



The Coppice Primary School

Art Policy

Written by	Caroline Keight Odette Blundell
Approved by Governors	November 2025
Date for Review	November 2028

School Vision for Art Education

At The Coppice Primary School, we believe that art is a vital part of a broad and balanced curriculum. It nurtures happy, confident and successful learners who are well prepared for life. Through art, pupils develop the skills, knowledge and understanding to express themselves creatively, think critically, and engage meaningfully with the world around them.

Core Values in Art

- **Happiness and Confidence:** We promote the enjoyment of art and encourage self-expression to support emotional well-being and build self-esteem.
- **Creativity and Cultural Awareness:** We foster imagination, artistic exploration and an appreciation of diverse cultures, perspectives and forms of expression.
- **Success and Lifelong Learning:** We celebrate personal achievement and nurture a lifelong love of learning through the visual arts.

Aims and Objectives

Art and design at Key Stage 2 enables pupils to:

- Develop creativity and imagination through visual, tactile and sensory experiences.
- Communicate ideas, thoughts and feelings using a variety of media, techniques and processes.
- Explore and respond to the work of artists, designers and craftspeople from different times, places and cultures.
- Understand the role of art in society and its impact on contemporary and historical contexts.
- Make informed choices and judgements about their own work and that of others.
- Build resilience and confidence through experimentation and reflection.
- Experience a sense of achievement and fulfilment through artistic expression.

Curriculum Intent

Our curriculum is designed to ensure the progressive development of pupils' knowledge, skills and understanding in line with the National Curriculum for Art and Design. It provides meaningful, enjoyable and inclusive learning experiences that support all learners.

Art Policy

Pupils will:

- Access a broad range of high-quality art experiences.
- Learn to record from observation, imagination and personal experience.
- Develop visual literacy and critical thinking skills.
- Use colour, form, texture, pattern and space to communicate ideas.
- Engage in collaborative and independent work.
- Reflect on their creative process and outcomes with respect and curiosity.

Teaching and Learning Approach

We deliver a progressive and inclusive curriculum that takes into account pupils' individual needs and development. Our teaching promotes:

- Open-ended tasks that encourage diverse outcomes.
- Differentiated challenges to support all abilities.
- Respectful collaboration and peer feedback.
- Resilience and perseverance in the creative process.
- Use of varied materials, tools and digital technologies.

Curriculum Structure

Our art curriculum is organised into the following strands:

- **Draw and Sketch**
- **Print, Collage and Colour**
- **3D Form and Construction**
- **Paint, Surface and Texture**
- **Collaboration and Community**

Each strand offers opportunities for pupils to explore, create and reflect, while building a strong foundation in artistic skills and cultural understanding.

Inclusion and Access

We recognise and celebrate the diverse artistic abilities of all pupils. We ensure access and engagement by:

- Valuing the creative journey over the final product.
- Providing tasks with multiple entry points and outcomes.
- Offering resources suited to varying levels of complexity.
- Using adult support to scaffold learning where needed.

Curriculum Planning

[ART CURRICULUM - YEAR GROUP OVERVIEW](#)

Art and Design is a foundation subject within the National Curriculum (2014). At The Coppice, our curriculum is enriched by the AccessArt programme, which provides teachers with high-quality resources, CPD opportunities and professional support. This subscription enables staff to deliver a progressive and inclusive curriculum while retaining the flexibility to adapt projects to suit the interests and needs of their pupils.

Teachers are encouraged to personalise learning by integrating school-developed projects that complement wider curricular themes. These are always mapped back to the core skills and progression pathways outlined by AccessArt, ensuring consistency and coverage across year groups. Many AccessArt units offer divergent pathways, allowing classes to explore different creative directions while working towards shared outcomes.

Long-Term and Short-Term Planning

- **Long-term planning** is coordinated across all year groups to ensure continuity and progression.
- **Medium and short-term planning** is developed within year teams, using AccessArt resources to guide lesson content, skill development and resourcing.
- **Weekly art lessons** are timetabled for all pupils. Where appropriate, teachers may plan blocked sessions to support more complex or resource-heavy final outcomes.

Arts Residential Experience

As part of our commitment to enriching the arts curriculum, pupils in Year 5 are offered the opportunity to participate in a three-day residential at Ingestre Hall, a dedicated arts education centre. This experience supports personal development, creative exploration and collaborative learning beyond the classroom.

During the residential, pupils select an arts discipline - art, dance, drama, music or animation - and engage in an immersive two-day project led by specialist practitioners. The programme encourages deep engagement, skill development and creative risk-taking in a supportive environment.

The residential culminates in a celebratory sharing event, where pupils present their performances and creations to peers across disciplines. This fosters confidence, mutual respect and a sense of achievement, while reinforcing the value of the arts as a means of communication and expression.

The Foundation Stage

In Early Years, we nurture children's creativity and curiosity through high-quality art experiences that support the Early Learning Goals for Expressive Arts and Design. Children are encouraged to:

- Safely explore a variety of materials, tools and techniques.
- Experiment with colour, design, texture, form and function.
- Use media and materials in original ways, considering purpose and intent.

These experiences lay the foundation for future artistic development and support learning across all seven areas of the EYFS framework, particularly personal, social and emotional development.

The AccessArt EYFS curriculum is used to supplement our provision and ensure a rich, exploratory environment.

Extra-Curricular Opportunities

We recognise the value of creative enrichment beyond the classroom. The Coppice offers a range of after-school art clubs, including painting, drawing and pottery, providing pupils with opportunities to further explore artistic techniques, collaborate with peers and develop their personal interests in the visual arts.

We also encourage the children to take part in local competitions, for example, the Wythall Parish Council Christmas Card Competition, which is run annually.

Inclusion and SEND Provision

Art is for everyone. We are committed to providing inclusive and accessible art education for all pupils, regardless of ability. Teachers differentiate tasks and materials to meet individual needs and make reasonable adjustments where necessary. For example:

- Pupils with sensory sensitivities have a choice of alternative materials or tools.
- Drawing activities may include 'levelling' techniques such as using non-dominant hands or restricted vision to promote equity and creativity.

We celebrate diverse forms of artistic expression and ensure that no talent goes undiscovered.

Assessment and Recording

Assessment in art is formative, reflective and focused on progress over time. Teachers assess pupils by:

- Reviewing work across units and terms.
- Observing engagement and skill application during lessons.
- Engaging in dialogue with pupils about their ideas and processes.

We use AccessArt progression statements to support teacher judgement and track development.

Sketchbooks

Sketchbooks are central to our assessment and recording approach. They are:

- A personal space for experimentation and creative thinking.
- Not marked or graded, but respected as a record of process and growth.
- Occasionally used by teachers to model techniques, always with pupil consent.

Annual Self-Portrait Task

Each September, pupils complete a self-portrait activity. This provides a consistent opportunity to observe drawing development and introduce new techniques as children progress through the school.

Alternative Recording Methods

Teachers are encouraged to use alternative forms of documentation where appropriate. For example, outdoor sculptures or temporary installations may be recorded through photography.

Resources

We maintain a comprehensive stock of art materials to support high-quality teaching and learning. Basic resources are available in year group storage boxes, while specialist equipment is stored centrally and managed by a designated staff member. Resource planning is responsive to pupil interests and the direction of each AccessArt pathway, ensuring flexibility and creativity in delivery.

Monitoring and Review

Art Policy

The art subject leaders are responsible for:

- Monitoring standards of teaching and learning.
- Supporting colleagues with planning and delivery.
- Staying informed about current developments in art education.
- Providing strategic leadership and direction for the subject.

An annual action plan is created and reviewed, with updates shared with the headteacher and trustees. This policy is reviewed every three years to ensure continued relevance and effectiveness.

Signed: *C Keight O Blundell*

Review Date by Trustees: November 2025

To be reviewed: November 2028

GDPR - Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy.

All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
Art	Key information concerning the teaching and learning of art	To inform all stakeholders on how art is taught at The Coppice.	Children, Teachers, Parents, Trustees and Ofsted.	

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements