St Laurence in Thanet CE Junior Academy

Curriculum overview

Art and Design Technology

Contents

Art and Design Statement of Intent

St Laurence's Art and Design curriculum aims to inspire pupils and develop their confidence to experiment and invent their own works of art. We believe it is important to nurture creativity, experimentation and exploration of their own ideas.

At St Laurence, we follow the Kapow combined Art and Design Technology scheme of work to ensure our pupils will have opportunities to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as find out about a diverse selection of art practitioners throughout history. Throughout this, we help our pupils to develop the confidence to take risks, express themselves creatively and explore their interests and ideas, as well as be reflective learners who evaluate their work and the work of others.

Our curriculum offer from the Kapow scheme sets high expectations and ensures we provide a progressive curriculum which supports the teaching and learning of the five key strands in our art and design curriculum:

- Generating ideas
- Using sketchbooks
- Making skills, including formal elements (line, shape, tone, texture, pattern and colour)
- Knowledge of artists
- Evaluating and analysing

Through our implementation of the Kapow scheme of work, we ensure the different types of knowledge build in our progression of skills. These three domains of knowledge: **practical, theoretical and disciplinary,** and the interplay between them, enable pupils to develop their own artistic identity. Kapow's Art and Design scheme has been designed as a spiral curriculum, which means the key aims and principles of the curriculum are revisited each year. The key principles we will be following with the Kapow scheme are:

- Cyclical: Pupils return to the key strands again and again during their time in primary school.
- Increasing depth: Each time the key strand is revisited, it is covered with greater complexity.
- Prior knowledge: Upon returning to each key strand, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the national curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity. This allows pupils to revise and build on their previous learning. These units are organised into four core areas; **drawing, painting and mixed media, sculpture and 3D and craft and design.**

Our curriculum supports pupils to meet the requirements of the National Curriculum end of key stage attainment targets. Our children explore and express their creative ideas through a variety of mediums, using sketchbooks to develop and generate ideas before completing a final piece and a self-reflection. Within our school, art and design is a valued method of expressing themselves and developing connections to our community and meaningful, cultural experiences.

Neil Gaiman: "The one thing you have that nobody else has is you.

Your voice, your mind, your story, your vision. So write and draw and build and play and dance and live only as you can."

Spiritual, Moral, Social and Cultural links in our Art and Design curriculum

Our Art and design curriculum contributes to the Spiritual development of pupils by:

- Encouraging reflection on beliefs, experiences, and perspectives through engaging themes and ideas, promoting enjoyment and self-discovery in learning.
- Introducing diverse art forms, styles, and designs from various cultural and personal viewpoints, fostering respect for different faiths, emotions, and values.
- Stimulating imagination and creativity, enabling original and inventive expressions of their understanding of the world.
- Nurturing curiosity about artistic materials, techniques, and perspectives, fostering wonder and appreciation for the world's diversity and complexity.
- Providing opportunities for discussing and interpreting artwork, cultivating empathy, understanding, personal insight, and self-awareness.

Our Art and design curriculum contributes to the Moral development of pupils by:

- Promoting respect for original work and intellectual property rights in art.
- Facilitating discussions on ethical issues in art, including cultural representation and understanding diverse perspectives.
- Using art to explore fairness, justice, and moral dilemmas, fostering students' critical thinking and personal viewpoints.
- Encouraging responsibility for creative materials and shared resources, emphasizing consequences and care.
- Creating opportunities for fair group work, cultivating an ethical environment of accountability.

Our Art and design curriculum contributes to the Social development of pupils by:

- Encouraging diverse social skills through collaborative group projects, embracing ideas from various backgrounds.
- Fostering a classroom community through shared appreciation of art, promoting participation and cooperation. Using art to explore conflicts, teaching respectful expression and active listening.
- Introducing diverse art and design, promoting respect and tolerance for different beliefs.
- Inspiring positive contributions to the classroom and community through creative skills.
-

Our Art and design curriculum contributes to the Cultural development of pupils by:

- Introducing diverse art and design forms, fostering cultural understanding and appreciation.
- Promoting artwork reflecting pupils' cultural backgrounds, creating an inclusive and respectful learning environment.
- Studying globally renowned artists from diverse backgrounds, highlighting shared human creativity.
- Exploring cultural significance, fostering respect for faiths, diversity, and the influences of British history.
- Connecting art to key events, enhancing understanding of cultural diversity.

Why have we chosen to include these Art and design units?

All Kapow Primary **Art and design** units provide coverage of the national curriculum so that you could choose any combination of units to suit your school. We have suggested retaining the three units per year group that give the best overall skills coverage when combined with the Design and technology units.

The Art and design units have been given the titles Drawing, Painting and mixed media, Sculpture and 3D and Craft and design to make skills progression within the spiral curriculum more easily identifiable. However, it is important to remember that skills in Art and design flow between units; the curriculum has been designed to be holistic.

You will find that, for example, drawing skills appear in almost every unit; children 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 will help to consider skills coverage from across all the units taught within the year group.

Because our Art and design units are designed to take five lessons, we have also included some suggestions for stand alone lessons which you could use if you find that you have lessons 'to spare.' Please note that the skills and knowledge from these stand alone lessons is **not** included on the *Progression of knowledge and skills – combined.*

Drawing

- 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.

Painting and mixed media

- 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.

Sculpture and 3D

- 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.

Craft and design

- 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 have we chosen to include these Design and technology units?

For Design and technology, we had to make some difficult decisions about which units to include and which to omit. We have carefully selected units to ensure gradual progression towards the National curriculum end of key stage attainment targets and to cover all of the four strands shown below in enough detail.

Design | **Make** | **Evaluate** | **Technical knowledge**

Some key areas appear less frequently than others, for example Textiles, and this is deliberate. The National curriculum statements below show that working with textiles is only a small element of the Make strand and many of the making techniques covered in our Textiles units are also covered with a range of materials in other units, such as the use of templates, modelling, measuring and marking out, cutting, shaping and joining.

Make (KS1)	Make (KS2)
select from and use a range of tools and equipment to perform practical tasks [for example, 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	select from and use a wider range of tools and equipment to perform practical tasks [for example, 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

Similarly in Year 2, the coverage of key areas is deliberately imbalanced as there are two Mechanisms units. This is because there is strong progression between the Y1 Structures: Constructing a windmill and the Y2 Mechanisms: Fairground wheel and then again with the Y2 Mechanisms: Making a moving monster. To omit one of these units would negatively impact on the progression.

Because our Design and technology units are designed to take four lessons, we have also included some suggestions for stand alone lessons which you could use if you find that you have lessons 'to spare.' Please note that the skills and knowledge from these stand alone lessons is **not** included on the *Progression of knowledge and skills – combined.*

Personal development criteria

The school inspection handbook (Ofsted, 2019) lists the the dimensions of the personal development of pupils as:

developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults

developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance

developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society

promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique

developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy

enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them

enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media

developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities

developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education

supporting readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully

Ofsted recognises that you often won't be able to assess the impact of your personal development provision while a pupil is at your school, and therefore they **won't** try to measure the impact of your provision on individual pupils.

Personal development criteria mapping - Key stage 2

Personal development criteria Kapow Primary's Art and design scheme supports:	Kapow Primary units Key stage 2 - Year 3				Kapow Primary units Key stage 2 - Year 4			
	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of different cultures and religions.	✔	✔	✔	✔	✔	✔	✔	✔
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.	✔	✔	✔	✔	✔	✔	✔	✔
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	✔	✔	✔	✔	✔	✔	✔	✔
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✔	✔	✔	✔	✔	✔	✔	✔
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✔	✔	✔	✔	✔	✔	✔	✔

Personal development criteria mapping - Key stage 2

Personal development criteria Kapow Primary's Art and design scheme supports:	Kapow Primary units Key stage 2 - Year 5				Kapow Primary units Key stage 2 - Year 6			
	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design	Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of different cultures and religions.	✔	✔	✔	✔	✔	✔	✔	✔
promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.	✔	✔	✔	✔	✔	✔	✔	✔
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	✔	✔	✔	✔	✔	✔	✔	✔
developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society	✔	✔	✔	✔	✔	✔	✔	✔
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✔	✔	✔	✔	✔	✔	✔	✔

Pedagogical Approach

Metacognition

Adapted from: EEF METACOGNITION AND SELF-REGULATED LEARNING—Guidance Report EEF_Metacognition_and_self-regulated_learning.pdf (d2tic4wvo1iusb.cloudfront.net)

Teaching Process

In terms of developing self-regulated learning and metacognition, this means we need to make sure that we do not give too much information at the same time (when delivering explicit instruction), and do not expect the learner to take on too much challenge when doing guided practice and independent work. The use of structured planning templates, teacher modelling, worked examples and breaking down activities into steps can help achieve this.

Self-regulation and metacognition strategies work through learners monitoring and evaluating their own learning strategies.

- Explicit teaching
- Teachers modelling
- Opportunities for pupils to reflect on and monitor their strengths and areas of improvement and plan how to overcome current difficulties.
- Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy.

Self-regulated learning can be broken into three essential components that teachers need to know about to help their pupils to develop into successful learners:

Cognition is the mental process involved in knowing, understanding, and learning. By cognitive strategies, we mean skills like memorisation techniques or subject-specific strategies like making different marks with a brush. This is the bread and butter of good teaching; cognitive strategies are fundamental to acquiring knowledge and completing learning tasks.

Metacognition is about the ways learners monitor and purposefully direct their learning. For example, having decided that a particular cognitive strategy for creating is likely to be successful, a pupil then monitors whether it has indeed been successful and then deliberately changes (or not) their method based on that evidence. By metacognitive strategies, we mean the strategies we use to monitor or control our cognition, such as checking that our technique was accurate or selecting the most appropriate cognitive strategy for the task we are undertaking.

Motivation is about our willingness to engage our metacognitive and cognitive skills and apply them to learning. Motivational strategies will include convincing oneself to undertake a tricky task now—affecting our current well-being—as a way of improving our future well-being in the task tomorrow. Cognition, metacognition, and motivation all interact in complex ways during the learning process. It is impossible to be metacognitive without having different cognitive strategies to hand and possessing the motivation and perseverance to tackle problems and apply these strategies.

Types of Knowledge

Adapted from Ofsted: Research and Review Series: Art and Design 2023

‘When children learn subject knowledge, they build capacity to appreciate and create art.’

Knowledge in art, or types of expertise, needs to be built up over time. Expertise is both **productive (**becoming proficient in aspects of art or producing art) and **receptive** (pupils learning about aspects of art).

Practical Knowledge*—Developing technical proficiency— both receptive and productive— how to create art, craft and design; learning methods and techniques that artists, craft makers and designers use. Allows children to make choices based on their knowledge of materials and media, using technical language. It is the ability to create what has been planned. These skills, techniques and practices are learned in the art curriculum and underpinned by specialist and subject-specific knowledge. Develops ‘tacit knowledge’ gained through the senses i.e. knowing whether to choose a bush or a pen for the quality of line it produces.

Theoretical Knowledge*— cultural and contextual content to learn about artists and artwork — both receptive and productive**—** Relates to specific forms or works of art. How to use tools, materials and history of art, craft and design. Links art’s past, present and future. It is NOT just naming artists, dates and facts. It is learning about meaning and interpretations, materials and processes and journeys and connections through time. It puts practical knowledge into context. Needs to be based in a diverse curriculum. It helps children understand that art is the product of human culture, and it is affected by human culture. (This can contribute to spirituality.) Also helps children develop their practical art-making.

In the curriculum—it enables pupils to understand the journey of art throughout history and culture.

Disciplinary Knowledge—how art is studied, discussed and judged— Not bound to a specific ‘way of making’, focuses on the norms, products and purposes of art—the concept of art itself; how art is judged, valued and evaluated. How aesthetic judgements are formed and claimed; how art is studied; how to participate in the discourses of artists, scholars and critics. Engaging with the Big Idea of art—it changes with time as new practices and ideas are introduced.

In the curriculum—questions that artists, critics and scholars ask about art.

Practical and theoretical knowledge are both placed under ‘Substantive Knowledge’ in the plans.

National Curriculum - Art and Design (KS1 included for reference)

Key stage 1 (prior learning)

Pupils should be taught:

- *to use a range of materials creatively to design and make products*
- *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*
- *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.*

Key stage 2

Pupils should be taught

- to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

National Curriculum - Design Technology (KS1 included for reference)

Key stage 1 (Prior learning) —*Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts*

When designing and making, pupils should be taught to:

design *purposeful, functional, appealing products for themselves and other users based on design criteria*

generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make *select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]*

elect from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate*—explore and evaluate a range of existing products*

evaluate their ideas and products against design criteria Technical knowledge

build structures*, exploring how they can be made stronger, stiffer and more stable*

explore and use mechanisms *[for example, levers, sliders, wheels and axles], in their products.*

Cooking and nutrition *-*

use the basic principles of a healthy and varied diet to prepare dishes

understand where food comes from.

Key stage 2 - Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts - When designing and making, pupils should be taught to:

Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make - select from and use a wider range of tools and equipment to perform practical tasks

elect from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate - investigate and analyse a range of existing products

evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

understand how key events and individuals in design and technology have helped shape the world

Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures

understand and use mechanical systems in their products

understand and use electrical systems in their products

apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition -

understand and apply the principles of a healthy and varied diet

prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

ART & DT Action Plan 2023-2024 – Michelle Marazzi

Improvement Required	How will this be achieved?	By Whom?	When?	Success Criteria IMPACT	Financial Implication	Monitoring -Who? When?
Continue to have visual arts displays around the school (inside and out)	MM to develop ideas through research, visiting other schools etc.	MM	Ongoing	School will give a vibrant and engaging feel for staff, children and visitors	Undecided. MM to source funding/human resources	MM
Support teachers with the planning of Art and DT.	Work with current year group teachers and current assessment criteria. Share ideas with teachers that are linked to each year group's topics- suggest artists to link to skills.	MM	Throughout the school year	Staff will have the resources/knowledge to teach Art / DT effectively giving children ability to create and talk Art / DT language	Resources if needed. Twinkl already funded.	MM – Monitor termly
Art and Design books to contain plan, evaluation and artists.	Using the progression of skills document, teachers to plan a piece of Art or DT each term, making sure to cover: Drawing, Painting, Printing, Textiles, 3D, Collage	All classes	End of year	Children will have engaged in a wider enriched opportunities and show improvement and enjoyment in art and DT	Sketchbooks / resources.	MM
Complete an art audit of all art materials in the school	MM to gather all art materials and make an audit, logging ALL current [shared] art materials	MM	End of term 5	Adequate resources available to staff and better use and record of art resources	Release time	MM
To work with Aquila trust to develop Art opportunities within the community	MM to meet with Aquila Art and DT leads to develop Art in school and further opportunities for collaborative work	MM	Ongoing	Christmas project Trust wide project	Meeting time	MM
Continue to work with other schools and Aquila and outside artists to develop art	Invite artist/illustrator into school to give talks, Aquila trust competitions, Art/DT organisations such as Art Works,	MM	Ongoing	Links with the art community and artists will provide greater opportunities	Meeting time	MM

opportunities/cultural Diversity	Arts Award, secondary schools etc			for the school and children are inspired		
Ensure arts are being embedded in after school clubs.	MM to hold a drawing club, JP to hold arts & crafts club. Other staff may be interested in doing something else.	MM, JP	Throughout year	Children given new opportunities during extra-curricular activities.	Resources needed	MM
Rigorous monitoring of Art & DT to ensure children have adequate opportunities to engage and be challenged in Art & DT	Monitoring bi-termly -Pupil consultations -Learning walks Art to be covered 3 x a year, DT to be covered 3 x per year	MM	Every old term 3 x per year	Art and Design books/ displays show work and DT files will show 3 projects by the end of the year	Release time	MM
Imbed the use of the Sketch book – weekly engagement	MM will send out a Termly Art inspiration PP to teachers.	All	Termly	Use of imagination/creative and reflective skills		

Milestones	End of Term 1	End of Term 2	End of Term 3	End of Term 4	End of Term 5	End of Term 6
	Action plan to SLT.	Monitor Art and Design books to ensure books have been used at least 2 times. Feedback to staff	Follow up any feedback from monitoring last term.	Monitor Art and Design books to ensure books have been used at least 2 times. Feedback to staff	Monitor and check evidence of DT in DT folders- do the projects have a purpose? 2x projects should have been completed. Look through art cupboard. Sort and list resources.	Exhibition of artwork in school to have taken place (linked to Children's Art Week in June/July)

Whole school enrichment opportunities (to be developed for this academic year)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art Club	Aquila Christmas card design competition Art Club Design a mural for Y3 area	Art club Observational Drawing Club Local gallery Visit Y3	Art Club	Art club Observational Drawing club Arts Week	Art Club

St. Laurence Art and Design Technology combined curriculum map 2024-2025

Some year groups will not cover all D&T topics as some NC statements are covered in other areas.
Kapow has updated their long term, combined curriculum map so it is no longer necessary to fit an extra unit of work in. Coverage of skills and knowledge is still ensured, but some year groups will not cover a topic.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	**DT** **Cooking and nutrition.** Eating seasonally	**DT** **Electronic Charms Micro:bit**	**Art** **Growing Artists – Georgia O'Keefe** (link with Rainforests topic)	**Art** **Prehistoric Paintings** (link with Stone Age topic)	**Art** **Abstract shape and space**	**DT** Constructing a Castle
Year 4	**DT** **Electrical systems - doodlers**	**DT** **Making a pop up book**	**Art** **Drawing – I need space**	**DT** **Craft and design – Ancient Egyptian scrolls**	**Art** **Drawing – make my voice heard**	**DT** **Cooking and nutrition** **Making a recipe**
Year 5	**DT** **Pavillions**	**Art** **Painting and Mixed media – Light and Dark**	**DT** **Mechanical Systems – make a sling-shot car**	**Art** and craft Power Prints	**DT** **Electronic Systems - Torches**	**Art** Fabric of Nature – William Morris (link with Victorians topic)
Year 6	**DT** **Textiles – waistcoats** (link with WW2 topic)	**Art** Photo Opportunities – Edward Weston	**Art** **Make my Voice Heard**	**DT** **Playgrounds**	**DT** **Navigating the World**	**Art** **Artist Studies**

Types of knowledge in Art and design

Substantive knowledge

Practical

In order to make art with increasing proficiency, pupils need to develop practical knowledge in the following areas:

- Methods and techniques
- Media and materials
- Formal elements: Line, tone, shape, colour, form, pattern, texture.

In the Kapow Primary curriculum, this knowledge largely links to our Making skills strand.

Making skills (including formal elements)

Theoretical

Children gain knowledge of the history of art through our Knowledge of artists strand.

They consider the meanings and interpretations behind works of art that they study and explore artists' materials and processes.

Knowledge of artists

Disciplinary knowledge

Disciplinary

Disciplinary knowledge refers to the knowledge children acquire to help them understand the subject as a discipline. Pupils learn how art is studied, discussed and judged, considering our big questions:

What is art?
Why do people make art?
How do people talk about art?

In our scheme, the strand Evaluating and analysing covers this knowledge.

Evaluating and analysing

Generating ideas

Using sketchbooks

The three domains of knowledge, and the interplay between them, enable pupils to generate ideas and use sketchbooks to develop their own artistic identity.

Types of knowledge in Design Technology

Substantive and disciplinary knowledge

Substantive knowledge in design and technology is based on the knowledge of four key elements of the process of design (**design, make, evaluate and technical knowledge**). All of these elements will be taught from Reception to Year 6 and vocabulary is taught explicitly and will be deliberately practised and applied through the 4 key elements.

These are:

Design—Know how to design a product that is purposeful, functional and appealing to a specific group. Make—Know how to cut, join and finish a range of increasingly complex materials, ranging from paper to wood.

Evaluate - Know how to investigate, evaluate and analyse a range of existing products and their own designs based on a specific design criteria. In addition to this, children will know key individuals have helped to shape the world in which we live in.

Technical knowledge—Know how to apply their knowledge of specific materials to meet the criteria listed above in the design, make and evaluate stages.

Disciplinary knowledge in design and technology is:

The process of enabling children to use their substantive knowledge of products and materials around them to make links between and across different areas of the curriculum. Knowledge in design and technology will equip the children with the opportunity to explain how and why products have changed over time and how they might be further improved in the future. They can use their knowledge and understanding to suggest how existing products may be improved with the advances in modern technology. Children will demonstrate that they have the cultural capital to become global citizens, following global themes and fundamental British Values, in an ever changing and technologically advancing world.

Overview: Progression of skills

Art and design

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Generating ideas	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.	• To create sketch books to record their observations and use them to review and revisit ideas
Sketch-books	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.	
Making skills (including Formal elements)	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.	• To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Overview: Progression of skills

Art and design

	Year 3	Year 4	Year 5	Year 6	National curriculum Pupils should be taught:
Knowledge of artists	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Consider how to display art work, understanding how artists consider their viewer and the impact on them.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces . Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.	• About great artists, architects and designers in history.
Evaluating and analysing	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.	Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	• To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • About great artists, architects and designers in history.

Progression of skills and knowledge

Structures

		Year 3	Year 4
		Constructing a castle	Pavilions
Skills	Design	• Designing a castle with key features to appeal to a specific person/purpose. • Drawing and labelling a castle design using 2D shapes, labelling: -the 3D shapes that will create the features - materials needed and colours. • Designing and/or decorating a castle tower on CAD software.	• Designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. • Building frame structures designed to support weight.
	Make	• Constructing a range of 3D geometric shapes using nets. • Creating special features for individual designs. • Making facades from a range of recycled materials.	• Creating a range of different shaped frame structures. • Making a variety of free standing frame structures of different shapes and sizes. • Selecting appropriate materials to build a strong structure and cladding. • Reinforcing corners to strengthen a structure. • Creating a design in accordance with a plan. • Learning to create different textural effects with materials.
	Evaluate	• Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. • Suggesting points for modification of the individual designs.	•Evaluating structures made by the class. • Describing what characteristics of a design and construction made it the most effective. • Considering effective and ineffective designs.
Knowledge	Technical	• To understand that wide and flat based objects are more stable. • To understand the importance of strength and stiffness in structures.	• To understand what a frame structure is. • To know that a 'free-standing' structure is one which can stand on its own.
	Additional	• To know the following features of a castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse - and their purpose. • To know that a façade is the front of a structure. • To understand that a castle needed to be strong and stable to withstand enemy attack. • To know that a paper net is a flat 2D shape that can become a 3D shape once assembled. • To know that a design specification is a list of success criteria for a product.	• To know that a pavilion is a a decorative building or structure for leisure activities. • To know that cladding can be applied to structures for different effects. • To know that aesthetics are how a product looks. • To know that a product's function means its purpose. • To understand that the target audience means the person or group of people a product is designed for. • To know that architects consider light, shadow and patterns when designing.

Progression of skills and knowledge

Structures

		Year 6
		Playgrounds
Skills	Design	• Designing a playground featuring a variety of different structures, giving careful consideration to how the structures will be used, considering effective and ineffective designs.
	Make	• Building a range of play apparatus structures drawing upon new and prior knowledge of structures. • Measuring, marking and cutting wood to create a range of structures. • Using a range of materials to reinforce and add decoration to structures.
	Evaluate	• Improving a design plan based on peer evaluation. • Testing and adapting a design to improve it as it is developed. • Identifying what makes a successful structure.
Knowledge	Technical	• To know that structures can be strengthened by manipulating materials and shapes.
	Additional	• To understand what a 'footprint plan' is. • To understand that in the real world, design , can impact users in positive and negative ways. • To know that a prototype is a cheap model to test a design idea.

Progression of skills and knowledge		Mechanisms / mechanical systems	
		Year 4	Year 5
		Making a slingshot car	Making a pop up book
Skills	Design	• Designing a shape that reduces air resistance. • Drawing a net to create a structure from. • Choosing shapes that increase or decrease speed as a result of air resistance. • Personalising a design.	• Designing a pop-up book which uses a mixture of structures and mechanisms. • Naming each mechanism, input and output accurately. • Storyboarding ideas for a book.
	Make	• Measuring, marking, cutting and assembling with increasing accuracy. • Making a model based on a chosen design.	• Following a design brief to make a pop up book, neatly and with focus on accuracy. • Making mechanisms and/or structures using sliders, pivots and folds to produce movement. • Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result.
	Evaluate	• Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.	• Evaluating the work of others and receiving feedback on own work. • Suggesting points for improvement.
Knowledge	Technical	• To understand that all moving things have kinetic energy. • To understand that kinetic energy is the energy that something (object/person) has by being in motion. • To know that air resistance is the level of drag on an object as it is forced through the air. • To understand that the shape of a moving object will affect how it moves due to air resistance.	• To know that mechanisms control movement. • To understand that mechanisms can be used to change one kind of motion into another. • To understand how to use sliders, pivots and folds to create paper-based mechanisms.
	Additional	• To understand that products change and evolve over time. • To know that aesthetics means how an object or product looks in design and technology. • To know that a template is a stencil you can use to help you draw the same shape accurately. • To know that a birds-eye view means a view from a high angle (as if a bird in flight). • To know that graphics are images which are designed to explain or advertise something. •To know that it is important to assess and evaluate design ideas and models against a list of design criteria.	• To know that a design brief is a description of what I am going to design and make. • To know that designers often want to hide mechanisms to make a product more aesthetically pleasing.

Progression of skills and knowledge		Electrical systems (KS2 only)	
		Year 4	Year 5
		Torches	Doodlers
Skills	Design	• Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.	• Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. • Developing design criteria based on findings from investigating existing products. • Developing design criteria that clarifies the target user.
	Make	• Making a torch with a working electrical circuit and switch. • Using appropriate equipment to cut and attach materials. • Assembling a torch according to the design and success criteria.	• Altering a product's form and function by tinkering with its configuration. • Making a functional series circuit, incorporating a motor. • Constructing a product with consideration for the design criteria. • Breaking down the construction process into steps so that others can make the product.
	Evaluate	• Evaluating electrical products. • Testing and evaluating the success of a final product.	• Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses. • Determining which parts of a product affect its function and which parts affect its form. • Analysing whether changes in configuration positively or negatively affect an existing product. • Peer evaluating a set of instructions to build a product.
Knowledge	Technical	• To understand that electrical conductors are materials which electricity can pass through. • To understand that electrical insulators are materials which electricity cannot pass through. • To know that a battery contains stored electricity that can be used to power products. • To know that an electrical circuit must be complete for electricity to flow. • To know that a switch can be used to complete and break an electrical circuit.	• To know that series circuits only have one direction for the electricity to flow. • To know when there is a break in a series circuit, all components turn off. • To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. • To know a motorised product is one which uses a motor to function.
	Additional	• To know the features of a torch: case, contacts, batteries, switch, reflector, lamp, lens. • To know facts from the history and invention of the electric light bulb(s) - by Sir Joseph Swan and Thomas Edison.	• To know that product analysis is critiquing the strengths and weaknesses of a product. • To know that 'configuration' means how the parts of a product are arranged.

Progression of skills and knowledge		Cooking and nutrition	
		Year 1	Year 3
		Smoothies	Eating seasonally
Skills	Design	• Designing smoothie carton packaging by-hand.	• Designing a recipe for a savoury tart.
	Make	• Chopping fruit and vegetables safely to make a smoothie. • Juicing fruits safely to make a smoothie.	• Following the instructions within a recipe. • Tasting seasonal ingredients. • Selecting seasonal ingredients. • Peeling ingredients safely. • Cutting safely with a vegetable knife.
	Evaluate	• Tasting and evaluating different food combinations. • Describing appearance, smell and taste. • Suggesting information to be included on packaging. • Comparing their own smoothie with someone else's.	• Establishing and using design criteria to help test and review dishes. • Describing the benefits of seasonal fruits and vegetables and the impact on the environment. • Suggesting points for improvement when making a seasonal tart.
Knowledge		• To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables is any edible part of a plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber).	• To know that not all fruits and vegetables can be grown in the UK. • To know that climate affects food growth. • To know that vegetables and fruit grow in certain seasons. • To know that cooking instructions are known as a 'recipe'. • To know that imported food is food which has been brought into the country. • To know that exported food is food which has been sent to another country.. • To know that eating seasonal foods can have a positive impact on the environment. • To know that similar coloured fruits and vegetables often have similar nutritional benefits. • To know that the appearance of food is as important as taste.

Progression of skills and knowledge		Cooking and nutrition
		Year 5
		Developing a recipe
Skills	Design	• Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. • Writing an amended method for a recipe to incorporate the relevant changes to ingredients. • Designing appealing packaging to reflect a recipe. • Researching existing recipes to inform ingredient choices.
	Make	• Cutting and preparing vegetables safely. • Using equipment safely, including knives, hot pans and hobs. • Knowing how to avoid cross-contamination. • Following a step by step method carefully to make a recipe.
	Evaluate	• Identifying the nutritional differences between different products and recipes. • Identifying and describing healthy benefits of food groups.
Knowledge		• To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed. • To know that recipes can be adapted to suit nutritional needs and dietary requirements. • To know that I can use a nutritional calculator to see how healthy a food option is. • To understand that 'cross-contamination' means bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. • To know that coloured chopping boards can prevent cross-contamination. • To know that nutritional information is found on food packaging. • To know that food packaging serves many purposes.

Progression of skills and knowledge		Textiles		
		EYFS: Reception	**Year 1**	**Year 6**
		Bookmarks	**Puppets**	**Waistcoats**
Skills	**Design**	• Discussing what a good design needs. • Designing a simple pattern with paper. • Designing a bookmark. • Choosing from available materials.	• Using a template to create a design for a puppet.	• Designing a waistcoat in accordance to a specification linked to set of design criteria. • Annotating designs, to explain their decisions.
	Make	• Developing fine motor/cutting skills with scissors. • Exploring fine motor/threading and weaving (under, over technique) with a variety of materials. • Using a prepared needle and wool to practise threading.	• Cutting fabric neatly with scissors. • Using joining methods to decorate a puppet. • Sequencing the steps taken during construction.	• Using a template when cutting fabric to ensure they achieve the correct shape. • Using pins effectively to secure a template to fabric without creases or bulges. • Marking and cutting fabric accurately, in accordance with their design. • Sewing a strong running stitch, making small, neat stitches and following the edge. • Tying strong knots. • Decorating a waistcoat, attaching features (such as appliqué) using thread. • Finishing the waistcoat with a secure fastening (such as buttons). • Learning different decorative stitches. • Sewing accurately with evenly spaced, neat stitches.
	Evaluate	• Reflecting on a finished product and comparing to their design.	• Reflecting on a finished product, explaining likes and dislikes.	• Reflecting on their work continually throughout the design, make and evaluate process.
Knowledge		• To know that a design is a way of planning our idea before we start. • To know that threading is putting one material through an object.	• To know that 'joining technique' means connecting two pieces of material together. • To know that there are various temporary methods of joining fabric by using staples. glue or pins. • To understand that different techniques for joining materials can be used for different purposes. • To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. • To know that drawing a design idea is useful to see how an idea will look.	• To understand that it is important to design clothing with the client/ target customer in mind. • To know that using a template (or clothing pattern) helps to accurately mark out a design on fabric. • To understand the importance of consistently sized stitches.

		Year 3	Year 6
		Wearable technology	Navigating the world
Skills	Design	• Problem solving by suggesting which features on a micro:bit might be useful and justifying my ideas. • Drawing and manipulating 2D shapes, using computer-aided design, to produce a point of sale badge. • Developing design ideas through annotated sketches to create a product concept. • Developing design criteria to respond to a design brief.	• Writing a design brief from information submitted by a client • Developing design criteria to fulfil the client's request • Considering and suggesting additional functions for my navigation tool • Developing a product idea through annotated sketches • Placing and manoeuvring 3D objects, using CAD • Changing the properties of, or combine one or more 3D objects, using CAD
	Make	• Following a list of design requirements. • Writing a program to control (button press) and/or monitor (sense light) that will initiate a flashing LED algorithm.	• Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo) • Explaining material choices and why they were chosen as part of a product concept • Programming an N,E, S,W cardinal compass
	Evaluate	• Analysing and evaluating wearable technology. • Using feedback from peers to improve design.	• Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool • Developing an awareness of sustainable design • Identifying key industries that utilise 3D CAD modelling and explain why • Describing how the product concept fits the client's request and how it will benefit the customers • Explaining the key functions in my program, including any additions • Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool • Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch • Demonstrating a functional program as part of a product concept
Knowledge	Technical	• To understand that, in programming, a 'loop' is code that repeats something again and again until stopped. • To know that a micro:bit is a pocket-sized, codeable computer. • To know that a simulator is able to replicate the functions of an existing piece of technology.	• To know that accelerometers can detect movement • To understand that sensors can be useful in products as they mean the product can function without human input
	Additional	•To know what the 'Digital Revolution' is and features of some of the products that have evolved as a result. • To understand what is meant by 'point of sale display.' • To know that CAD stands for 'Computer-aided design'. • To know what a focus group is by taking part in one.	• To know that designers write design briefs and develop design criteria to enable them to fulfil a client's request • To know that 'multifunctional' means an object or product has more than one function • To know that magnetometers are devices that measure the Earth's magnetic field to determine which direction you are facing

Inclusion in Art, Design and DT at St. Laurence

At St. Laurence School we strongly believe in inclusive education so that all pupils can engage to the best of their ability. In Art, Design and DT this will look like: *(Adapted from CSIE Legislation and Guidance for Inclusive Education and Ofsted: Research*

Learn about art

- Quality First Teaching using Kapow's scheme of work.
- Communication tools—Now/Next boards, substantive and disciplinary knowledge
- Links to literacy and numeracy—subject specific vocabulary, elements of Art, measurements etc.
- Wider picture offered to show how the learning fits into our world. Link global and local
- Active—investigations, hands on experienced based.
- Learning questions—linked to enquiry based curriculum
- Adapted where needed, targeted teaching i.e. repetition of important knowledge, retrieval and retention strategies

Learn about artists, designers and crafts people

Cultural capital through:

- Diverse selection of artists, designers and architects studied.
- Planned visits to exhibits and galleries/local area
- Visiting artists, crafts people and designers
- Different ways of thinking being offered through diversity being celebrated
- Encourage families into getting involved in local arts projects
- Avoidance of stereotyping—global picture of art
- Cognitive load—if needed, isolate important aspects.
- Contemporary artists—if abstract start with concrete imagery of subject matter first

Technical Knowledge

- Barriers to learning techniques are identified and removed so every child has access to equal opportunities.
- Substantive knowledge—clear and progressive across the school
- Disciplinary knowledge—support s children to become successful in the key skills needed to e creative when making art.
- Build confidence and interest—we are artists , designers and creators.

Creating art design and DT

- Work collaboratively
- Active learning—practical and experience based learning
- Communication—self express own ideas through sketchbooks
- Consider most appropriate medium for exploring and recording—how much additional knowledge will be needed to use this which might distract from the learning.
- Consider the space and area of the classroom that the child works in
- TA support

Evaluation

- St Laurence's progression in Art, design and Design Technology—clear progressive steps so all children can be identified as making progress
- Self confidence built by children being able to discuss their artistic journey because the learning has been progressive process
- Critical and reflective
- Exhibit work—celebrate everyone

Inclusion in Art and Design

At St Laurence Junior school, we strongly believe in inclusive education to ensure all pupils engage to the best of their ability.
In Art and Design this will look like: *adapted from: CSIE Legislation and Guidance for Inclusive Education and Ofsted- Research and Review Series: Art and Design*

Learn About Art	Quality first teaching, using Kapow's scheme of work Communication tools – Now/Next boards, Language through colour, substantive and disciplinary knowledge Links to literacy and numeracy—subject specific vocabulary, Elements of Art, measurements etc. Wider picture offered to show how the learning fits into our world Link local and global Active – investigations, hands-on, experience based Learning questions - structure thinking around questions that hold indicators as to how and what to answer Adapt where needed, use targeted teaching— i.e. repetition of important knowledge, some may need to learn & practise different components when studying the same content areas.
Learn about artists, designers and crafts people	Cultural Capital through: Diverse selection of artists, designers and architects studied throughout Planned visits to exhibits, galleries and art in the community Visiting artists, crafts people and designers – to represent our school community and the wider community Different ways of thinking offered through diversity being celebrated Encourage families to know where to go to see art and encourage interests to be developed beyond the class Avoidance of stereotyping – show a global picture of art and encourage a fusion of influences Contemporary artists– if abstract, start with concrete imagery of subject matter first
Technical Knowledge	Barriers to learning techniques are identified and removed so every child has access to equal opportunities. Substantive knowledge - clear and progressive across the school Disciplinary knowledge – supports children to become successful in the key skills needed to be creative when making art Build confidence & interest - we are all seen as artists and creators
Creating Art and Design	Work collaboratively – peer to peer, child and adult, child and artist Active learning – practical, experience based learning Communication – self-express own ideas through sketchbooks Consider most appropriate medium for exploring and recording—considering how much additional knowledge will be needed about how it works, which might distract from the learning. Creativity encouraged through individuality of outcome that is celebrated for its own merit Consider the space/area of the class that the child works in TA support
Evaluation	St Laurence's Progression in Art and Design – offers clear progressive steps so all children can been identified as making progress Self-confidence built by children being able to discuss their artistic journey because the learning has been a progressive process Critical and reflective Exhibit work – celebrate everyone

Teacher responsibilities as laid out in the SEND Code of Practice:

"6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum."

How this subject can support a pupil with a specific SEND – with reference to the Kent Mainstream Core Standards (Blue text example is Art Specific or generic)	
Communication and Interaction (ASD, Articulation, fluency, willingness to communicate, vocabulary, understanding and language structure. Additional languages spoken, social skills and interaction)	
Subject specific Support for this aspect of SEND Minimal language load involved in achieving a successful outcome Visual representation of intended outcome A multisensory approach	**Strategies to overcome potential barriers arising from this subject** "Now (you are doing this) and Next (you are going to be doing that)" boards and sequence strips Communication support software such as 'Widgit' Use the learner's name to gain their attention before giving instructions Keep instructions simple Awareness of own tone of voice (calm and not too loud) Pre-teach topic vocabulary Encourage 'thinking time'.
Cognition & Learning (Dyslexia, approaches and attitudes to learning, reasoning, organisational skills, problem solving skills and independent learning)	
Subject specific Support for this aspect of SEND Minimal requirement for Reading / Writing Reduced memory load	**Strategies to overcome potential barriers arising from this subject** Brain Breaks Provide alternative methods of recording e.g. Laptop and or speech to text software Language through Colour Visuals to support instructions and concepts (e.g. real objects, photos, pictures, symbols, sign and gesture) Task management boards Visual support/reminders – multisensory approach. Check suitability of chair / desk, posture and paper placement. Provide with left / right -handed pens and pencils / scissors as appropriate Chunk instructions
Social Emotional and Mental Health (ADHD, ADD, Self-image, confidence, anxiety, motivational factors, engagement with learning, classroom / playground behaviour)	
Subject specific Support for this aspect of SEND Opportunities for success / raised self-esteem through creativity	**Strategies to overcome potential barriers arising from this subject** Movement breaks Positive relationships / support co-regulation Peer grouping / support Plan opportunities for success and celebrate those successes Focus on reducing anxiety and there by behaviours Flexible and creative use of rewards and consequences. e.g. 'catch them being good'
Physical and Sensory (motor skills, coordination, hearing or visual difficulties, daily living skills and self-help)	
Subject specific Support for this aspect of SEND Minimal language load involved in achieving a successful outcome Visual representation of intended outcome Multi-sensory learning opportunities	**Strategies to overcome potential barriers arising from this subject** Increased ventilation to support hypersensitivity to smells from resources Additional textures added to materials (e.g. paint) to support VI Ear defenders to support hyper sensitivity to noise Sensory breaks Ensure that learners have easy access to the equipment they require. Allow for differing stamina levels / tiredness Staff have an awareness of background noise levels and reduce this wherever possible (HI)

Example of a Knowledge Organiser

Year 3 - Drawing

Abstract	Art where the subject doesn't necessarily look like it does in real life.
Botanical art	To depict whole plants or parts of plants that is visually pleasing and scientifically accurate.
Composition	Putting different elements together in a pleasing way.
Geometric	A regular shape with angles and straight lines.
Organic	Irregular natural shapes.
Scale	The size of what is being drawn.
Shading	Drawn marks to show areas of light and dark.
Texture	A surface quality that is not flat.
Tone	The light and dark something is.

Artists

Georgia O'Keeffe

Charles Darwin

Maud Purdy

Max Ernst

Carl Linneaus

Everything in our world is made from simple shapes. Identifying shapes within objects will help you to draw more accurately.

Squares and rectangles

Circles and ovals

Triangles

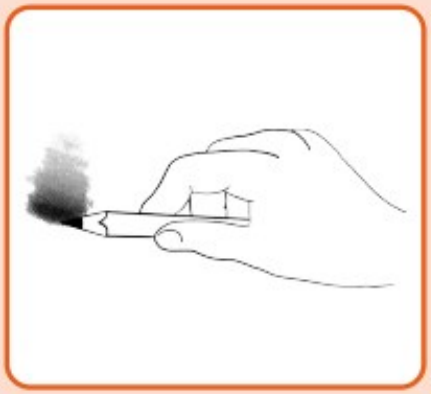
Straight lines

Wavy lines

Year 3 - Drawing

Holding a pencil to shade

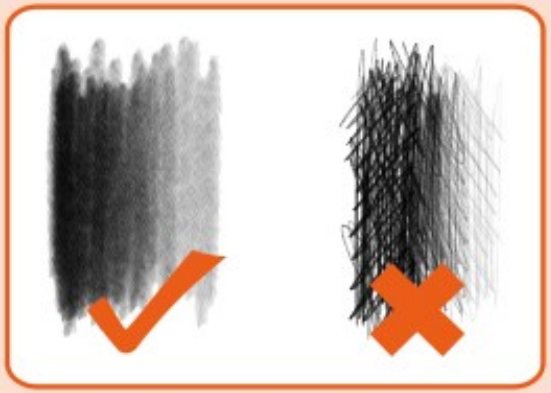
Detail grip
(Writing grip)



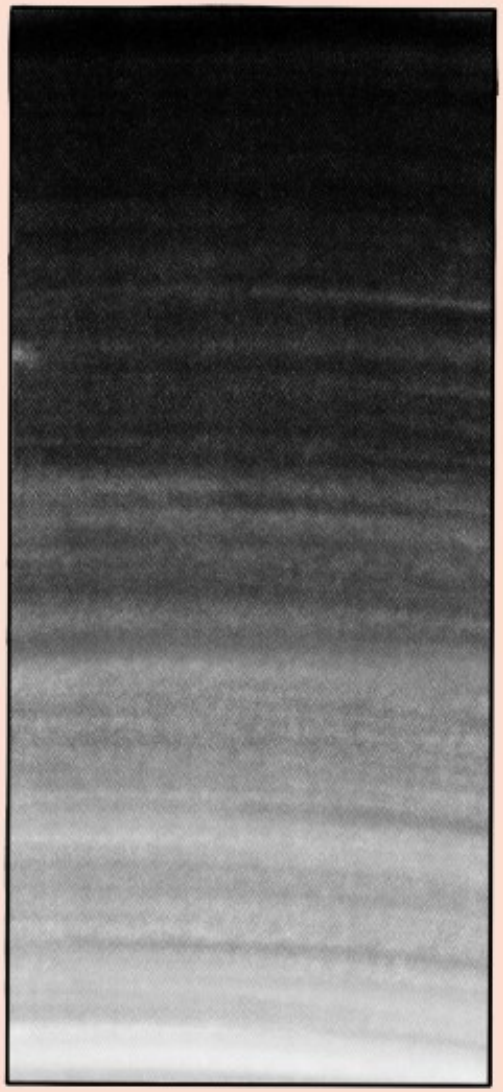
Shading grip

The four rules of shading

- To shade in **ONE** direction
- To not leave any gaps
- To work neatly to the edges
- To create smooth even tones



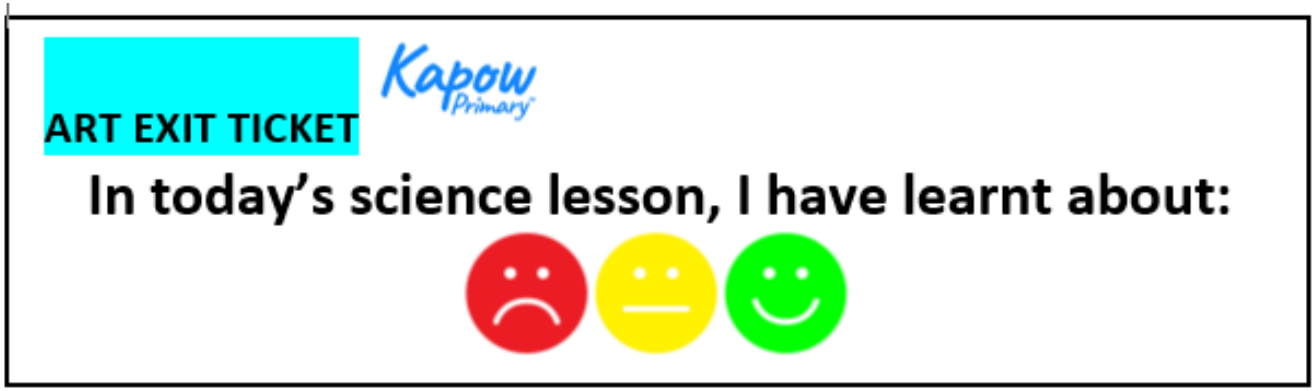
Creating tones:



Dark tones show where there is less light on an object. Pressing firmly with your pencil when you shade will create darker tones.

Light tones show where there is more light on the subject and less pressure is needed when you shade.

Assessment in Art and Design



We use exit tickets at the end of each lesson as we feel that this allows children to reflect upon their learning, reinforce their learning from the session and allows teachers to respond and bridge gaps of those learners that need additional support.

We also track children's learning every long term (term 2,4,6) whether they are working towards, expected or working at greater depth. We believe teachers are the fundamental way of assessing children via high level of questioning, responding to feedback from children and also pupil voice.

Kapow allows teachers to set challenges too for those children who are working at greater depth or use adaptive teaching methods to enable children at a working toward level are supported to achieve. These additional tasks and adaptive methods can be found in each unit of work on Kapow's website.