

## Kapow Curriculum Guidance

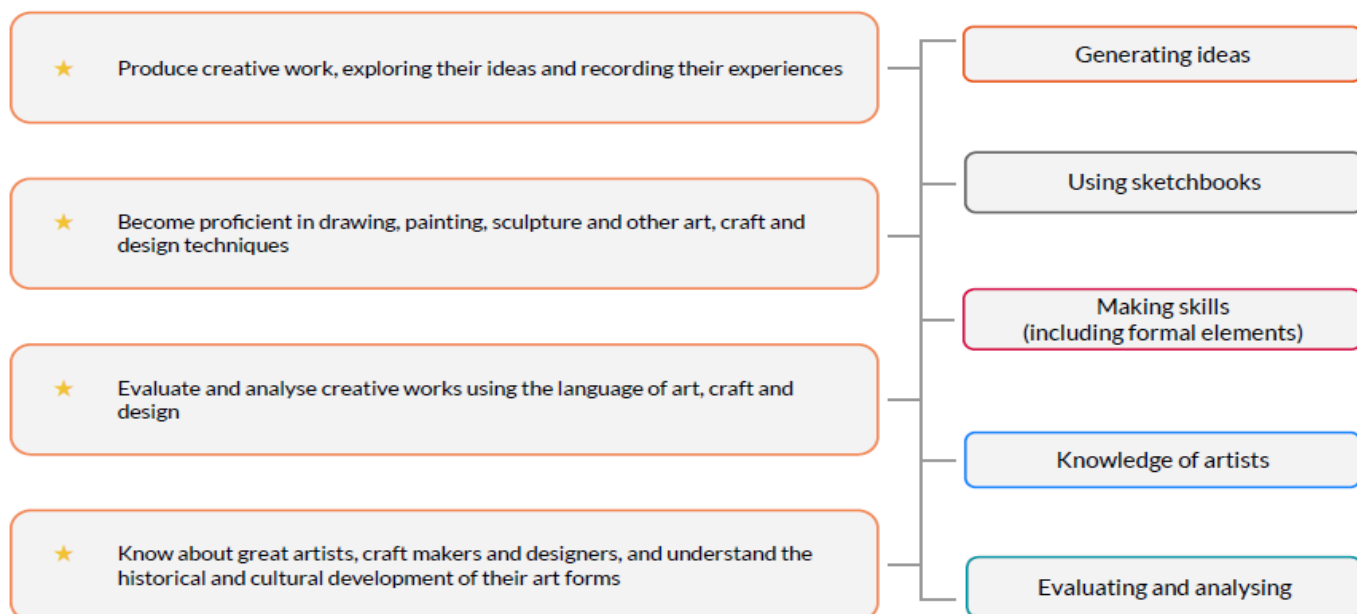
### Art and Design and Design and Technology

The Kapow Primary curriculum for Art and Design and Design and technology follows a combined curriculum, where the subjects are alternated each term. Kapow's art curriculum includes units for all strands of the art curriculum, though some lessons are omitted that are necessary to meet the key skills knowledge aims of the unit. This is to ensure that there is enough time over the academic year to complete both the Art and DT curriculum.

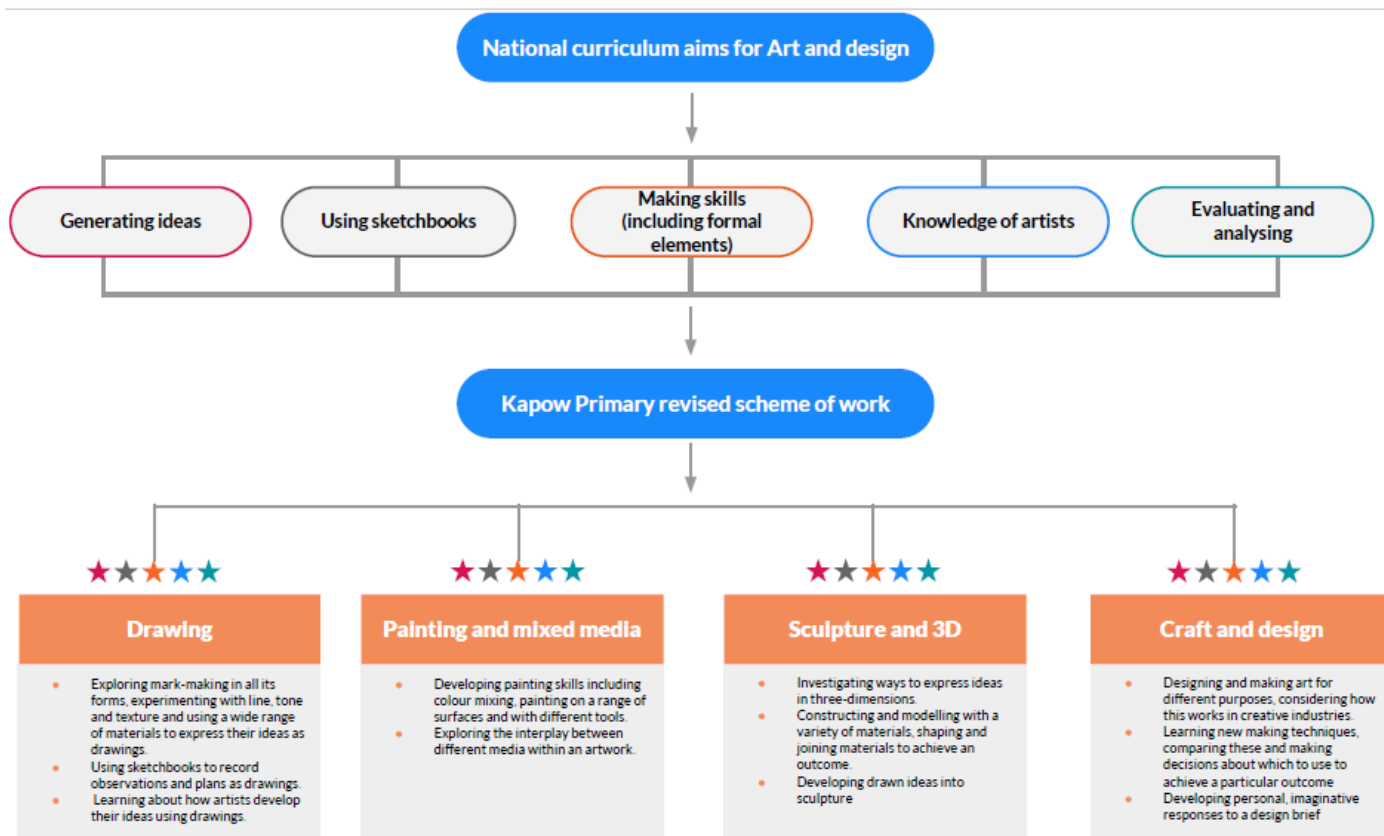
#### **How does Kapow Primary help our school to meet statutory guidance for Art and design?**

Our scheme of work fulfils the statutory requirements outlined in the **National Curriculum (2014)**. The National Curriculum for Art and design aims to ensure that all pupils:

From these aims, we have identified five strands which run throughout our scheme of work:



#### How the Art and Design scheme is organised.



## How the Design and Technology scheme is organised.

The Kapow D&T curriculum has carefully selected units to include and which to omit to ensure gradual progression towards the National Curriculum end of year attainment targets and to cover all five strands shown below in enough detail.

Design

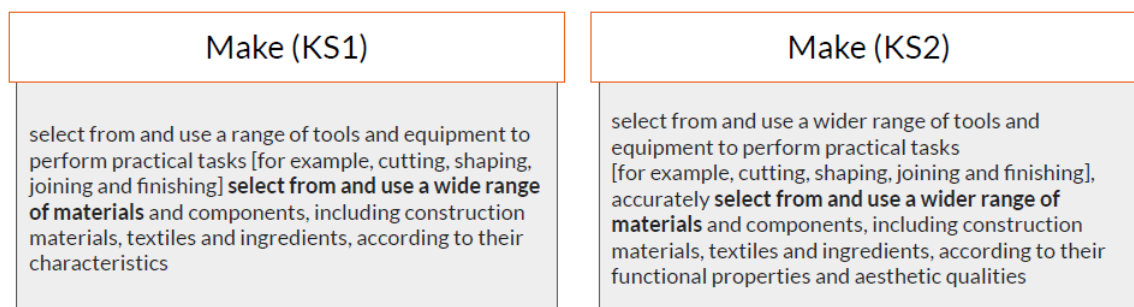
Make

Evaluate

Technical knowledge

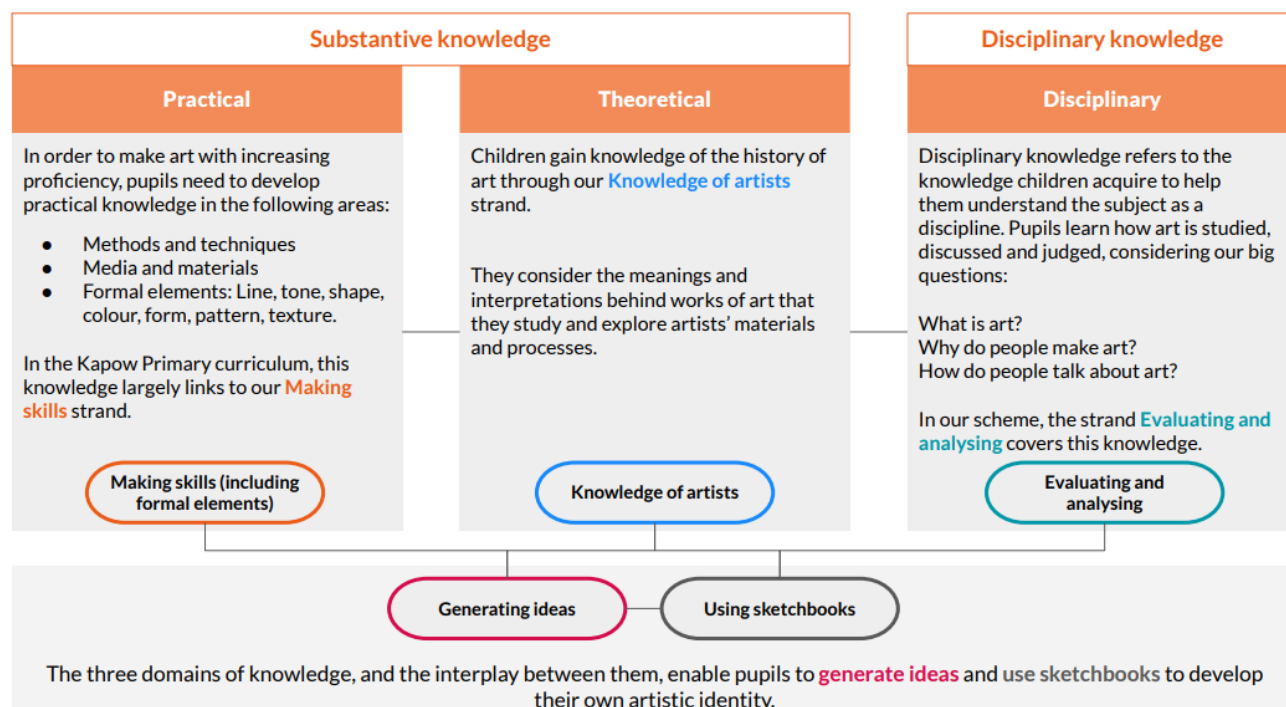
Cooking and  
nutrition

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.



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.

## Types of knowledge in Art and design



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.

While the scheme has cross-curricular links which are detailed in the planning, it is essential we focus on the skills and knowledge progression within each year group. Therefore, units can be taught in a different order to suit that year group, but we will not be swapping units across year groups.

Each unit has 4 to 5 lessons which are sequential and should be taught in order as shown in the planning. As there is only 4 to 5 lessons, this should give us adequate time to teach all lessons within a week block. If you have additional time there are suggestions for challenge in the planning so please use this to extend learning. Any additional time would also be beneficial to use to ensure you have given the children adequate time to write up reflections, evaluations, annotate and label diagrams etc.