisit techniques with increasing control, independence and explanation. The expectations below guide teaching and are not fixed ability groups.

Year group	Teaching emphasis	Evidence of progression
Reception	Explore marks, colour and materials through play and short demonstrations. Revisit tools in continuous provision; talk about choices and creations.	Notice different marks and textures, explore colour, visual symbols and simple map compositions. Explore texture exploration; do not require KS1 written outcomes.
Year 1	Model one technique at a time, then offer choices of marks, materials and colour. Build observation and vocabulary.	Identify simple shapes, distinguish light/dark marks, mix colours. Apply a taught technique and explain a choice.
Year 2	Compare trials and choose techniques deliberately. Develop control and use observations to refine work.	Show tone or texture purposefully, mix second-hand materials, explain how materials or processes support an intention.

Inclusion and adaptive teaching. Pre-teach vocabulary with images and real materials. Break demonstrations into visible steps; use short practice periods, movement breaks and adult check-ins. Offer larger surfaces, adapted grips, stabilised paper and accessible tools. Provide alternatives for sensory sensitivities and allow oral, photographic or dictated explanations. Fade support as confidence grows; retain individual artistic choices and ambitious learning.

Assessment, vocabulary and retention. Begin with a brief practical recall of earlier techniques and words. Observe the process as well as the finished piece: ask pupils to demonstrate, explain and compare. Keep selected trials, photographs and pupil comments to show change over time. Use the school’s 1–4 recording sheet where helpful; identify the next teaching step. Assess taught knowledge and choices, not neatness or drawing realism alone.

Implementation and creative independence. Use Kapow demonstrations to build staff confidence and make the essential technique clear. Allow time to experiment, make, evaluate and refine. Model possibilities without requiring identical outcomes. Prepare accessible resources and teach safe tool use. Provide regular opportunities to return to materials in Reception provision.

Enrichment and subject leadership. Review work, practical learning and pupil voice across year groups. Check actual two-year coverage, access, increasing independence and staff training needs; agree a focused action and revisit its impact. **Use school-ground textures and local colour observations to revisit vocabulary; compare pupils’ choices with the local artworks already named in the map.**