‘Art and Design’ and ‘Design and Technology’ Curriculum Overview

Vision

At Moorside Primary School, our curriculum lies at the heart of everything we do. It reflects our Mission Statement, Aims, and our school motto: **"Learn, Achieve, Succeed, Together... for a LASTing education at Moorside!"**

We are committed to offering every child a broad, balanced, and knowledge-rich curriculum that inspires curiosity, nurtures individual strengths, and supports all learners to thrive. Whether pupils have specific talents, additional needs, or unique interests, we tailor learning experiences to ensure they are supported and challenged appropriately.

We recognise that every child is different—with their own experiences, skills, and aspirations. That's why we make it a priority to understand each pupil as an individual. By doing so, we can create meaningful learning opportunities that encourage progress, celebrate success, and promote a lifelong love of learning.

Through our inclusive and ambitious curriculum, we ensure that every child at Moorside has the opportunity to **learn, achieve, and succeed—together!**

The School Curriculum

At Moorside Primary School, our curriculum is thoughtfully designed to ensure that all pupils access the highest quality content. This approach lays a strong foundation for future learning as children progress through school and into Key Stage 3 and beyond. Our curriculum is ambitious and exceeds the expectations set out in the national curriculum.

We place a strong emphasis on understanding the needs of our pupils, ensuring that every child is given the opportunity to achieve their full potential. While academic success is a key priority, we also place equal importance on nurturing pupils' spiritual, moral, social, and cultural development. Our goal is to ensure that every child leaves Moorside as a confident, independent, and successful lifelong learner, ready to make a positive contribution to society.

At Moorside, we've thoughtfully designed our Early Years curriculum to give children the best possible start in their learning. We follow national guidance, including *Birth to 5 Matters*, to make sure every child is well prepared for the next stage of their education, especially the important move into Year 1. Our curriculum supports all areas of development, covering both the **prime areas** (communication and language, physical development, and personal, social and emotional development) and the **specific areas** (literacy, maths, understanding the world, and expressive arts and design). Through a balance of play and more structured activities, we help children build the knowledge, skills, and attitudes they need to grow in confidence and thrive, not just in school, but in life.

In Key Stage 1 and 2, our curriculum aims to provide rich and meaningful learning experiences—both within and beyond the classroom—offering pupils opportunities they may not otherwise encounter. These wider experiences are carefully planned across each key stage.

To support the delivery of a broad and balanced curriculum, we use a range of accredited curriculums to help structure and sequence our **Core** and **Foundation subjects**. This ensures a well-organised, coherent progression of knowledge and skills from year to year, and across

subjects such as English, Reading, History, Geography, Art, Design & Technology, Science, and PSHE.

At the heart of the Moorside curriculum is knowledge. We aim to build a strong foundation of vocabulary and a deep understanding of the world. Our approach to teaching is informed by the latest research into how memory works, helping children retain knowledge over time. For us, progress means learning more and remembering more—pupils make progress as they grow their understanding of the curriculum.

To support this, we use **knowledge organisers** that clearly set out the key information children are expected to learn in each subject. These organisers are shared with families each half term, alongside guidance on the weekly knowledge pupils should commit to memory. Parents are encouraged to support learning through regular quizzing and discussion at home.

Ultimately, our curriculum is designed to help children know and remember more, build strong webs of knowledge, and develop a lasting love of learning.

The National Curriculum

Art and Design

Purpose of Study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject content

Early Years

In the EYFS, pupils are encouraged to explore and develop their creativity through the *Expressive Arts and Design* area of learning. By the end of the Reception year, children are expected to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the processes they have used.

- Make use of props and materials when role-playing characters and narratives in play.

Through these experiences, pupils develop their imagination, curiosity and early making skills. They begin to express their ideas and feelings in a variety of ways, laying the foundation for progression into the Art and Design curriculum in Key Stage 1.

Key stage 1

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.

Pupils should be taught:

- 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.

<u>Design and Technology</u>

Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world

- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Subject content

Early Years

Through the *Expressive Arts and Design* and *Physical Development* areas of learning, pupils in the EYFS should:

- Safely use and explore a variety of materials, tools and techniques.
- Experiment with joining, constructing and shaping to create purposeful models and structures.
- Explore and discuss how things work and why they are made in particular ways.
- Use their imagination to design and build with intent, adapting ideas where necessary.
- Share and talk about their creations, explaining choices and processes.

These foundations prepare children for the Design and Technology curriculum at Key Stage 1.

Key stage 1

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 [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- 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]
- select 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.

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 [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

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 [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

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 [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of

the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Key stage 2

- 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.

At Moorside, we are... **Artists**

EARLY YEARS

- Drawing - Magical Marks/ Marvelous Marks
- Painting And Mixed Media - Colour My World/ Paint My World
- Sculpture and 3D - Mini Makers/ Creation Station
- Craft and Design - Tiny Crafters/ Let's Get Crafty

YEAR 1

- Drawing - Exploring Lines And Shape
- Painting And Mixed Media - Colour Splash
- Sculpture and 3D - Paper Play

YEAR 2

- Drawing - Understanding Tone And Texture
- Painting And Mixed Media - Life In Colour
- Sculpture and 3D - Clay Houses

YEAR 3

- Drawing - Developing Drawing Skills
- Painting And Mixed Media - Prehistoric Painting
- Sculpture and 3D - Abstract Shape and Space
- Craft and Design - Ancient Egyptian Scrolls

YEAR 4

- Drawing - Exploring Tone, Texture and Proportion
- Painting And Mixed Media - Light and Dark
- Craft and Design - Fabric Of Nature

YEAR 5

- Drawing - Depth, Emotion And Movement
- Painting And Mixed Media - Portraits
- Sculpture and 3D - Interactive Installations

YEAR 6

- Drawing - Expressing Ideas
- Sculpture and 3D - Making Memories
- Craft and Design - Photo Opportunity

At Moorside, we are... **Designers and Technicians**

EARLY YEARS

- Structures - Build It Big/ Junk Modelling
- Cooking and Nutrition - Tasty Time/ Soup
- Textiles - Snip & Stitch/ Bookmarks
- Structures - Float Or Sink/ Boats

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YEAR 1

- Structures - Stable Structures
- Textiles - Puppets
- Cooking and Nutrition - Smoothies

1

YEAR 2

- Mechanisms - Fairground Wheel
- Mechanisms - Moving Monsters
- Structures - Chairs

2

YEAR 3

- Structures - Constructing A Castle
- Digital World - Wearable Technology
- Cooking and Nutrition - Eating Seasonally

3

YEAR 4

- Electrical Systems - Torches
- Mechanisms - Mechanical Car
- Structures - Helmets

4

YEAR 5

- Mechanisms - Gears and Pulleys
- Cooking And Nutrition - Developing A Recipe
- Electrical Systems - Wobble Bots

5

YEAR 6

- Digital World - Navigating The World
- Structures - Playgrounds
- Textiles - Bags

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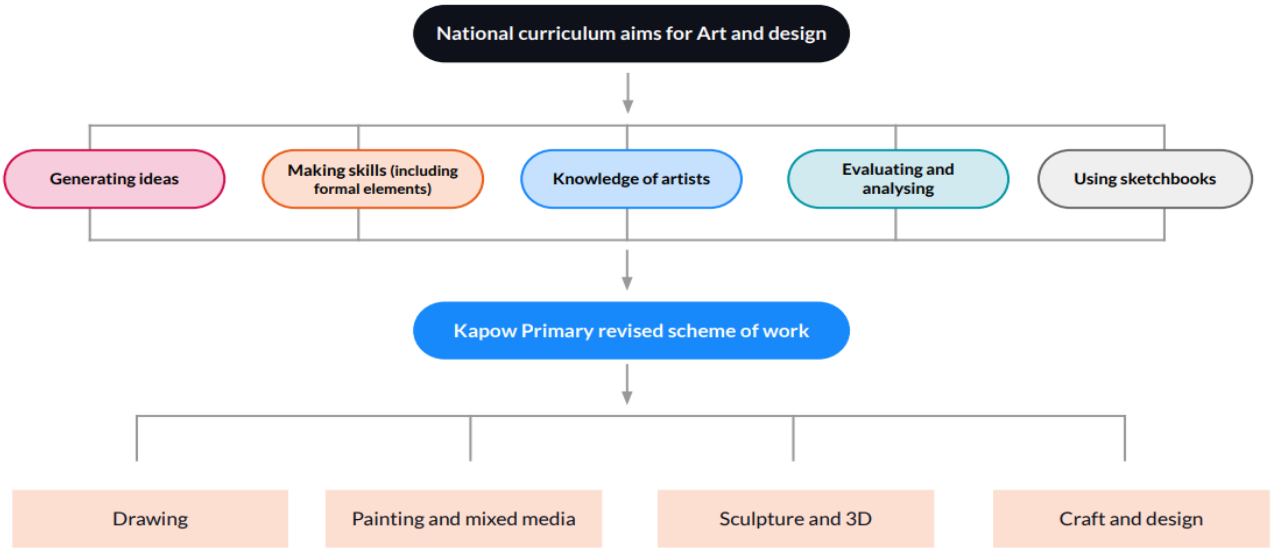
Curriculum Organisation

Art and Design

How is the Art and design scheme of work organised?



Exploring the Key Areas

At Moorside, our Art and Design curriculum follows the National Curriculum, which highlights the importance of pupils developing mastery in key techniques such as drawing, painting and sculpture. To support this, these skills are revisited across each year group, ensuring that children not only make progress within each strand but also grow steadily in their overall making skills. This repeated practice helps pupils build both confidence and competence when working with a variety of media.

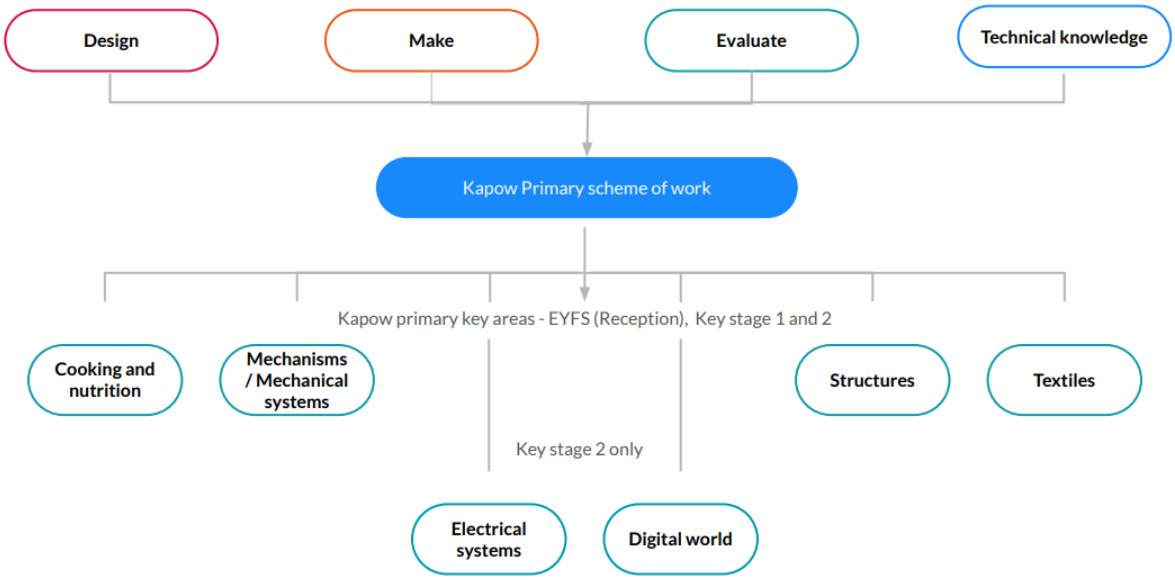
In addition, Kapow Primary's Art and Design scheme introduces a fourth strand: Craft and design. Unlike the other strands, this area focuses less on linear progression and more on offering pupils a wide range of creative opportunities, encouraging them to explore and experiment with different materials and techniques.

Alongside this, the wider strands of Art and Design — Generating ideas, Using sketchbooks, Knowledge of artists, and Evaluating and analysing — are carefully woven through all areas of learning. These aspects are developed in parallel with making skills, helping our pupils to think, reflect and create as artists in their own right.

Drawing	Painting and mixed media	Sculpture and 3D	Craft and design
Pupils are given opportunities to explore mark-making in all its forms; experiment with line, tone and texture; and use a wide range of materials to express ideas through drawing. They are supported to use sketchbooks to record observations, test ideas, experiment with materials and plan larger pieces. Drawing is extended through printmaking techniques and the combination of media to enhance outcomes.	Pupils develop painting skills including colour mixing, working on a range of surfaces and using different tools. They learn to control their brushes and other tools with increasing precision, applying paint carefully and purposefully. Pupils also explore the interplay between different media within an artwork, experimenting with combinations to create texture, depth and visual interest.	Pupils investigate ways to express ideas in three dimensions. They construct and model with a variety of materials, learning how to shape, join and manipulate these to achieve an intended outcome. Pupils are encouraged to develop drawn or imagined ideas into sculptural forms, exploring the relationship between form, space and structure.	Pupils experience a broad range of creative activities that reflect how art functions in the wider world. They design and make artwork for different purposes, considering how art, craft and design contribute to the creative industries. Pupils explore examples from a range of times, places and cultures to broaden their understanding and inspire new ideas. They learn and compare new making techniques, making decisions about which to use to achieve particular outcomes. Imaginative and personal responses to design briefs are encouraged throughout.

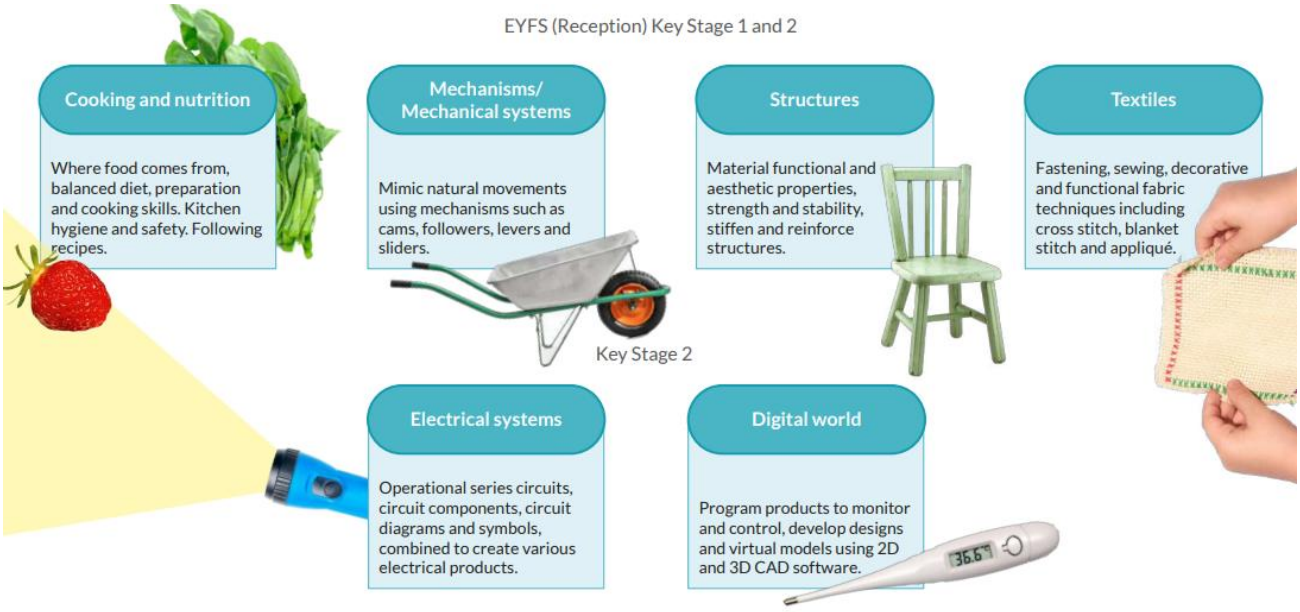
Design and Technology

How is the Design and technology scheme of work organised?



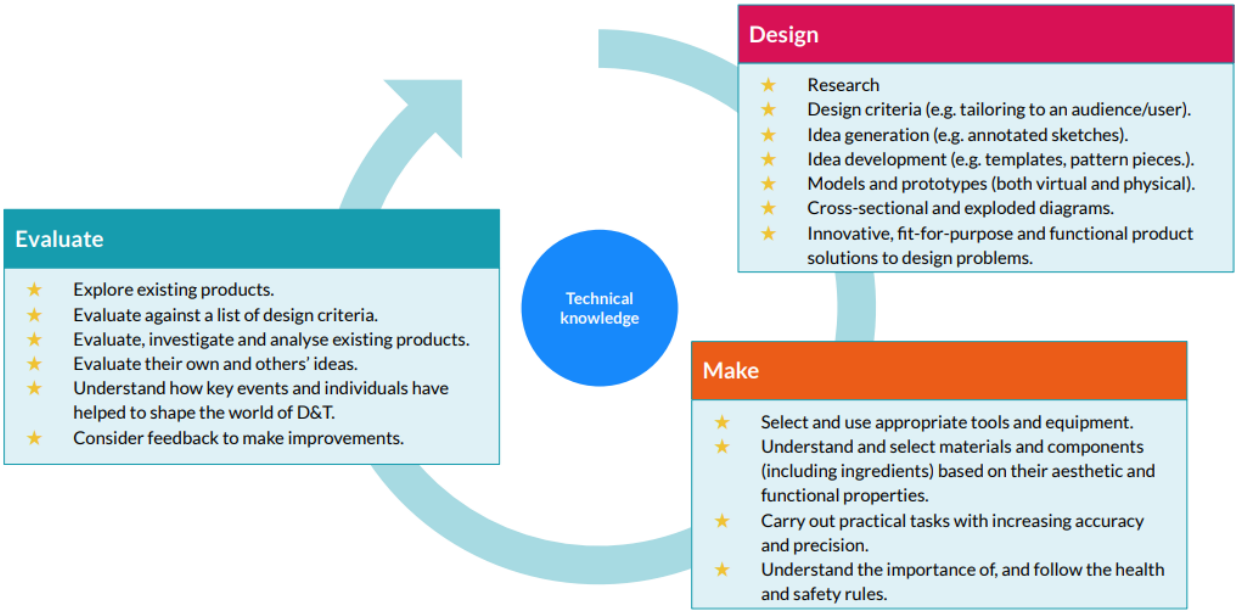
Exploring the Key Areas

The six key areas are revisited through the cyclical curriculum design, with *Electrical systems* and *Digital world* introduced from Key Stage 2. This structure supports all teachers — whether specialists or non-specialists — by making it clear how teaching builds over time. Teachers can easily see both prior learning and what comes next for their pupils, gaining a clear view of how each unit contributes to the wider learning journey.



The design process

The Design and technology National Curriculum outlines the three main stages of the design process: design, make and evaluate. Each Kapow Primary unit follows these stages, to form a full project. Each stage of the design process is underpinned by technical knowledge which encompasses the contextual, historical and technical understanding, required for each strand.



Cooking and nutrition* has a separate section in the D&T National Curriculum, with additional focus on specific principles, skills and techniques in food, including where food comes from, diet and seasonality. Cooking and nutrition units still follow the design process summarised above, for example by tasking the pupils to develop recipes for a specific set of requirements (design criteria) and to suggest methods of packaging the food product including the nutritional information.

Types of Knowledge

In response to the Ofsted research review series: Art and design publication (Ofsted, 2023) we have shown how the different types of knowledge build in our progression of skills for Art and design.

Substantive Knowledge ('knowing about')		**Disciplinary Knowledge** ('ways of knowing')
Practical	**Theoretical**	
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.	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.	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?

Oracy

‘Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately. Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.’

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry

Learning through talk

At Moorside Primary, we know that talking is a powerful way for children to learn. By thinking aloud, asking questions, and discussing ideas together, pupils can explore their thinking and deepen their understanding.

Learning to talk

Just as importantly, we support pupils to develop their oracy skills so they can communicate confidently in different situations — from classroom conversations to speaking in public, debating, or attending interviews.

Through our ‘Art and Design’ and ‘Design and Technology’ curriculum, pupils are supported to develop their oracy skills in a variety of ways, including:

Art and Design:

- Explaining and justifying their choices of materials, methods, and techniques.
- Engaging in paired and group discussions.
- Presenting and explaining their artwork and ideas to peers and the class.
- Analysing and critiquing the work of others as well as established artists.
- Collaborating on group artwork.
- Responding to high-level questions such as ‘What is art?’ by articulating and defending their ideas.

Design and Technology:

- Presenting their design ideas or products to audiences of different sizes.
- Explaining designs, preferences or final products.
- Role-playing from the point of view of the user.
- Discussing products and design ideas using new vocabulary.
- Collaborating by organising tasks within a group.
- Critiquing others’ designs and products.
- Reflecting on and responding to feedback towards their own designs and products.
- Summarising design ideas

Intent

At Moorside Primary School, we believe that Art and Design and Design and Technology are essential subjects for nurturing creativity, curiosity, and confidence in our pupils. Through the Kapow Primary curriculum, we aim to provide a rich and inclusive learning experience that enables children to explore ideas, express themselves, and develop a wide range of practical and critical thinking skills. Our intent is to ensure that every child, regardless of background or ability, has access to high-quality teaching and opportunities to succeed in both artistic and technical disciplines.

In Art and Design, our curriculum is designed to inspire pupils to experiment, invent, and create their own works of art. We place a strong emphasis on developing core artistic skills through a progressive spiral curriculum that revisits key concepts such as drawing, painting, sculpture, mixed media, and craft. Pupils are encouraged to use sketchbooks to generate ideas, explore techniques, and reflect on their creative journey. They learn about a diverse range of artists and artistic traditions, gaining cultural awareness and an appreciation for visual storytelling. Our approach fosters independent thinking, enabling pupils to make personal and imaginative choices in their work while building confidence in their ability to communicate visually.

In Design and Technology, our curriculum empowers pupils to become innovative problem-solvers and thoughtful designers. Children learn to design, make, evaluate, and apply technical knowledge through hands-on projects that are purposeful and relevant to real-world contexts. The curriculum is carefully sequenced to ensure progression in skills such as planning, measuring, constructing, and testing. Pupils explore a variety of materials and tools, including digital technologies, and are encouraged to reflect on their design decisions and outcomes. We promote resilience and collaboration, helping children to work effectively in teams, respond to feedback, and refine their ideas through iterative processes.

Both subjects are underpinned by our commitment to inclusivity and accessibility. Lessons are designed to be engaging and adaptable, with differentiated guidance and visual resources that support all learners. We actively promote cross-curricular links, particularly with science, computing, and mathematics, to deepen understanding and enhance relevance. Oracy is embedded throughout both subjects, with pupils given opportunities to articulate their ideas, critique the work of others, and present their own creations confidently.

Ultimately, our intent is for pupils to leave Moorside Primary School with a strong foundation in creative and technical disciplines. They will be equipped with the skills, knowledge, and mindset to succeed in Key Stage 3 and beyond, and to engage with the world as thoughtful, expressive, and capable individuals.

Implementation

At Moorside Primary School, we implement our Art and Design and Design and Technology curriculum through a structured, alternating model. Pupils engage with one subject per half term, allowing for focused, immersive learning experiences that build depth and continuity. This approach ensures that both subjects receive dedicated time across the academic year, supporting progression in skills and knowledge while maintaining curriculum breadth.

Our curriculum follows the Kapow Primary scheme of work, which is carefully sequenced to ensure coverage of the National Curriculum and progression across EYFS, Key Stage 1, and Key Stage 2. Each year group accesses three core units in Art and Design and three in Design and Technology, with additional stand-alone lessons available to enrich learning or fill gaps when

needed. Units are designed to be completed within five to six lessons, aligning well with our half-termly rotation.

In **Art and Design**, pupils develop skills across five strands: generating ideas, using sketchbooks, making skills (including formal elements such as line, shape, tone, texture, pattern, and colour), knowledge of artists, and evaluating and analysing. Lessons are practical and exploratory, encouraging creativity and personal expression. Pupils use sketchbooks to document their ideas and reflect on their progress. The curriculum is designed to be holistic, with skills flowing between units and revisited in increasing complexity through a spiral model.

In **Design and Technology**, pupils engage with four key strands: design, make, evaluate, and technical knowledge. Units include work with structures, mechanisms, textiles, electrical systems, and digital technologies. Pupils respond to real-world design briefs, developing products that are purposeful and functional. They learn to use tools and materials safely and effectively, and are encouraged to reflect on their design choices and outcomes. The curriculum supports progression in technical skills and problem-solving, with opportunities for innovation and collaboration.

At Moorside, we are committed to ensuring that Art and Design and Design and Technology are accessible to all pupils, including those with special educational needs and disabilities (SEND). Kapow Primary's curriculum supports adaptive teaching through differentiated lesson guidance, visual resources, and scaffolded activities that allow pupils to access learning at their own level. Teachers are encouraged to modify tasks, materials, and outcomes to suit individual needs, ensuring that every child can participate meaningfully and achieve success.

Lessons are designed to be inclusive, with opportunities for pupils to work collaboratively, express themselves in different ways, and use a variety of tools and media. For pupils with sensory or physical needs, alternative materials and approaches are used to ensure engagement and comfort. Where appropriate, additional adult support is provided to facilitate access and promote independence. Assessment is flexible and formative, allowing teachers to recognise progress in a range of formats, including verbal contributions, visual work, and practical outcomes.

Our approach to adaptive practice ensures that all pupils, regardless of ability, can experience the joy of creativity and the satisfaction of making. It also supports the development of confidence, resilience, and self-expression, which are central to both subjects.

To support effective delivery, Kapow Primary provides high-quality teacher resources, including lesson plans, knowledge organisers, assessment tools, and CPD videos. These resources ensure consistency and confidence in teaching, particularly for staff who may be less experienced in delivering specialist content. Lessons are differentiated to meet the needs of all learners, with visual aids and scaffolded activities that promote accessibility and stretch.

Cross-curricular links are embedded throughout both subjects, particularly with science, computing, mathematics, and history. Pupils also develop oracy skills through discussion, critique, and presentation of their work. This supports wider school priorities around communication, vocabulary development, and pupil voice.

Our half-termly alternating model allows pupils to immerse themselves in each subject, building sustained engagement and deeper understanding. It also enables teachers to plan and deliver high-quality lessons with clarity and purpose, ensuring that all pupils make meaningful progress in both Art and Design and Design and Technology.

Adaptive Practise

SEND - Adaptive Teaching Strategies For Those Who Need Support and Scaffold

1. Adjusting the Level of Challenge
Adapt tasks so they are accessible but still stretching – e.g. provide sentence stems, scaffolds, or allow pupils to show learning in different ways such as mind maps or collaborative work.

2. Clarifying and Simplifying Instructions
Break tasks down into clear, manageable steps – e.g. use numbered instructions, visual cues (pictures, symbols, diagrams), or rephrase directions.

3. Highlighting Essential Content
Focus on the key ideas and concepts from the curriculum – e.g. bold or highlight essential knowledge, remove unnecessary detail to reduce overload.

4. Re-explaining and Reinforcing Concepts
Give multiple opportunities to revisit and reframe new learning – e.g. explain in different ways, link to real-life contexts, or use hands-on resources.

5. Using Examples and Models
Show pupils what success looks like – e.g. worked examples, sample answers, modelled writing or problem solving.

6. Collaborative and Peer Support
Build in opportunities for pupils to learn with and from one another – e.g. talk partners, group roles, peer tutoring, or structured team activities.

7. Scaffolding with Step-by-Step Guidance
Guide pupils through learning gradually – e.g. "I do, we do, you do", sentence starters, checklists, or prompts for each stage of a task.

8. Improving Accessibility
Make content easier to access – e.g. sit pupils close to the teacher, ensure visibility of the board, provide child-friendly texts/media, or read aloud when needed.

9. Allowing Additional Processing Time
Give pupils more time to think, respond, or complete tasks – e.g. extended wait time for answers, chunked activities, or pausing to check understanding.

10. Teaching and Reinforcing Vocabulary
Introduce and revisit key vocabulary explicitly – e.g. word banks, visual images, repetition, or sentence stems to practise using words correctly.

11. Checking Understanding and Providing Feedback
Monitor learning regularly and provide immediate support – e.g. mini-plenaries, quick quizzes, targeted questioning, or verbal feedback.

12. Offering Multiple Ways to Record and Present Learning
Encourage pupils to show understanding in varied ways – e.g. oral responses, drawings, photos, digital recordings, mind maps, or written work.

13. Pre-teaching Key Knowledge and Vocabulary
Prepare pupils ahead of lessons to boost confidence – e.g. introduce new words, concepts, or background knowledge before whole-class teaching.

Those Who Need Further Challenge - Adaptive Teaching Strategies to Stretch and Support

1. Building on Prior Knowledge

More able pupils should be encouraged to share their existing knowledge with peers through peer modelling, presentations, or by tackling enquiry-based questions that extend their understanding.

2. Interest-Driven Extension

Teachers should build on pupils' interests by providing higher-level texts, suggesting independent reading, and assigning home learning projects that deepen engagement with the subject.

3. Deepening Conceptual Understanding

Pupils should be challenged to explore topics in greater depth, use more complex terminology, and make abstract connections to develop a richer understanding.

4. Higher-Order Questioning

Teachers should use open-ended questions that promote critical thinking, interpretation, and inference, encouraging pupils to analyse and evaluate ideas.

5. Challenging Learner Roles

More able pupils should be given roles that require leadership, debate, or tutoring, allowing them to contribute meaningfully and stretch their thinking.

6. Mastery and Enrichment Activities

Teachers should provide opportunities for mastery through intensive teaching, peer-assisted learning, and analytical tasks that require deeper engagement with content.

7. Flexible Task Design

Pupils should be offered a choice of tasks with varying levels of challenge, and success criteria should be adapted to stretch their capabilities.

8. Feedback for Growth

Feedback should be framed to encourage pupils to take responsibility for their learning, using open-ended questions to prompt reflection and improvement.

Impact

At Moorside Primary School, we measure the impact of our 'Art and Design' and 'Design and Technology' curriculum through a combination of formative and summative assessment, pupil voice, and ongoing teacher reflection. Our goal is to ensure that all pupils make meaningful progress, develop confidence in their creative and technical abilities, and leave primary school equipped with the skills and knowledge needed for future learning.

Assessment is embedded within each unit of the Kapow Primary curriculum. Teachers use clear learning objectives and success criteria to assess pupils' understanding and skill development during lessons. Formative assessment takes place through observation, questioning, peer feedback, and review of sketchbooks or design journals. Summative assessment is supported by Kapow's assessment spreadsheets, which allow teachers to record pupil attainment against expected outcomes and identify those working at greater depth – this is then logged and tracked on the school's online assessment grids (Insight).

Pupil outcomes are celebrated through displays, and presentations, which also serve as opportunities for pupils to articulate their learning journey. Oracy is a key component of both subjects, and pupils are encouraged to discuss their ideas, reflect on their choices, and evaluate their work using subject-specific vocabulary. This supports metacognitive development and helps pupils understand how to improve.

We monitor the impact of our curriculum across different groups of learners, including those with SEND, disadvantaged pupils, and those with English as an additional language. Adaptive teaching strategies ensure that all pupils can access the curriculum and demonstrate progress in ways that are meaningful to them. Teachers use a range of evidence — including visual work, verbal contributions, and practical outcomes — to build a holistic picture of each pupil's development.

The impact of our alternating half-termly model is evident in the depth of engagement and retention of skills. Pupils benefit from focused time in each subject, allowing them to immerse themselves in the creative process or design cycle without fragmentation. This structure supports sustained learning and enables teachers to plan for progression across the year.

By the end of Key Stage 2, pupils at Moorside Primary School will:

- Produce creative work that explores and records their ideas and experiences.
- Be proficient in drawing, painting, sculpture, and other art, craft, and design techniques.
- Evaluate and analyse creative works using appropriate language.
- Know about significant artists, designers, and cultural movements.
- Design and make purposeful products using a range of tools, materials, and technologies.
- Understand and apply principles of design, engineering, and nutrition.
- Meet the end-of-key-stage expectations outlined in the National Curriculum for both subjects.

Our curriculum ensures that pupils are not only prepared for Key Stage 3 but also empowered to think creatively, solve problems, and express themselves with confidence and originality.

Assessment

Assessment is an integral part of the 'Art and Design' and 'Design and Technology' curriculum at Moorside Primary School. At the end of each lesson, teachers assess pupils' learning against statements directly linked to the lesson objectives. This information is then logged on Insight, providing a clear and consistent record of progress.

Over the course of a unit, teachers, subject leaders, and senior leaders are able to monitor both whole-class and individual progress. This system also enables tracking over longer periods of time, supporting the identification of patterns in attainment and progress across year groups and key stages.

Teachers make use of assessment grids (via Insight) to identify gaps in prior knowledge. By referring to the structure of the Kapow curriculum, staff can identify which previous units are relevant and plan opportunities to revisit and reinforce key concepts, ensuring pupils are supported in securing their learning.

At the end of each unit, a knowledge catcher is used to assess pupils' overall understanding of the topic. In addition, unit quizzes are embedded into teaching to provide regular retrieval practice, strengthening long-term memory and consolidating prior learning.

This approach ensures that assessment is ongoing, purposeful, and used effectively to inform planning, support pupils, and drive improvement in 'Art and Design' and 'Design and Technology' teaching and learning across the school.

The Role of Subject Leaders

'Art and Design' and 'Design and Technology' subject leaders at Moorside Primary make effective use of assessment data to monitor the quality and impact of 'Art and Design' and 'Design and Technology' across the school. Insights data, knowledge catchers, and assessment grids allow leaders to:

- Evaluate pupil progress and attainment across classes and year groups.
- Identify strengths and areas for development in teaching and learning.
- Monitor curriculum coverage and progression across key stages.
- Support teachers in addressing gaps and ensuring consistency in delivery.

This systematic use of assessment ensures that subject leadership is proactive and evidence-based, driving continuous improvement in 'Art and Design' and 'Design and Technology' teaching and learning.

Subject leaders are given dedicated time to monitor and evaluate their subject effectively. They have access to ongoing CPD to strengthen their subject knowledge and leadership skills. Each term, subject leaders produce a report that is shared with all staff, outlining the impact of the subject on pupil outcomes and identifying clear priorities for further development.

Overview of Content

	Autumn		Spring		Summer	
	Art and Design	Design and Technology	Art and Design	Design and Technology	Art and Design	Design and Technology
EYFS	Drawing: Magical Marks/Marvellous marks Painting and Mixed Media: Paint my World/Colour Splash!		Sculpture and 3D: Mini Makers/ Creation Station Craft and Design: Tiny Crafters/ Let's Get Crafty	Structures: Build It Big! / Junk Modelling Cooking and Nutrition: Tasty Time!/ Soup		Textiles: Snip and Stitch/Bookmarks Structures: Float or Sink/Boats
Year 1	Drawing: Exploring line and shape	Structures: Stable Structures	Sculpture and 3D: Paper play	Textiles: Puppets	Painting and mixed media: Colour splash	Cooking and Nutrition: Smoothies
Year 2	Drawing: Understanding tone and texture	Structures: Chairs	Painting and mixed media: Life in colour	Mechanisms: Fairground Wheels	Sculpture and 3D: Clay houses	Mechanisms: Moving Monsters
Year 3	Drawing: Developing drawing skills	Digital World: Wearable Technology	Craft and design: Ancient Egyptian scrolls	Structures: Castles	Sculpture and 3D: Abstract shape and space	Cooking and Nutrition: Eating Seasonally
Year 4	Drawing: Exploring tone, texture and proportion	Electrical Systems: Torches	Painting and mixed media: Light and dark	Mechanisms: Mechanical Cars	Craft and design: Fabric of nature	Structures: Helmets
Year 5	Sculpture and 3D: Interactive installation	Electrical Systems: Wobble Bots	Drawing: Depth, emotion and movement	Mechanisms: Gears and Pulleys	Painting and mixed media: Portraits	Cooking and Nutrition: Developing a Recipe
Year 6	Craft and design: Photo opportunity	Textiles: Bags	Drawing: Expressing ideas	Structures: Playgrounds	Sculpture and 3D: Making memories	Digital World: Navigating the World