

Art and DT Curriculum At A Glance

Your aims and ambitions for the curriculum	Know more, do more and remember more	Curriculum adaptation; Access for all
<p>At St Luke's, our Art & Design Technology curriculum aims to inspire creativity, innovation and problem-solving. Using the Kapow Primary scheme of work, we provide a broad, balanced and ambitious curriculum that enables pupils to design, make and evaluate products that solve real and relevant problems.</p> <p>We aim for all pupils to: Develop confidence in designing, making and evaluating. Acquire secure technical knowledge across a range of materials and systems. Understand the role of technology, designers and engineers in shaping the world. Take pride in their work and develop resilience through the design process. Be prepared for future learning by developing creativity, independence and critical thinking. The curriculum ensures clear progression from EYFS to Year 6, with high expectations for all pupils, including SEND and disadvantaged learners.</p>	<p>The Design Technology curriculum is carefully designed to ensure pupils build and retain knowledge over time. Key knowledge and vocabulary are explicitly taught and revisited. Retrieval activities are built into lessons to strengthen long-term memory. Prior learning is referenced and applied in new contexts. Knowledge organisers support recall of key concepts, processes and technical language.</p> <p>By revisiting strands such as mechanisms, structures, textiles, electrical systems, digital systems and cooking & nutrition, pupils deepen understanding and make meaningful connections across units and year groups.</p>	<p>The Kapow Art and Design Technology curriculum is adapted to meet the needs of our pupils and school context by:</p> <p>Providing scaffolds and adaptations for SEND pupils.</p> <p>Using modelling and step-by-step instruction to support all learners.</p> <p>Offering challenge through open-ended outcomes and increasingly complex design briefs.</p> <p>Reducing scaffolds over time to promote independence and confidence.</p> <p>All pupils access the same ambitious curriculum, with adaptations made to support learning without lowering expectations.</p>
Scope and breath of the curriculum	Sequencing of learning, particularly through concepts, vocabulary and skills	CPD (and the impact of it)
<p>Art - The Art curriculum develops pupils' skills, knowledge and understanding across four key strands:</p> <p>Drawing, Painting and Mixed Media, Sculpture and 3D, Craft and Design.</p> <p>Pupils explore a wide range of media, techniques, artists and artistic movements through a clearly sequenced whole-school journey from EYFS to Year 6</p> <p>DT - The Design Technology curriculum covers the full breadth of the National Curriculum through six key strands:</p> <p>Cooking and Nutrition, Structures, Mechanisms, Mechanical Systems, Electrical Systems, Digital World</p> <p>Each strand is revisited multiple times across the school, ensuring pupils experience a wide range of materials, tools, techniques and contexts.</p>	<p>Learning in Art and Design Technology is carefully sequenced so that knowledge and skills build progressively from EYFS to Year 6. Early learning focuses on exploration of materials, tools, techniques and ideas. Pupils gradually develop control, accuracy, technical skill and evaluative language. Later units require pupils to independently apply prior knowledge and skills to express ideas, solve problems and refine outcomes. This ensures pupils progress from exploration → application → creativity and innovation as they move through the school.</p> <p>Pupils study drawing, painting, sculpture and craft through themed units including: Drawing: Marvellous Marks, Botanical Art, Power Prints, Make My Voice Heard. Painting and Mixed Media: Paint My World, Prehistoric Paintings, Tudor Portraits, Artist Study – Lowry. Sculpture and 3D: Creation Station, Clay Models, Abstract Art – Vikings. Craft and Design: Fabric of Nature, Egyptian Scrolls, Photo Opportunity</p>	<p>All staff to create ELS documents for both Art and DT.</p> <p>All staff to use KAPOW to plan lessons and also use it to create resources, vocab and 'how to' videos.</p> <p>All staff to be able to create a list of resources needed from looking at their units for the year.</p>
What to teach and when	Substantive and disciplinary knowledge	Next steps - How will this be developed over the year
<p>Design Technology – Whole School Journey (Kapow DT)</p> <p>Pupils study structures, mechanisms, textiles, electrical systems, digital systems and cooking and nutrition across the school. In EYFS, learning focuses on junk modelling and simple food preparation. As pupils progress through Years 1–6, they develop increasing technical knowledge and independence through units including wheels and axles, moving toys, textiles projects, seasonal cooking, structures, mechanical and electrical systems, digital navigation and recipe development.</p>	<p>Substantive knowledge develops pupils' understanding of how artists, designers and technologists work, how materials, tools and systems function, how products are designed and made, and how creativity, technology and nutrition contribute to everyday life and healthy living.</p> <p>Disciplinary knowledge enables pupils to experiment, develop ideas, design purposeful products, use tools and techniques safely, and evaluate, refine and reflect on their own work and that of others.</p> <p>Together, this ensures pupils not only know more, but create, design and think like artists and designers.</p>	<p>Monitor ELS planning documents.</p> <p>Monitor Art and DT work books .</p> <p>Talk to pupil and staff about the use of Kapow to indicate success and also any issues that may need addressing.</p> <p>As a result of this curriculum, pupils leave St. Luke's with the confidence to experiment, design and create, applying a range of artistic and technical skills independently. They can explain their ideas using subject-specific vocabulary, evaluate their own and others' work, and make connections between creativity, design and the wider world. Outcomes in books and practical work show clear progression in skill, knowledge and independence over time.</p>

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What checks have you completed? What have they told you? What did you do about it? What is the impact of this?

Checks 16.10.25 - To look at books to see the sequence of work for the first unit. To look at the sequence of work on the ELS documents.

Findings

Title page included for DT unit – Wheels and axels, Work neatly presented, Knowledge organiser included., Learning objectives included Pre-learning task included, Objectives highlighted., Recall and revisits used.. 4 lessons completed – Lesson 5 evaluation to be completed.—Y1

Knowledge organiser included, Pre-assessment sheet, Lesson objectives with key vocab. Objectives highlighted, Corrections of some spelling errors, Books are well-presented, Full sequence of all 6 lessons, Great balance of work from practical to photographs., Evaluation included.—Y2

Title page included – Prehistoric art, Pre-assessment used, 4 lessons were included in the book., Lesson objectives included with key vocab and recall and retrieve is included, Presentation of work is neat, ELS document shows the sequence of lessons., Other art projects included such as cauliflower cards., PIGS included, Some purple pen used, Evidence of 4 weeks – 4 lessons on the working wall in class—Y3

Knowledge organiser at the beginning – DT – Torches, Good evidence of green and purple pen marking – spelling corrections, Learning objectives included – green pen ticked, Sequence of first 3 lessons from ELS documents, Evidence and recall for each lesson, Work is mostly well-presented at neat, Marking and feedback evident—Y4

Title page used – Mixed media portraits, Pre-learning assessment completed, Sequence of 4 lessons, All books were neatly presented, Objectives ticked with green pen, Evidence of recall and retrieve, Learning objectives included and key vocab, Evidence of blue pen also—Y5

Pre-learning assessment included, Knowledge organiser included – Textiles – waistcoats, Recall and retrieval questions used, Evidence of photos, Evidence of green pen used, 3 lessons out of the sequence were included, ELS document created—Y6

Actions taken

Embed the revised curriculum to ensure progression and consistency

Raise standards of presentation, marking, and feedback in line with the whole-school policy

Ensure challenge and equity across the curriculum

To raise the profile of Art and Design/DT across the whole school through key events and special projects that celebrate creativity and achievement

Next steps

More photos off individual pieces of each child., to include all completed work—Y1

Update art/dt working wall—Y2

Complete the sequence of 5 lessons, Some recall and retrieve sections not completed., Do the children have the opportunity to respond and evaluate their lessons? - Y3

To complete the unit with the final – 4th lesson – Making the torches – Include some photographs—Y4

Miss Tomlinson explained to me about lesson two where the children had to combine materials – The children's outline drawings didn't work as expected, so they didn't continue with the lesson., More evidence of feedback – children's responses with purple pen, To include a working wall for art and DT—Y5

- **Lesson visits show evidence of retrieval tasks and scaffolds in place; subject leader identifies barriers for key groups—arrange some lesson visits in the Spring term.**
- **Arrange two key dates for this year – 1. Spirited arts week – links to RE 2. Significant artist day (Each year group chooses an artist/craft person to study - Action: Choose two selected dates.**