

Art & Design at Fender

Intent

The Art curriculum is designed to inspire creativity, nurture self-expression, and develop critical thinking through the exploration of influential artists, adaptive teaching approaches, and meaningful, real-world connections. We believe that every child is an artist in their own right, and we aim to foster a love of art by exposing pupils to a diverse range of inspirational artists—past and present, local and global—who reflect the richness of our world and challenge children to see from new perspectives.

Our curriculum is adaptive and inclusive, ensuring that every child can access, engage with, and enjoy the artistic process. Through carefully planned, flexible teaching strategies, we support the individual needs, interests, and experiences of our learners, providing opportunities for experimentation, risk-taking, and personal interpretation.

We embed art within real-life contexts to give learning depth and relevance. Pupils are encouraged to respond to the world around them—socially, culturally, and environmentally—by using art as a powerful form of communication and expression. Whether collaborating on community projects, exploring art careers, or using art to support wellbeing, children understand that their creative voice matters and has impact.

By the end of primary school, our pupils will have developed confidence in using a range of artistic skills and techniques, a thoughtful understanding of art's role in society, and a lifelong appreciation for creativity in all its forms.

Our curriculum is rooted in high expectations for all supported by high-quality adaptive practice. Diverse and high-quality texts underpin our curriculum, as well as rich opportunities for oracy, vocabulary development and a growing mastery of knowledge, skills and concepts.

Implementation

Our pedagogy is built around three key concepts:

1. Command of the Content / Excellent Subject Knowledge
2. Consistent Environment, Relationships and Routines
3. Cornerstones of Teaching & Learning (outlined beneath)

Core Knowledge	Oracy Rich Opportunities	Adaptive Practice
The core knowledge for each lesson is clear and explicit. This learning is broken down into clear steps.	Oracy elevates learning and offers the opportunity to promote disciplinary talk. Oracy is a feature of every lesson and is the outcome of at least one lesson per unit.	Learning is adapted carefully to meet the needs of all learners regardless of need or starting point.
Diverse & High-Quality Texts	Vocabulary	Revision & Assessment

Our curriculum is underpinned by diverse and high-quality texts that allow themselves to see themselves and others.	Vocabulary is explicitly taught and revised. This builds a bank of disciplinary vocabulary that is revised regularly	Assessment is ongoing and purposeful. Each lesson begins with a review of last week's learning. Each unit ends with a summative assessment.
Careers	Modelling	CPD
Real life opportunities are woven into the curriculum including visits, trips and opportunities to look at careers within the subject. At our annual Careers' Festival, the subject is represented by professionals.	Modelling is one of our true cornerstones of teaching and learning. Whatever the task, high-quality modelling helps unlock student understanding.	Ongoing CPD for subject leaders, teachers and teaching assistants ensures fidelity to our pedagogy.
Cultural Capital	Parental Involvement	Monitoring
Children learn about significant events, people and places that bolster their knowledge of the world. This is supported through visitors, trips and visits, and strengthened through our careful curation of high-quality and diverse texts.	Parents are invited to share in the learning journey through our engaging road maps. Learning is shared routinely on Class Dojo. Parents are invited in for special occasions, events and celebrations.	Subjects are monitored routinely through book looks, learning walks, pupil voice and governor visits
Impact		
<p>Through our Art curriculum, children will leave primary school as confident, reflective, and imaginative learners who value creativity as a tool for expression, problem-solving, and connection. They will have a broad understanding of artistic influences, the ability to think critically about visual culture, and the skills to communicate their ideas with purpose. Most importantly, they will see themselves as artists, equipped to engage with the world creatively and thoughtfully.</p> <p>Children are engaged and enthused about Art as shown in lesson visits, book looks, governor visits and pupil voice.</p>		

Art Long-Term Plan

Line / Tone / Shape / Space / Form

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Andy Goldsworthy	Edward Saidi	Sumuyya Khader	Henri Matisse	Frida Kahlo	Alberto Giacometti	Caravaggio
	Collage / Printing	Painting	Painting / Digital	Drawing	Painting / Digital	Sculpture	Drawing / Digital
	Modern / Contemporary	Outsider Art	Modern / Contemporary	Post-Impressionism	Magic Realism	Surrealism	Renaissance / Baroque
Spring	Giuseppe Arcimboldo	Pablo Picasso	Van Gogh	Ron Gittins	Poonam Mistry	L.S. Lowry	Sarkasi Said
	Painting	Drawing	Drawing	Sculpture / Textiles	Printing	Drawing	Printing / Textiles
	Mannerist / Renaissance	Modernism	Post-Impressionism	Outsider Art	Modern / Contemporary	Outsider Art	Modern / Contemporary
Summer	Anthony Gormley	Michelle Reader	Yayoi Kusuma	Claude Monet	Jade Fadojutimi	Henri Rousseau	Jean-Michel Basquiat
	Sculpture	Sculpture	Sculpture / Textiles	Painting	Painting	Painting	Collage / Printing / Graffiti
	Modern / Contemporary	Modern / Contemporary	Modern / Contemporary / Abstract	Impressionism	Abstract / Modern	Post-Impressionism	Modern / Contemporary



FENDER PRIMARY SCHOOL

Long Term Plan - Art



F2
F 2

Autumn: Collage / Printing (Andy Goldsworthy)
Spring: Painting (Giuseppe Arcimboldo)
Summer: Sculpture (Anthony Gormley)



YEAR 1

Autumn: Painting (Edward Saidi)
Spring: Drawing (Pablo Picasso)
Summer: Sculpture (Michelle Reader)



YEAR 2

Autumn: Painting / Digital Art (Sumayya Khader)
Spring: Drawing (Van Gogh)
Summer: Sculpture / Textiles (Yayoi Kusuma)



YEAR 3

Autumn: Drawing (Henri Matisse)
Spring: Sculpture / Folk Art / Textiles (Ron Gittins)
Summer: Painting (Claude Monet)



YEAR 4

Autumn: Painting / Digital Art (Frida Kahlo)
Spring: Printing (Poonam Mistry)
Summer: Painting (Jade Fadojutimi)



YEAR 5

Autumn: Sculpture (Alberto Giacometti)
Spring: Drawing (L.S. Lowry)
Summer: Painting (Henri Rousseau)



YEAR 6

Autumn: Drawing / Digital (Caravaggio)
Spring: Printing / Textiles (Sarkasi Said)
Summer: Collage / Printing / Graffiti (Jean-Michel Basquiat)



Careers

Careers education is woven through our Art curriculum. Students learn about possible opportunities that studying Art can open up to them.



Oracy

Oracy skills are embedded throughout the Art curriculum - children are given opportunities to analyse, present, evaluate and explore. We are encouraged to 'Speak like an Artist'

Progression Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Experiment with mark-making using a range of tools.	Create simple drawings using lines and shapes to represent objects.	Add more detail and use lines to show texture and pattern.	Experiment with line, tone, and shading to create texture and form.	Use a variety of techniques to add depth (e.g., crosshatching, blending).	Develop controlled use of shading, perspective, and proportion.	Mastery of drawing techniques; refine composition, proportion, and viewpoint deliberately.
Painting	Explore using colours and different brushes.	Mix primary colours to create secondary colours; use thick and thin brushes.	Mix and apply colours with increasing accuracy; introduce tints and shades.	Experiment with colour mixing for mood; use brush techniques for different textures.	Use colour, tone, and shade effectively to create depth and emotion.	Plan and develop paintings with chosen techniques to create effects.	Combine a wide range of painting techniques and styles purposefully and evaluate effectiveness.
Sculpture	Explore building and modelling with malleable materials.	Create simple 3D forms using basic materials (clay, junk modelling).	Develop techniques in shaping, joining, and finishing materials.	Plan and create sculptures with armatures or mixed media.	Use a variety of tools and techniques to add texture, form, and detail.	Design and construct complex sculptures with purpose and meaning.	Produce highly developed sculptures demonstrating skill, creativity, and refinement.
Collage and Textiles	Experiment with textures and layering different materials.	Use a range of materials to create pictures and simple collages.	Create collages combining images, textures, and materials thoughtfully.	Develop collage work using layering, tearing, and overlapping for effect.	Explore using textiles (weaving, stitching) to create artworks.	Combine materials and techniques creatively for effect in mixed media projects.	Master mixed media, textile art, and collage to produce layered, complex artwork.
Printing	Make simple prints	Create simple	Explore block	Create detailed	Design and create	Refine printmaking	Master advanced

	using hands, objects, and stamps.	repeating patterns and pictures using printing.	printing and layering colours.	prints using relief or impressed techniques.	complex prints using multiple layers and colours.	skills, experimenting with processes and combinations.	printing techniques to produce high-quality, thoughtful pieces.
Talk like an Artist...Art Appreciation and Analysis	Talk about what they like or notice about pictures and artwork.	Recognise and describe simple features in famous artworks.	Compare two artworks and express preferences.	Begin to analyse how artists use elements like colour, line, and shape.	Explain how and why artists create effects and convey emotions.	Critically evaluate artwork, using appropriate language and references.	Offer detailed, justified evaluations and personal interpretations of art across cultures and times.
Knowledge of Artists, Designers, and Craft Makers	Look at and talk about famous artists' work simply (e.g., Van Gogh, Kandinsky).	Know and name a few famous artists and their styles.	Describe different styles of art from various periods and cultures.	Study artists in more depth, identifying techniques and influences.	Compare styles and approaches of artists and designers from different contexts.	Research, interpret, and explain how historical & cultural context influences art.	Synthesize influences from different artists and movements into own work, showing critical understanding.
Vocabulary Development	Use basic words (colour, big, small, smooth).	Introduce simple art terms (line, shape, texture, pattern).	Use developing art vocabulary accurately.	Apply specific terms for techniques and styles (tone, form, composition).	Use advanced vocabulary (proportion, perspective, hue, contrast).	Confidently use technical art language to describe and critique.	Master and integrate complex art vocabulary fluently in both discussion and written work.
Progression of Materials / Medium							
Drawing materials (pencils, crayons, chalk, charcoal)	Explore with pencils, crayons, chalk; make marks freely.	Use pencils to draw lines and shapes with control.	Begin to use a range (soft/hard pencils, charcoal) for texture.	Use sketchbooks to develop shading, tone, and texture.	Develop line, tone, proportion with a variety of drawing	Create drawings with deliberate use of tone, line, form,	Master a range of drawing materials for specific effects

					materials.	texture, perspective.	and complex compositions.
Painting materials (poster paints, watercolours, acrylics)	Explore thick and thin brushes; basic poster paint colours.	Use poster paints; begin mixing secondary colours.	Mix a range of colours; start using simple watercolour techniques.	Experiment with watercolour washes, blending, layering.	Introduce acrylic paints for texture and vibrancy; refine watercolour skills.	Use acrylics, watercolours, and experiment with oil paints for effect.	Master different painting media to convey atmosphere, emotion, and style deliberately.
Sculpture materials (clay, modroc, recycled materials)	Model simple forms using playdough and clay.	Shape and join simple clay models and junk sculptures.	Develop clay work with added detail (carving, joining pieces).	Plan and build sculptures using wire, modroc, and armatures.	Create detailed sculptures using clay, papier-mâché, or mixed media.	Design and build large, complex 3D works using advanced methods (carving, casting, assemblage).	Produce highly finished sculptures using professional techniques and materials.
Collage materials (paper, textiles, natural objects)	Stick and layer different textures (paper, fabric, leaves).	Create simple collages with a range of papers and materials.	Select materials thoughtfully for collages to create effects.	Combine torn, layered, textured materials purposefully.	Add textiles (weaving, simple stitching) to collage work.	Use mixed media creatively for storytelling, symbolism, and mood.	Master complex mixed-media techniques to create multi-layered, meaningful compositions.
Printing techniques (block prints, relief prints, mono prints)	Print with hands, objects, and simple stampers.	Create simple blocks and repeat prints using shapes.	Explore simple press and relief printing with polystyrene blocks.	Develop multi-layer prints with increasing accuracy.	Create complex patterns through lino cuts, block printing, or mono printing.	Refine techniques using etching, lino, and multi-colour processes.	Master advanced printmaking processes independently and creatively.
Textiles (fabric, thread, felt)	Explore textures through handling fabric materials.	Begin to use simple sewing and weaving techniques.	Create simple stitched pieces; combine fabric textures.	Develop skills in stitching, appliqué, and embellishment.	Plan and execute textile-based artworks (wall hangings, banners).	Experiment with fabric manipulation (dyeing, felting, quilting).	Produce complex textile art pieces combining different techniques and

							media.
Digital Media (photography, digital drawing)	Explore taking photos using simple devices.	Take simple photos; introduce basic digital painting tools.	Create simple digital drawings or photo collages.	Use digital apps for editing, layering, and creating art.	Combine traditional and digital techniques (e.g., scanned drawings edited digitally).	Use digital platforms to create complex compositions or animations.	Master digital media to create professional quality artwork (e.g., digital portfolios, multimedia installations).

Vocabulary						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
line, colour, shape, draw, paint, mix, brush, cut, stick, fold, texture, smooth, rough, soft, hard, light, dark, big, small, mark, pattern, dot, circle, model, roll, pinch, feel, create, design, make, change, choose, glue, smudge, rub, dab	line, shape, colour, tone, texture, pattern, primary, mix, paint, draw, brush, crayon, pencil, model, clay, press, roll, join, build, collage, cut, layer, stick, artist, picture, frame, mark, design, bold, light, dark, smooth, rough, create, decorate	shade, tint, tone, texture, pattern, primary, secondary, mix, light, dark, warm, cool, overlap, layer, arrange, draw, sketch, detail, shape, soft, hard, thick, thin, sculpture, model, carve, form, surface, brushwork, background,	outline, sketch, blend, shade, proportion, tone, warm, cool, complementary, contrast, light, dark, form, texture, collage, arrange, combine, sculpture, relief, carve, build, join, shape, structure, surface, composition, perspective, still	hue, intensity, tone, texture, perspective, background, foreground, viewpoint, proportion, pattern, symmetry, contrast, highlight, shadow, effect, style, technique, brushstroke, palette, blend, wash, dry, wet, texture, sculpt,	abstract, figurative, represent, observe, refine, detail, expressive, mood, atmosphere, visual, contrast, texture, form, scale, tone, hue, neutral, complementary, monochrome, resist, etch, print, repeat, negative, positive, sculpt,	composition, perspective, proportion, depth, contrast, balance, tone, form, expression, symbolism, narrative, interpretation, texture, structure, chiaroscuro, gradient, hue, value, focal, emphasis, harmony, contrast,

		foreground, artist, observe	life, portrait, impression, technique, media, material, experiment, mix	pinch, slab, coil, score, slip, balance, structure, composition, interpret	assemble, structure, manipulate, distortion, symbolism, interpret, critic, technique, influence	space, foreground, background, layering, mixed media, collage, digital, influence, critique, gallery, curator, appreciation
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National Curriculum – Art & 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

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.

Art Lesson Structure

Revision & Recap

Teacher revisits learning from last week, last term and last year.
Absent children from the previous week/lesson find out the core learning from last week.

'Speak like an Artist'

Use oracy strategies to compare and contrast the work of artists.
Vocabulary is explicitly taught using oracy-rich strategies.

Explicit Teaching of New Knowledge

Teacher uses the road map to place new learning in the context of the unit.
Teacher uses core principles of our Fender Pedagogy to teach new core knowledge from that week.

Independence

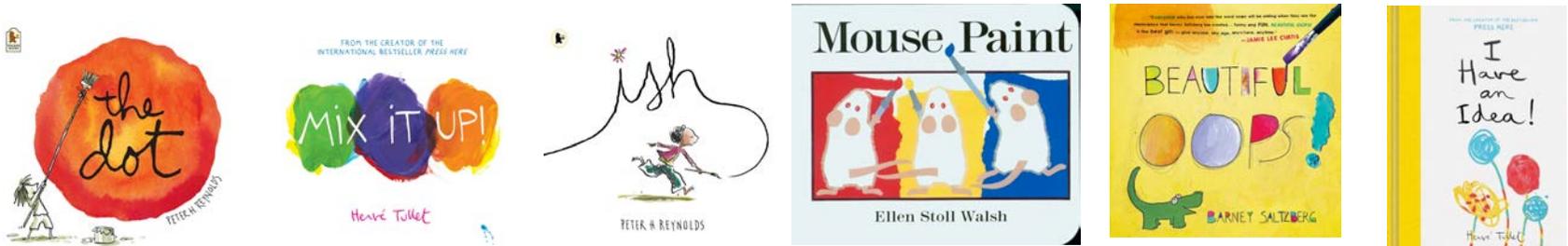
Children practice and develop their knowledge, through application of a historical skill in their independent (or group) work.
This could be written or orally recorded, dependent on the knowledge, skill and task of that lesson.

Review...Revise...Reflect...Where Next?

Teacher to make explicit the core knowledge from that lesson - three core facts!
Revise that lesson's taught vocabulary
Use the road map to look ahead - where does this knowledge take us next?

Fender Primary
Art & Design Reading Spine

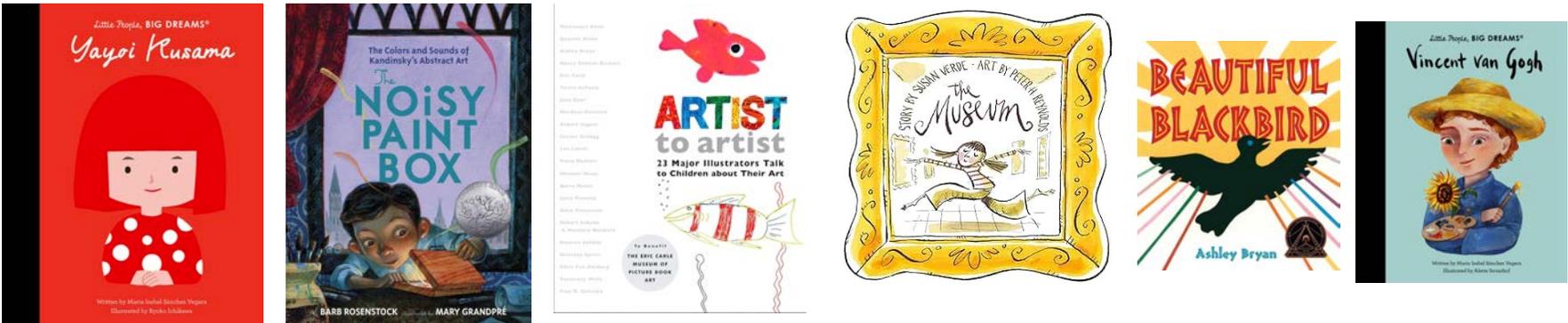
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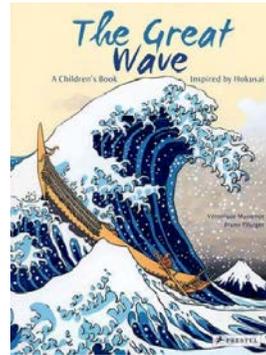
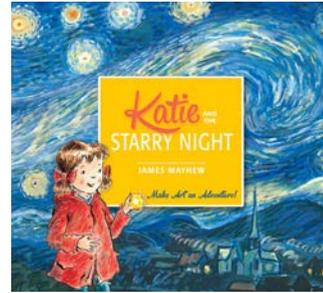
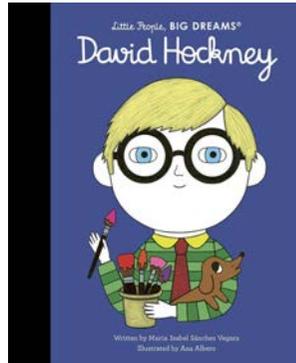
Year 1



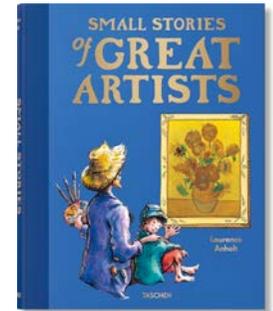
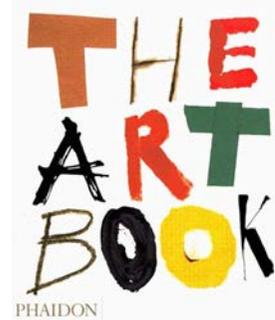
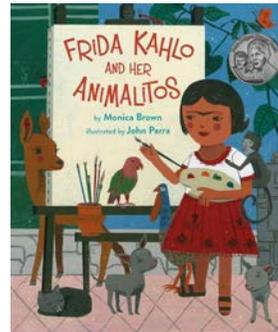
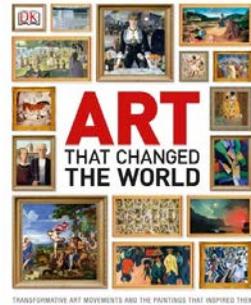
Year 2



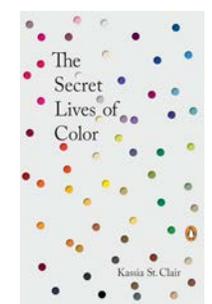
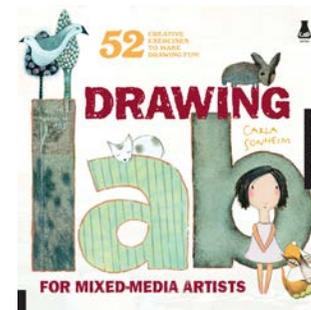
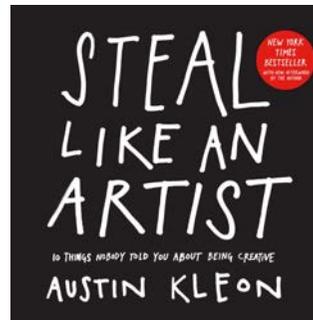
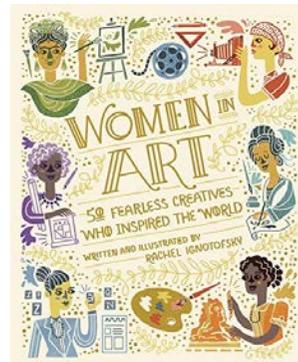
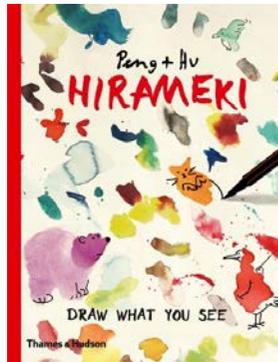
Year 3



Year 4



Year 5



Year 6

