

St Margaret's Class 2 - Art Curriculum Map 2026-27

Year 3 / Year 4 / Year 5 | Kapow Primary Art and Design

Term	Kapow unit	Key knowledge & skills	Curriculum links	Artists / context	Vocabulary	Local / personalised curriculum
Advent	Sculpture and 3D: Abstract Shape and Space (Y3)	- Identify positive and negative space. - Turn 2D shapes into stable 3D forms. - Explore joining methods and structural stability. - Plan, construct, refine and display an abstract sculpture.	KS2: A, B, C	Kapow artists: Anthony Caro and Ruth Asawa.	abstract, positive space, negative space, form, structure, join, balance, scale	- LOCAL LINK: Use industrial forms, bridges, rooflines, mill structures and the geometry of the local built environment as starting points for abstract sculpture. - LOCAL LINK: Consider how sculpture could enhance a community space in Gamesley or Glossop.
Lent	Drawing: Developing Drawing Skills (Y3)	- Use simple shapes to construct accurate drawings. - Build even tone through controlled pencil shading. - Observe pattern and texture carefully and add detail. - Develop imaginative drawings and explore translating ideas into digital artwork.	KS2: A, B, C	Kapow focus: observation, shape, tone and texture.	observation, shape, tone, shading, texture, pattern, detail, digital	- LOCAL LINK: Study L. S. Lowry's drawings and paintings of North-West industrial life, then sketch local buildings, streets or figures from observation. - LOCAL LINK: Use the Pennine/Peak District landscape, local trees and mill architecture as observational drawing subjects.
Pentecost	Painting and Mixed Media: Light and Dark (Y4)	- Use highlights, midtones and shadows to show form. - Mix tints and shades with increasing control. - Explore how light affects mood and appearance. - Compose and paint a still life, reviewing and refining choices.	KS2: A, B, C	Kapow focus: still life, tone, tints and shades.	tone, tint, shade, highlight, midtone, shadow, form, composition	- LOCAL LINK: Observe dramatic light and weather across the hills and built landscape around Gamesley/Glossop and use this to discuss mood. - LOCAL LINK: Revisit Lowry to compare how artists use restrained colour and tonal contrast to represent industrial places.

KS2 National Curriculum: A create sketchbooks to record observations and review/revisit ideas; B improve mastery of drawing, painting and sculpture with a range of materials; C learn about great artists, architects and designers in history.

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
Year 3	Build secure observation, simple tonal control and practical joining through modelled trials.	Use shapes and spaces in a stable sculpture; control tone and explain what changes when white or black is added.
Year 4	Compare techniques and apply increasing control; revisit sketchbook trials before making decisions.	Refine composition and tonal contrast; explain how to improve stability or presentation.
Year 5	Extend the shared units through independent investigation, combinations of techniques and justified decisions.	Sustain tonal transitions and texture in observation; test alternatives; explain how light, composition and materials influence the work.

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. Use sketchbooks to record observations, test alternatives and revisit ideas; written annotation can be supported by talk or photographs.

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. **Revisit the map’s local buildings, landscape and artist links when evaluating tone, shape, pattern or space. Ask pupils to explain how a local observation influenced a decision.**