

Shoreditch Park Primary School

Art & DT Handbook

2025– 2026



Shoreditch Park
Primary School

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Art and Design Rationale

At Shoreditch Park Primary, we offer a creative curriculum which embraces the arts and broadens children's horizons. Through art and design, we inspire and challenge all children to think innovatively and develop creative understanding. Children evaluate existing works of art and design and are encouraged to express their individual interests, thoughts and ideas alongside building resilience, confidence and critical-thinking skills. We equip our children with the knowledge and skills needed to evaluate and appraise existing art works, experiment with different media and create their own works of cross-curricular art.

The Art and Design curriculum is taught using a range of media and materials. Children experience 3 alternate half-terms of art each year, this allows them to build upon knowledge and skills over time and explore a range of artists and designers. The study of great artists is developed over time and children gain an understanding of and appreciation for a wide range of British and global artists.

The foundation of each unit is creative ideas for art work linked to other curriculum areas such as history or geography. Children apply the skills of textiles, sketching, painting, collage, digital media and printing to create finished pieces which are then displayed each term at our parent's gallery event.

The art and design curriculum provides opportunities for the development of SMSC learning objectives. Children apply ASPIRE learning dispositions whilst reflecting and evaluating their work and works of others. They are encouraged to take risks, experiment and incorporate Oracy skills to reflect on why some ideas and techniques are successful or not. Children at Shoreditch Park Primary School experience making and learning from 'mistakes' which fosters a growth mindset.

In addition, the subject actively promotes the fundamental British values through knowledge that art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We nurture creativity, imagination and a mindset within pupils which has benefits across the school curriculum.

Design and Technology Rationale

At Shoreditch Park Primary, 'Knowledge and Understanding of the World' is the foundation of the design and technology curriculum. Through design and technology, we inspire and challenge all children to develop creative understanding, think critically and think innovatively whilst designing and making functional products. Children design and make for a particular user and purpose and then evaluate the product against the design criteria.

The design and technology curriculum is taught using a range of media and materials. Children experience 3 alternate half terms of design and technology projects each year, this allows them to build upon knowledge and skills in the creation of structures, mechanisms and through computer aided design. Children are explicitly taught to apply their technical knowledge in a range of contexts through:

- Designing
- Making
- Evaluating

Functional skills underpin the design and technology curriculum. Core elements of English, mathematics, science and ICT are developed through the design process as children are encouraged to think about important issues such as sustainability and enterprise.

Children apply these skills through design projects involving clay, free-standing structures, food, electrical systems and mechanisms. The outcome of each project is a creative design linked to other curriculum areas such as science, history or geography.

Art & DT Curriculum map 2023/2024

Autumn		Spring		Summer		
KS1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Drawing (+ collage) BHM Alma Thomas inspired Portraits	Mechanisms (Sliders and levers) To make a moving storybook (DMEA)	Painting Yayoi Kasuma inspired painting	Food Topic (Food) To design and make a fruit snack for Ramadan (DMEA)	Structures (Free-standing structure) To make a bug hotel for the wildlife area (DMEA)	Collage Spanish Joan Miro inspired collages
Year 2	Drawing (+ collage) BHM Gee's Bend inspired portraits	Textiles Making a puppet for the christmas play (DMEA)	Mechanisms (Wheels and axles) Science (Materials) To make a small scale wheelbarrow (DMEA)	Printmaking Topic (Holidays) William Morris inspired prints	Food PE To design and make a healthy wrap (DMEA)	Sculpture Science: gardens Clay plant pots
KS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Drawing (+ painting) BHM Yinka Ilori inspired Portraits	Mechanical systems Making a christmas card with moving parts (DMEA)	Food PE Healthy foods project (IEA)	Digital Art ASPIRE Emotions inspired art	Textiles Making a purse/wallet for a friend (DMEA)	Painting Topic (Coasts) Van Gogh inspired oil pastels
Year 4	Drawing BHM + ASPIRE Stephen Wilshire inspired landscapes	Food Making christmas tree biscuits for a christmas party (DMEA)	Electrical systems Making a night light for a friend (DMEA)	Collage Topic (Romans) Roman mosaics	Structures (Shell structure) Making packaging for a gift (DMEA)	Printmaking Andy Warhol inspired Pop-Art pieces (screen-printing)
Year 5	Drawing (+ collage) BHM Jean-Michel Basquiat inspired Portraits	Structures (Frame structure) Making a bird hide for the wildlife area (DMEA)	Food PE To design and make a healthy fruit smoothie (DMEA)	Digital art Science (Space) Space themed digital art	Painting Topic (Journeys) David Hockney inspired acrylic landscapes	Textiles Topic (Journeys - clothes) Sustainability Sustainable fashion project (IEA)
Year 6	Drawing (+ Painting) Topic (South America) Frida Kahlo inspired surrealist Portraits	CAD Using Tinker and Microbit (FT)	Food Science (Body Health) Making healthy pizzas for an athlete (DMEA)	Collage (+Painting) Topic (WWII) Blitz skyline	Electrical Systems Science (Currents) Making a toy vehicle (DMEA)	Sculpture Topic (Ancient Greeks) Ancient Greek clay pottery



Shoreditch Park
Primary School

Art Learning Journey

Phase 1

EYFS

Afternoon carousel
Drawing, painting,
collage, printmaking



Year 1



Collage
Joan Miro inspired
collages



Year 2

Drawing
Aina Thomas inspired
portraits

Painting
Yoyoi Kusuma inspired
portraits

Drawing
Gee's Bend inspired
portraits

Sculpture
Clay flower pots

Printmaking
William Morris inspired
portraits



Year 3

Printmaking
Vincent van Gogh inspired
portraits



Printmaking
Andy Warhol inspired
pop art prints



Year 5

Collage
Ancient Roman
inspired mosaics



Drawing
William Morris inspired
portraits



Year 4

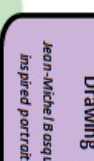
Painting
Van Gogh inspired
pastel landscapes

Collage
WWII inspired Blitz
skyline

Digital art
Emotions inspired art



Drawing
Jean-Michel Basquiat
inspired portraits



Digital Art
Space inspired digital
art



Painting
David Hockney inspired
acrylic landscapes



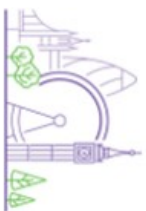
Year 6



Drawing
Frida Kahlo inspired
surrealist portraits

Sculpture
Ancient Greek inspired
clay pottery





Shoreditch Park
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D&T Learning Journey

Phase 1

EYFS

Using a variety of materials and tools

Year 1

Mechanisms
To make a moving storybook

Structures
To make a bug hotel for a wildlife area

Year 2

Mechanisms
To make a small-scale wheelbarrow

Food
To design a fruit snack for Ramadan

Textiles
To make a puppet for the Christmas play

Food
To make a healthy sandwich

Year 3

Mechanical systems
To make a Christmas card with moving parts

Year 4

Electrical systems
To make a night light for a friend

Food
Making biscuits for a Christmas party

Textiles
To make a purse/wallet for a friend

Food
To make healthy pizzas for an athlete

Year 5

Structures
To make a bird hide for a wildlife area

Food
To make a healthy fruit smoothie

Textiles
Sustainable fashion project

Year 6

CAD
Using Tinker and Microbit

Electrical systems
To make a moving toy vehicle for a KS1 child

Appendix 4: Unit Planning Template

This planning template ensures that there will be a direct correlation between expectations, teaching, learning and assessments. Art, craft and design is usually holistic in practice. The four interrelated aims for the subject (Generating Ideas, Making, Evaluating and Knowledge) are given separately here to support planning and assessment. Some units of work, for instance, those that deal with specific skills or knowledge may not require all the boxes to be completed.

	GENERATING IDEAS <i>Skills of Designing & Developing Ideas</i>	MAKING <i>Skills of Making Art, Craft and Design</i>	EVALUATING <i>Skills of Judgement and Evaluation</i>	KNOWLEDGE <i>Knowledge of process and context</i>
Skills – aims/expectations	What skills related to designing and developing ideas will be learned, and/or reinforced?	What making skills and techniques will be learned?	What skills of judgement and evaluation will be learned, and/or reinforced?	What knowledge will be learned? • about skills, techniques and processes • about art, craft and design practitioners, practices and their cultural context.
Teaching and learning activities	How are you going to develop these particular skills? What are the learning outcomes?	How are you going to develop these particular skills? What are the learning outcomes?	How are you going to develop these particular skills? What are the learning outcomes?	How will this knowledge be developed? What are the learning outcomes?
Differentiation	How will all pupils be stretched?	How will all pupils be stretched?	How will all pupils be stretched?	How will all pupils be stretched?

Assessment Criteria	What will pupils know and be able to do to confirm their learning?	What will pupils know and be able to do to confirm their learning?	What will pupils know and be able to do to confirm their learning?	What will pupils know to confirm their learning?
Evidence for assessment will be from: • Assessing what pupils make; • Observing how they perform; • Talking to them about what they know.	Assessment opportunities (<i>what will be assessed and when</i>)	Assessment opportunities (<i>what will be assessed and when</i>)	Assessment opportunities (<i>what will be assessed and when</i>)	Assessment opportunities (<i>what will be assessed and when</i>)

Curriculum materials and resources needed.	
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