

St Mary's Catholic Primary School Art and Design Technology statement

At St Mary's, Art and Design Technology are a vital, part of our curriculum. From an early age, children are encouraged to explore and develop their creativity through a range of artistic experiences, whilst also having opportunities to visit art galleries and museums, where they can discover artwork and learn about artists from diverse cultures and different periods of history.

Art intent

At St Mary's Catholic Primary School, we believe that Art inspires creativity, imagination and self-expression. Our curriculum encourages pupils to: explore, experiment and develop confidence in a wide range of artistic techniques and media. Children are given opportunities to generate their own unique ideas, refine their skills and create original artwork while learning about and being inspired by artists, craftspeople and designers from different cultures and historical periods. Through engaging and progressive learning experiences, pupils develop an appreciation of the visual arts, think critically about creative work and express their own thoughts and ideas with confidence.

Through the use of Kapow Primary's Art and Design scheme, our curriculum is carefully sequenced to ensure that pupils build knowledge, skills and understanding over time, enabling them to meet the expectations of the National Curriculum.

Design Technology intent

Within our Design Technology curriculum, we aim to inspire pupils to become imaginative, innovative and confident designers who understand the process of designing, making and evaluating products. Our Design and Technology curriculum encourages children to solve real-life problems, take risks with their ideas and develop resilience by refining and improving their work through planning, testing and evaluation. Through our scheme of work, pupils learn practical skills across a range of contexts while developing an understanding of the impact of design and technology in everyday life. We encourage children to become resourceful, independent and enterprising learners who can apply their knowledge creatively and work collaboratively to develop purposeful solutions.

Our curriculum is carefully planned to build knowledge and skills progressively from the Early Years through to Key Stage 2, ensuring pupils are well prepared to meet the expectations of the National Curriculum while fostering curiosity, creativity and a lifelong appreciation of design that they can contribute to future design advancements.

Implementation of Art

At St Mary's, the Art scheme of work is designed with five embedded strands that run throughout the curriculum:

- Use of sketchbooks
- Generating ideas
- Managing skills- emphasizing the formal elements (line, shape, tone, pattern, colour and texture)
- Understanding a range of authors from different cultures and historical periods
- Evaluating and analysing

Learning is organised into carefully sequenced units that enable children to develop their knowledge and skills progressively, applying them in a variety of creative contexts and outcomes. The formal elements of art are embedded throughout the curriculum, ensuring they are revisited and built upon regularly. Key skills and concepts are taught through a spiral curriculum, allowing pupils to build on prior learning with increasing confidence and complexity. Within each year group, learning is organised into four core areas:

- Craft and design
- Drawing
- Painting
- Sculpture and 3D

Implementation of Design Technology

The Design and Technology National Curriculum identifies the core stages of the design process as design, make and evaluate. At St Mary's school, these stages are brought to life through the cycle of: think, make, test and repeat, helping pupils understand that designing is an iterative process where ideas are continually developed and improved.

- **Think** – Children investigate, research and generate ideas in response to a design brief, considering the needs of users and developing their technical understanding.
- **Make** – Children select appropriate tools, materials and techniques to create their products, applying practical skills safely and accurately.
- **Test** – Children evaluate their finished products against the design criteria, reflecting on what worked well and identifying areas for improvement.
- **Repeat** – Children refine, adapt and improve their designs based on testing and evaluation, recognising that successful design is about learning from experience and making purposeful changes.

Technical knowledge underpins every stage of this process, providing the contextual, historical and practical understanding needed across each strand of the curriculum. Cooking and Nutrition is taught as a distinct area, focusing on essential principles including: food preparation skills, healthy eating, seasonality and where food comes from.

The National Curriculum organises Design and Technology into five key strands: design, make, evaluate, technical knowledge and cooking and nutrition. Through our curriculum, pupils respond to purposeful design briefs that encourage them to consider the needs of others while developing knowledge and skills across six key areas:

- Mechanisms
- Structures
- Textiles
- Food
- Electrical Systems (Key Stage 2)
- Digital World (Key Stage 2)

Each key area follows the think, make, test, repeat cycle while drawing on the relevant technical knowledge or cooking and nutrition content. Using the Kapow Primary scheme, our curriculum is designed as a spiral curriculum, enabling pupils to revisit each area with increasing depth and complexity. This approach strengthens understanding, builds confidence and allows children to make meaningful connections between previous and new learning.

Lessons include a wide range of teaching approaches, including independent activities, paired and group work, practical hands-on experiences, digital learning and creative problem-solving tasks. This variety ensures lessons are engaging and accessible to all learners. Adapted guidance supports every lesson, enabling all pupils to achieve while providing appropriate challenge for those ready to deepen their learning. Through the use of knowledge organisers for each unit, pupils are able to develop secure subject knowledge by reinforcing key vocabulary and concepts through regular retrieval and recall.

Scheme of work selection

At St Mary's, we follow the Kapow scheme of work. The scheme of learning is used as a basis for teachers to tailor and adapt to the needs of our pupils. Some content will be streamlined dependent on the individual needs of the class. At other times teachers may choose to take longer to cover a subject or topic area that pupils are finding challenging or that are more specific to the individual needs of the class at that time.

CPD and Training

Teachers have access to the CPD from:

- The Kapow website
- Regular in-house training is provided by the Subject Leader
- Resources from the EEF toolkit are used to ensure good practice is being delivered in classes
- EEF research has been used as a basis of INSET days

Assessment Strategy

- Formative assessment strategies include:
- Regular quizzes (Kahoot!, Quizziz)
- Review and evaluation of work completed in class
- Questioning within class

Summative assessment results are input into our tracking system (Insight Tracking) where school leaders are able to analyse the data. This assessment is based upon teacher judgement each term. This data is shared with the following class teacher to ensure children who have gaps in their learning can have additional pre-learning tasks.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	(DT) Mechanisms- matching a moving storybook/ I can use bridges or guides to control the movement of a storybook using levers and sliders	(DT) Cooking and nutrition- smoothies I can identify, cut and juice fruit or vegetables to create a smoothie	(Art & design) Sculpture and 3D- paper play I can manipulate paper to create three dimensional shapes and structures Samantha Stephenson	(DT) Textiles- puppets I can use a template and fabric to decorate, and construct a puppet to match a design	(Art & design) Craft and design- woven wonders I can plait, thread, knot and weave to create three dimensional woven artworks Cecilia Vicuna	(Art & design) Drawing- exploring line and shape/ I can experiment with different materials through observation and collaborative pieces inspired by artists
Year 2	(Art & design) Painting and mixed media- life in colour I can explore the work of Romare Bearden to develop colour mixing skills in combination with using natural materials	(DT) Textiles- pouches I can use a running stitch to create and decorate a pouch	(DT) Cooking and nutrition- balanced diet I can use the identification of food groups to consider flavor combinations when making wraps	(Art & design) Sculpture and 3D- clay houses I can explore the way clay can be shaped and joined to create a clay house inspired by a traditional home in Zambia	(Art & design) Craft and design- map it out I can respond to a design brief by using a range of artistic techniques, including: collaging, printing and using oil pastels Emma Johnson	(DT) Mechanisms- making a moving monster I can use linkages, levers and pivots to design a moving monster
Year 3	(DT) Cooking and nutrition- eating seasonally I can explore seasonal food to create a seasonal food tart	(Art & design) Prehistoric painting I can use natural materials to experiment recreating art created by our ancient ancestors	(DT) Mechanical systems- pneumatic toys I can create a pneumatic system for a moving toy based on a design brief	(Art & design) Drawing- developing drawing skills I can develop shading skills to create botanical inspired digital drawings Katie Daisy , Sara Bottaccini Meadows and Yellena James	(Art & design) Sculpture and 3D- abstract shape/ I can manipulate a range of materials to explore how shapes and negative spaces can be represented by 3D forms Sir Anthony Caro	(DT) Textiles- Egyptian collars I can use cross-stitch and applique to design and create an Egyptian inspired collar
Year 4	(DT) Structure- pavilions I can investigate structures to improve their stability and apply this to create a pavilion inspired by class text-	(Art & design) Craft and design- fabric of nature I can use the flora and fauna of tropical rainforests as inspiration for creating a repeated pattern	(Art & design) Drawing- exploring tone, texture and proportion/ I can explore tone, texture and proportion to create realistic drawings	(Art & design) Sculpture and 3D- mega materials I can use a range of materials including: soap, wire and recycling to create forest animals	(DT) Electrical systems- torches I can evaluate a range of existing torches; design a functional torch for a target audience	(DT) Cooking and nutrition- adapting a recipe I can adapt an existing biscuit recipe whilst considering the cost of ingredients and other

	<i>Leon and the Place between</i>	<i>William Morris</i>		<i>inspired by the book- The Great Kapok Tree Barbara Hepworth</i>		<i>expenses against a budget</i>
<i>Year 5</i>	<i>(DT) Mechanical systems- gears and pulleys I can conduct market research surrounding an eco-gadget bike to inspire a design criteria</i>	<i>(Art & design) Drawing- depth, emotion and movement I can explore mark making for showing depth, emotion and movement to portray differing emotions of a fictional character- Scrooge/ Charlie Mackesy</i>	<i>(Art & design) Painting and mixed media- portraits I can investigate self-portraits by a range of artists; use photographs as a starting point for developing ideas Rembrandt, Vincent Van Gogh and Frida Kahlo</i>	<i>(Art & design) Craft and design- architecture I can investigate the built environment through drawing and printmaking; explore the work of architect Zaha Hadid</i>	<i>(DT) Structure- bridges I can test and analyse various types of bridges to determine their strength and stability</i>	<i>(DT) Cooking and nutrition- developing a recipe/ I can learn a simple holoignaise recipe and adapt it to improve nutritional content</i>
<i>Year 6</i>	<i>(Art & design) Drawing- expressing ideas I can use outdoor environments to explore how artists express ideas and how they utilise scale to do so</i>	<i>(DT) Cooking and nutrition- come dine with me I can apply culinary skills and knowledge to select three recipes to create a coherent three course meal</i>	<i>(DT) Electrical systems- steady hand game/ I can understand what is meant by fit for purpose design and use this to design and develop a steady hand game</i>	<i>(Art & design) Sculpture and 3D- making memories I can create a personal memory box using a collection of found objects and hand-sculptured forms to reflect primary school life</i>	<i>(DT) Structure- playgrounds I can research existing playground equipment and their different forms before designing and developing a range of apparatus to meet a design brief</i>	<i>(Art & design) Painting and mixed media- artist study I can explore a selection of paintings through art appreciation activities and utilise the findings to plan for a final piece in a sketchbook David Hockney, Paula Rego, John Singer Sargent, Frank Bowling and Lubaina Himid</i>