

EYFS | Spiritual Development through Art and DT

Newland St John’s Church of England Academy | Living together, learning together and shining together in the love of God

Matthew 5:16 — “Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”

Subject / Kapow units	Self	Others	The World and Beauty	Beyond
Art and Design Marvellous marks; Paint my world; Creation station	Explore feelings, preferences and identity through mark-making, colour and personal sculpture.	Share creations, listen to others’ ideas and appreciate different ways of expressing experiences.	Notice the beauty of colour, texture and natural forms; delight in experimenting with materials.	Wonder how marks and objects can express feelings, memories and things we cannot easily put into words.
Design Technology Junk modelling; Bookmarks; Boats	Grow confidence by choosing materials, trying ideas and celebrating improvements.	Build and share models cooperatively; make bookmarks for others and consider what they might enjoy.	Explore the qualities of reused materials and wonder how boats move and float.	Ask how imagination turns everyday objects into something new and useful.

Suggested reflection prompts

What have I discovered about myself? Whose needs or viewpoints have I considered? What beauty or ingenuity has surprised me? What bigger questions does my work raise?

Planning note: Curriculum unit titles follow the supplied condensed Kapow overview. These are suggested opportunities for spiritual reflection, not claims of delivery or impact.

Year 1 | Spiritual Development through Art and DT

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Subject / Kapow units	Self	Others	The World and Beauty	Beyond
Art and Design Exploring line and shape; Paper play; Learning about paint and brush control	Express personal ideas through lines, shapes, colour and creative choices.	Appreciate that different artists and classmates interpret the same stimulus in different ways.	Explore the visual beauty of paper forms, patterns, brush marks and colour.	Wonder how simple lines, shapes and colours can communicate mood and meaning.
Design Technology Stable structures; Simple stitches; Wheels and axles	Build patience and resilience as designs are tested and improved.	Design for a user, share equipment and value others’ ideas and contributions.	Appreciate the balance and ingenuity of stable structures and moving mechanisms.	Consider how small inventions make life easier and why making something useful matters.

Suggested reflection prompts

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Year 2 | Spiritual Development through Art and DT

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Subject / Kapow units	Self	Others	The World and Beauty	Beyond
Art and Design Understanding tone and texture; Colour mixing; Clay houses	Explore how tone, texture and colour can reflect personal experiences and feelings.	Respect the different homes, ideas and creative choices represented in classmates’ clay houses.	Observe subtle tones and textures in the environment and experience delight in colour mixing.	Ask what makes a place feel like home and how art can preserve a sense of belonging.
Design Technology Levers; Balanced diet; A chair for a bear	Reflect on choices that support health and develop confidence through designing and testing.	Consider a user’s needs when designing a chair and show care when preparing food for others.	Notice the clever simplicity of levers and the variety of ingredients that nourish us.	Explore why caring for our bodies and designing for others are important responsibilities.

Suggested reflection prompts

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Year 3 | Spiritual Development through Art and DT

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Subject / Kapow units	Self	Others	The World and Beauty	Beyond
Art and Design Developing drawing skills; Ancient Egyptian scrolls; Abstract shape and space	Develop an individual artistic voice and reflect on the progress of drawing skills.	Value the cultural expressions of Ancient Egypt and appreciate different interpretations of artwork.	Experience awe at historical craft and the possibilities of abstract shape, form and space.	Consider how art communicates beliefs, stories and ideas across thousands of years.
Design Technology Product packaging; Wearable technology; Eating seasonally	Reflect on choices as a designer and consider personal consumption and food habits.	Consider users’ needs, accessibility and how packaging and technology affect others.	Appreciate seasonal produce, natural resources and the ingenuity of wearable technology.	Ask what makes a design responsible and how inventions can help people without harming the planet.

Suggested reflection prompts

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Year 4 | Spiritual Development through Art and DT

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Subject / Kapow units	Self	Others	The World and Beauty	Beyond
Art and Design Exploring tone, texture and proportion; Light and dark; Fabric of nature	Use observation and artistic choices to express feelings and growing self-awareness.	Give thoughtful feedback and appreciate how others see and represent the world.	Explore awe and wonder in natural patterns, fabric textures and contrasts of light and shadow.	Consider how light and darkness can carry meanings beyond what we can see.
Design Technology Adapting a recipe; Mechanical cars; Exploring electrical products	Develop independence and perseverance when adapting, evaluating and improving designs.	Consider dietary needs, safe use of electrical products and designing for different users.	Appreciate the interplay of forces, mechanisms and energy in everyday objects.	Ask how design decisions affect people's wellbeing and the responsible use of resources.

Suggested reflection prompts

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Year 5 | Spiritual Development through Art and DT

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Art and Design Interactive installation; Depth, emotion and movement; Expressive portraits	Explore identity, emotions and personal voice through expressive portraiture and drawing.	Consider how installations affect audiences and respect the experiences reflected in others’ portraits.	Appreciate the beauty of movement, depth, composition and immersive creative spaces.	Ask how art can communicate hidden emotions and change how we understand ourselves and others.
Design Technology Wobble bots; Gears and pulleys; Bridges (listed as coming soon)	Reflect on resilience, precision and learning from unsuccessful prototypes.	Collaborate on engineering challenges and consider the needs of people using bridges and mechanisms.	Experience wonder at how electrical and mechanical systems convert energy into movement.	Consider how engineering can connect communities and solve problems responsibly.

Suggested reflection prompts

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Year 6 | Spiritual Development through Art and DT

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Subject / Kapow units	Self	Others	The World and Beauty	Beyond
Art and Design Photo opportunity; Expressing ideas; Making memories	Reflect on identity, personal memories and the ideas they wish to communicate.	Consider how images represent others, including dignity, consent and different perspectives.	Appreciate the expressive power of photography, drawing and sculptural forms.	Explore why memories matter and how art can express loss, gratitude, hope and legacy.
Design Technology Bags; Come dine with me; Navigating the world	Exercise independence and evaluate personal values through design decisions.	Consider accessibility, hospitality, users’ needs and the social impact of design.	Appreciate the ingenuity of textile construction, food presentation and navigation systems.	Ask how design and technology can help people connect, travel safely and flourish.

Suggested reflection prompts

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Progression and SIAMS self-evaluation

Progression

- EYFS: Wonder, exploration, self-expression, sharing and curiosity about materials and making.
- Years 1–2: Confidence, cooperation, creative choice, care for users and appreciation of colour, form and simple mechanisms.
- Years 3–4: Cultural appreciation, personal voice, empathy, environmental awareness and reflective design decisions.
- Years 5–6: Identity, emotional expression, ethical design, service, innovation and questions of meaning and legacy.

Suggested SIAMS self-evaluation statement

Art and Design and Design Technology provide progressive opportunities for spiritual development through self, others, the world and beauty, and beyond. Through drawing, painting, sculpture, textiles, structures, food and technological design, pupils explore their identities, communicate emotions and ideas, appreciate beauty and ingenuity, and consider the needs and dignity of others. Pupils are invited to ask deeper questions about creativity, purpose, sustainability and the difference their gifts can make. Rooted in our Christian vision and Matthew 5:16, these experiences encourage pupils to live and learn together and let their light shine through creative expression, thoughtful choices and service to others.

Evidence of impact

Possible evidence includes pupil reflections, design evaluations, sketchbooks, discussions, creative outcomes, respectful critique, collaboration and thoughtful responses to the needs of users. Spiritual reflection should remain inclusive and invitational.

Source: NSJ condensed Kapow Art and Design / Design Technology curriculum overview supplied in chat. The Year 5 Bridges unit is marked “Coming soon” in the source.