

Art and design

Subject knowledge audit

Subject leader toolkit

How to use this audit

This subject knowledge audit has been designed to help subject leaders identify gaps in teacher subject knowledge so that they can support teachers effectively.

Teachers (or whoever will be teaching the Kapow primary Art and design lessons) should be encouraged to look at the statements for all teaching phases and consider whether they feel confident, somewhat confident, or would like more support in this area. The statements relate directly to the Kapow Primary Art and design curriculum.

If teachers are lacking in confidence there are a few things you can do to support them: you can ensure they have some time to look at the suggested Kapow Primary teacher videos independently; you could pair them with a teacher who is confident in that area to support them; or, if there is a common area of need, you could set up further training opportunities in school during staff meetings or INSET.

Please note that the teacher videos referenced in this document were originally designed to support individual lessons, rather than for this purpose, but as long as you are aware of this they can be an excellent resource to support ongoing CPD and also to develop teachers' understanding of the sequencing of the curriculum.

Subject knowledge audit: All year groups

| Question | I feel confident | I am somewhat confident | I would benefit from support | |
|---|------------------|-------------------------|------------------------------|---|
| I can support SEN pupils to achieve in Art and design. | | | | Webinar: Enabling Art and design for children with SEND |
| I ensure that seasonal art activities are developing pupils' skills. | | | | Webinar: Christmas Art and craft ideas ; Webinar: The big draw 2022 |
| I can develop pupils' Art and design vocabulary. | | | | Art and design: Vocabulary progression |
| I know what the formal elements of art are. | | | | |
| I can teach pupils about the formal element colour . | | | | Teacher video: Making colours (Y1); Teacher video: Exploring secondary colours (Y2); Teacher video: Tints and shades (Y4) |
| I can teach pupils about the formal element texture . | | | | Teacher video: Making textures with marks (Y2); Teacher video: Texture detectives (Y2); Teacher video: Texture and collage (Y2); Teacher video: Texture rubbings (Y3) |
| I can teach pupils about the formal element line . | | | | Teacher video: Exploring line (Y1); Teacher video: See like an artist (Y3) |
| I can teach pupils about the formal elements form and shape . | | | | Teacher video: See like an artist (Y3); Teacher video: Art in 3D (Y3); Teacher video: Drawing for sculpture (Y3); Teacher video: 3D pencil drawings (Y4); Teacher video: Three dimensions (Y4); Teacher video: Experimenting with 2D to 3D (Y6) |
| I can teach pupils about the formal element tone . | | | | Teacher video: Shading skills (Y3); Teacher video: 3D pencil drawings (Y4) |

Subject knowledge audit: EYFS: Reception

| Question | I feel confident | I am somewhat confident | I would benefit from support | |
|---|------------------|-------------------------|------------------------------|--|
| Generating ideas | | | | |
| I can prompt pupils to talk about their ideas for artwork. | | | | Teacher guidance: Art and continuous provision ; Art and design: Vocabulary progression |
| I can encourage pupils to explore different media and using it in different ways. | | | | Teacher video: Experimenting with video (Y1 1:20 onwards) |
| I can set up art materials as part of my continuous provision. | | | | Teacher guidance: Art and continuous provision ; |
| Using sketchbooks | | | | |
| I can support pupils in exploratory mark making. | | | | Webinar: How to use sketchbooks in primary Art and design |
| Making skills | | | | |
| I can support pupils in developing their mark-making. | | | | Teacher video: Mark making (Y1); Teacher video: Charcoal mark-making (Y1) |
| I can support pupils in developing their observational skills. | | | | Teacher video: Mark making (Y1); Teacher video: Drawing from observation (up to 1:15 Y1) |
| I can help pupils to explore different paint application methods. | | | | Teacher video: Texture detectives (Y2) |
| I can support pupils in using natural materials to create artwork. | | | | |
| I can teach pupils how to use a variety of joining methods. | | | | |
| Knowledge of artists | | | | |
| I can prompt pupils to talk about art work and likes and dislikes. | | | | Teacher guidance: Art and continuous provision ; |
| Evaluating and analysing | | | | |
| I can model how to evaluate our own artwork. | | | | |

Subject knowledge audit: Key stage 1

| Question | I feel confident | I am somewhat confident | I would benefit from support | |
|---|------------------|-------------------------|------------------------------|--|
| Generating ideas | | | | |
| I can support children to develop and share their ideas, experiences and imagination. | | | | |
| I can teach how to use a range of materials creatively to design products . | | | | Teacher video part 1: Introducing the design brief (Y2) |
| I can use a range of stimuli to help pupils generate ideas. | | | | Teacher video: Tree of life (up to 1:50 Y1); Teacher video: Attention grabber (Y2); Teacher video: Familiar journeys (Y2) |
| Using sketchbooks | | | | |
| I can support pupils in using sketchbooks to record and try out ideas. | | | | Webinar: How to use sketchbooks in primary Art and design ; |
| Making skills | | | | |
| I can teach how to use a range of materials creatively to make products | | | | Teacher video: Lego printing (Y1); Teacher video part 2: Making felt (Y2) |
| I can teach observational skills. | | | | Teacher video: Mark making (Y1); Teacher video: Drawing from observation (up to 1:15 Y1); Teacher video: See like an artist (Y3) |
| I can teach pupils how to show form, pattern, texture and shape when drawing. | | | | Teacher video: Making textures with marks (Y2); Teacher video: My toy story ; Teacher video: Main event (Y2) |
| I can teach pupils basic control and knowledge of colour and media when painting. | | | | Teacher video: Colour mixing (Y1); Teacher video: exploring secondary colours (Y2) |
| I can teach pupils to create a range of secondary colours. | | | | Teacher video: Making colours (Y1); Teacher video: Painting with colour (Y1); Teacher video: Exploring secondary colours (Y2) |
| I can support pupils in selecting materials and creating effects in their collage work. | | | | Teacher video: Texture and collage (Y2); Teacher video: Collage creation (Y2) |

Subject knowledge audit: Key stage 1

| Question | I feel confident | I am somewhat confident | I would benefit from support | |
|---|------------------|-------------------------|------------------------------|--|
| Making skills (continued...) | | | | |
| I can support pupils in developing cutting and joining skills. | | | | |
| I can support pupils in creating 3D sculptures. | | | | Teacher video: Tube towers (Y1); Teacher video: 3D Drawings (Y1); |
| I can develop pupils' basic skills for shaping and joining clay. | | | | Teacher video: Clay modelling techniques (Y2); Teacher video: Pinch pots (Y2); Teacher video: Applying skills in clay (Y2) |
| Knowledge of artists | | | | |
| I can demonstrate the use of appropriate subject vocabulary to talk about Art. | | | | Teacher video: Experimenting with video (Y1 1:20 onwards) |
| I can support pupils in identifying links between pieces of art. | | | | |
| Evaluating and analysing | | | | |
| I can support pupils in identifying improvements they could make to their work. | | | | Teacher video: Contrast and detail (Y2) |

Subject knowledge audit: Key stage 2

| Question | I feel confident | I am somewhat confident | I would benefit from support | |
|--|------------------|-------------------------|------------------------------|--|
| Generating ideas | | | | |
| I can support pupils in planning for an outcome by: researching, recording ideas and evaluating techniques. | | | | Teacher video: Magdalene Odundo (Y4) ; Teacher video: Supporting planning (Y6) |
| I can support children to express their ideas in creative outcomes. | | | | Teacher video: Changing faces (Y5) ; Teacher video: Street art (Y6) ; Teacher video: Self-expression (Y6) |
| I can provide pupils with a range of stimuli from which to generate ideas. | | | | Teacher video: Working as designers (Y4) |
| I can support pupils in designing for different purposes and in response to design briefs, using sketchbooks and independent research. | | | | Teacher video: Designing scrolls (Y3) ; Teacher video: Working as designers (Y4) ; Teacher video: Considering end-use (Y4) ; Teacher video: Be an architect (Y5) ; Teacher video: Unit overview (Y6) |
| Using sketchbooks | | | | |
| I can support pupils in using sketchbooks to research, test and develop ideas and plans. | | | | Webinar: How to use sketchbooks in primary Art and design ; Teacher video: Botanical drawing (Y3) ; Teacher video: Ancient Egyptian art (2:05 onwards Y3) ; Teacher video: Designing scrolls (1.18 onwards Y3) |
| Making skills | | | | |
| I can support pupils in developing their own individual drawing style. | | | | Teacher video: Drawing decisions (Y5) |
| I can support pupils in developing their tonal shading to achieve a specific effect. | | | | Teacher video: Shading skills (Y3) ; Teacher video: Charcoal animals (Y3) ; Teacher video: 3D pencil drawings ; Teacher video: Wax resist drawings ; (up to 0:33 Y4); Teacher video: Three dimensions (Y4) ; Teacher video: Chiaroscuro (Y6) |

Subject knowledge audit: Key stage 2

| Question | I feel confident | I am somewhat confident | I would benefit from support | |
|--|------------------|-------------------------|------------------------------|--|
| Making skills (continued...) | | | | |
| I can support pupils in developing their awareness and use of scale and proportion in their art. | | | | Teacher video: Exploring composition and scale (Y3); Teacher video: Charcoal animals (Y3); Teacher video: Sense of proportion (Y4); Teacher video: House drawing (Y5) |
| I can support pupils in using texture and pattern to achieve a specific effect. | | | | Teacher video: Texture rubbings (Y3); Teacher video: Charcoal animals (Y3); Teacher video: Design techniques (Y4); Teacher video: Digital art (Y6) |
| I can support pupils to manipulate paint and painting techniques for a purpose and with control. | | | | Teacher video: Hands on a cave wall (up to 0:45 Y3); Teacher video: Print power! (Y4); Teacher video: Tints and shades (Y4); Teacher video: Painting techniques (Y4); Teacher video: Beyond the pencil (Y5) |
| I can support pupils in using photography and digital art as forms of media. | | | | Teacher video: Changing faces (Y5); Teacher video: Photomontage (Y6); Teacher video: Macro photography (Y6); Teacher video: Photorealistic portraits (Y6) |
| I can support pupils in combining materials and techniques to create 3D artwork and sculpture. | | | | Teacher video: Art in 3D (Y3); Teacher video: Techniques for joining shapes (Y3); Teacher video: Creating sculpture (Y3); Teacher video: Soap sculptures (Y4); Teacher video: Experimenting with 2D to 3D (Y6) |
| Knowledge of artists | | | | |
| I can demonstrate the use of subject vocabulary to describe and compare creative works. | | | | Art and design: Vocabulary progression ; Teacher video: Surface decoration (Y3); Teacher video: Installation art (Y5); Teacher video: Street art (Y6) |
| I can demonstrate how to describe processes used by artists. | | | | Teacher video: Space imagery (Y5) |

Subject knowledge audit: Key stage 2

| Question | I feel confident | I am somewhat confident | I would benefit from support | |
|--|------------------|-------------------------|------------------------------|---|
| Knowledge of artists (continued...) | | | | |
| I can describe how the cultural and historical context may have influenced art. | | | | Teacher video: Prehistoric art (Y3); Teacher video: Prehistoric palette (Y3); Teacher video: Ancient Egyptian art (Y3); Teacher video: Designing scrolls (Y3); Teacher video: Space imagery (Y5); Teacher video: Creative concepts (Y5); Teacher video: Symbolic art (Y6) |
| Evaluating and analysing | | | | |
| I can model the use of more complex vocabulary when discussing art. | | | | Art and design: Vocabulary progression ; Teacher video: Unit overview (Y6) |
| I can support pupils in developing their knowledge of tools, materials and processes so that they can make improvements to their work. | | | | Teacher video: Surface decoration (Y3); Teacher video: Futuristic drawings (Y5); Teacher video: Self-portraits (Y5) |