



COLESHILL *C of E*
PRIMARY SCHOOL
AND **NURSERY**

Art and Design

With God's love, we grow and flourish together

Our Vision


Our school's purpose is built upon the fundamental principle that every child matters to God and has the right to be treated with dignity, learn about their innate worth and understand their unique value and place in God's world. We provide opportunities for all children to experience a community living out Christian values and making choices which lead to hope, aspiration and fulfilment.

We believe our school should be a place where we all want to be, a place where children feel safe and secure, where God's love is reflected in our care for every individual. We nurture our community, ensuring children flourish physically, mentally, emotionally and spiritual thereby achieving their potential. As a church school we find inspiration in the life and teachings of Jesus Christ, celebrating the diversity around and amongst us and applying our understanding of tolerance and respect.

Our curriculum is about bringing engagement, fun and enthusiasm to learning. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. Our high expectations develop character and pride in our identity as Coleshill Church of England Primary School, preparing every child for their future.

Our Values

Our policies are based on Christian values. Pupils will be taught and encouraged to lead by example guided by the values of honesty, respect, kindness, perseverance, self-control and forgiveness.

 Honesty	With God's love, we are truthful so we can be trusted and grow in wisdom.	<i>"Speaking the truth in love" (Ephesians 4: 15)</i>
 Kindness	With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.	<i>"Clothe yourselves with kindness, humility, gentleness and patience" (Colossians 3: 12)</i>
 Respect	With God's love, we care for others, ourselves and our school, so we listen and use good manners.	<i>"In humility, value others above yourselves" (Philippians 2: 3)</i>
 Perseverance	With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard.	<i>"Perseverance (produces) character and character, hope" (Romans 5: 4)</i>
 Self-Control	With God's love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.	<i>"The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5: 22)</i>
 Forgiveness	With God's love, we choose to forgive and let things go, accepting when someone is sorry so we can build bridges and form trusting relationships	<i>"Forgive us our sins as we forgive those who sin against us" (Luke 11:4)</i>

Our Curriculum Aims

Our vibrant curriculum is rooted, connected and inclusive. It is shaped by our Christian vision and values and our commitment to continuous improvement. Founded in a culture of love, dignity and belonging, it ensures every child feels safe, known and valued. The curriculum provides rich, purposeful experiences that foster curiosity, joy, creativity and high aspirations. Learning is planned to build meaningful connections across subjects and community contexts, ensuring coherence and relevance. We challenge every child to be ambitious and achieve their very best, developing the confidence and resilience needed to reach their full potential. Our curriculum is designed to prepare children with the knowledge, skills and wisdom they need to thrive as responsible, hopeful citizens in our diverse and changing world.

Our Curriculum Drivers



Vibrant

- Provide rich engaging and creative learning experiences that inspire curiosity, enjoyment, and a lifelong love of learning.
- Foster imagination, independence and critical thinking through practical activities, enrichment opportunities, celebrations, and educational visits.
- Inspire learning through aspirational expectations that encourage resilience and pride in achievement.



Rooted

- Ground learning in our Christian vision and values, providing strong foundations for life and learning.
- Nurture character, wellbeing, spiritual and moral development, promoting compassion, respect and dignity for all.
- Champion sustainability and stewardship, encouraging children to care for the world around them.



Connected

- Design learning that is carefully sequenced and coherently linked across subjects and themes
- Help children build knowledge progressively and see relevance through real life and community contexts.
- Foster a strong sense of belonging and responsibility within school and the wider local and global community.



Inclusive

- Ensure every child feels welcomed, valued, and able to succeed by identifying and removing barriers to learning.
- Adapt teaching to meet diverse needs and celebrate the uniqueness of every child.
- Promote equity, diversity, and active compassion, so all children can flourish and contribute positively to society.

Intent: Art and Design

At Coleshill C of E Primary School, Art is a vital part of our vibrant, inclusive curriculum. Rooted in our Christian vision and values, our Art and Design curriculum nurtures creativity, curiosity, and joy, enabling every child to flourish and express their individuality. We believe Art should be accessible to all, removing barriers so every pupil feels seen, valued, and empowered to succeed.

Through rich, hands-on experiences, children develop the confidence to take creative risks, think critically, and articulate their artistic choices with clarity. Our curriculum celebrates diversity by introducing pupils to a wide range of artists, cultures, and perspectives, fostering respect, empathy, and cultural capital. Learning is connected across subjects and real-life contexts, helping children understand the relevance of Art in shaping communities and caring for God's world.

We aim to create confident, reflective artists who demonstrate progression in skills, knowledge, and understanding—from exploring media and techniques to mastering composition and evaluating work. Pupils are

encouraged to innovate, collaborate, and use their voice to influence creative outcomes. By nurturing imagination and resilience, we inspire a lifelong appreciation of the arts and prepare children to contribute positively to society as responsible, hopeful citizens.

Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of Governing Boards set out in the Department for Education's Governance Handbook.

Implementation

Our Art curriculum follows a creative process that values the journey as much as the outcome. Each unit builds knowledge and skills step by step, leading to a final piece through exploration, experimentation, and reflection. Children develop techniques in key mediums—drawing, painting, printing, collage, textiles, and 3D work—within a two-year rolling programme, with drawing taught annually as the foundation of artistic practice. Sketchbooks are used throughout to record ideas, practise techniques, and reflect on progress, supporting metacognition and resilience.

Transferable Knowledge and Cross-Curricular Links

While Art and Design is taught discretely, it provides opportunities to deepen understanding of other curriculum areas through carefully planned links enabling pupils to apply artistic techniques to enrich their learning in subjects such as History and Geography. For example, pupils might explore the cultural significance of cave paintings when studying the Stone Age, design a soldier's helmet to complement learning about World War I, or create a Mayan-inspired mask during a topic on Mexico and the Mayans. These connections strengthen pupils' conceptual understanding, promote creativity, and embed knowledge in memorable, practical ways.

Inclusion

Inclusion is central to our approach. Teachers adopt our nine adaptations to teaching and learning, alongside SEND-specific strategies for Art and Design, ensuring that pupils with diverse needs—including those within the four areas of SEND—are fully integrated. Differentiation by task, support, and outcome enables all pupils to succeed. Opportunities

for mixed-ability collaboration allow children to learn from and inspire one another, fostering communication and creativity.

Curriculum Planning and Sequencing in Art

Art is taught as a discrete subject, but connections are made to other curriculum areas where meaningful and appropriate. Teachers plan Art lessons using prior assessment, the National Curriculum, and progression documents that outline both 'knowing that' (knowledge) and 'knowing how to' (skills) within each discipline. This ensures planning is purposeful, builds on pupils' starting points, and supports strong progression for all learners. Each unit follows a clear creative process: exploring skills, experimenting with techniques, studying artists, and developing ideas through sketchbooks, culminating in a final piece that reflects the learning journey.

Lessons are structured to include retrieval, explanation, modelling, practice, application, and review. This approach reduces cognitive overload, promotes success for all learners, and fosters creativity, critical thinking, and individuality.

At the planning stage, teachers design a carefully sequenced learning journey that progressively develops artistic knowledge and skills. Sequences begin by identifying pupils' starting points and build step by step towards secure understanding. Lessons balance explicit modelling with opportunities for creativity and experimentation, ensuring pupils know both what to learn and how to apply it.

The end point of each sequence is a pupil-created piece that demonstrates secure knowledge, refined skills, and thoughtful application of techniques. This outcome is inspired by cross-curricular themes, the study of artists, and the progressive acquisition of artistic knowledge and skills throughout the unit.

Teaching is underpinned by our seven principles of effective learning: motivating pupils, setting high expectations, modelling skills, questioning for depth, and providing responsive feedback.

Resources

Teachers plan proactively, liaising with the subject leader to ensure all necessary resources are available ahead of teaching. Resource planning is informed by prior assessment, progression documents, and the needs of all learners, ensuring every pupil has equitable access to high-quality materials and opportunities to succeed. Adaptations are considered in line with our nine principles of inclusive teaching and SEND strategies for Art and Design, so that resources support both skill development and creativity for all pupils.

Reading and Oracy Through the Art Curriculum

Art and Design provides opportunities for pupils to practise and improve their English skills, particularly spoken language and oracy. Throughout each unit, children are introduced to subject-specific vocabulary, which is explicitly modelled, explained, and embedded in lessons. Pupils are challenged to use this vocabulary accurately when discussing their work and the work of others, and to justify their reasoning, refining responses through our "Say it again, better" approach.

Children compare ideas, methods, and approaches in their own work, that of peers and focus artists, expressing opinions verbally and in written evaluations where appropriate. They analyse and respond to art using visual language and make informed comments about the work of professional artists. Pupils develop confidence in articulating their creative choices and thinking critically about artistic processes.

Transferable Knowledge and Cross-Curricular Connections

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Assessment

Assessment in Art and Design is carried out using FFT and is aligned to the National Curriculum strands and year-group expectations for knowledge and skills. Teachers use a range of evidence to inform judgements, including pupils' sketchbooks, which provide a continuous record of their creative journey—capturing experimentation, reflection, and progression—as well as their completed pieces.

Assessment is not limited to outcomes; it considers the development of techniques, vocabulary, and conceptual understanding over time. This information is used diagnostically to plan well-sequenced lessons that build on prior knowledge and secure progression, ensuring every child continues to flourish.

Art beyond the Classroom

We enrich our Art curriculum through a range of experiences that allow pupils to apply and extend their knowledge and skills beyond the classroom. Topic days in other curriculum areas provide meaningful opportunities for pupils to use their artistic techniques to deepen understanding—for example, creating historical artefacts during History days or designing geographical landscapes.

We also offer after-school enrichment clubs, where pupils further develop and apply Art and Design skills in a creative, collaborative environment. These clubs nurture confidence, imagination, and resilience, while encouraging pupils to explore new mediums and refine techniques.

These experiences reflect our curriculum aims to be vibrant, rooted, connected, and inclusive, and they affirm creativity as a gift, supporting pupils' academic, social, and spiritual flourishing.

Cultural Capital

In their time at Coleshill C of E Primary School, pupils have the opportunity to take their artwork beyond our school community. This may include participation in local Arts Weeks (see images) or entering the BDMAT Art Competition, giving pupils a platform to share their creativity with a wider audience and celebrate their achievements.

Impact

Throughout their creative journey at Coleshill, our 'Coleshill Artists' develop a rich set of transferable skills and attributes that extend beyond Art and into wider life. By the end of Year 6, pupils will be able to find beauty in the world around them, generate and refine ideas, explore a range of materials and techniques, review and improve their work, and listen to and respond thoughtfully to others' ideas. These skills are built progressively through a carefully sequenced curriculum, enabling pupils to apply both knowledge and skills confidently.

Each unit culminates in a masterpiece that reflects the creative process and showcases the techniques learned. Pupils begin with our 'High 5' statements, which set clear expectations for the knowledge and skills they will demonstrate by the end of the unit. This structured approach ensures strong progression and deep learning.

We also recognise creative expression as an important aspect of spirituality, providing opportunities for pupils to reflect, wonder, and respond to God's world through their art. This nurtures a sense of identity, purpose, and belonging, aligning with our Christian vision for every child to flourish.

The impact of Art and Design is measured through sketchbooks, which record experimentation and reflection, alongside final pieces. Monitoring includes book looks, planning reviews, learning walks, pupil voice, and formal assessments recorded on FFT. This evidence informs future planning and ensures our curriculum remains vibrant, rooted, connected, and inclusive.

Roles and Responsibilities

Governing Body

The Governing Body will monitor the effectiveness of this Art and Design Policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Provision is made for pupils with different abilities and needs, including pupils with Special Educational Needs and Disability (SEND) and those pupils in receipt of Pupil Premium Grant (PPG) referred to in DfE documentation as Disadvantaged Pupils (including Looked After Children – LAC)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Headteacher

The Headteacher is responsible for ensuring that the Art and Design Policy is adhered to, and that:

- All required elements of the Art & Design curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the vision and values of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised by School Leaders about the school's performance and pupil outcomes to make informed decisions for the School Improvement Plan and CPD program for all staff
- Appropriate provision is in place for pupils with different abilities and needs, including pupils with SEN and Disadvantaged Pupils (including Looked After Children – LAC)

Art and Design Leader

The Art and Design Leader is responsible for monitoring the curriculum, including the development of medium term and short term planning, as well as the standards within the Art and Design books.

Also, the Art and Design Leader evaluates the Quality of Education for each year group by lesson visits, scrutiny of pupils' work and pupil discussions; this provides key strengths and areas of development to further develop the Languages curriculum.

Within our professional development procedures, the Art and Design Leader is given training and the opportunity to keep developing their own subject knowledge, skills and understanding; as a result, they can support curriculum development and their colleagues throughout the school.

The Art and Design Leader also has the responsibility for monitoring the storage, maintenance and management of resources.




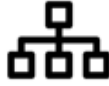



Teaching Staff

Other staff will ensure that the school curriculum is implemented in accordance with this Art and Design Policy. All class teachers follow the school's agreed planning for the curriculum provision in Art and Design.

Teaching and Learning Principles

Our 7 Principles of Effective Teaching and Learning



Motivate	Challenge	Explain	Model	Question	Feedback	Practice
						
<i>So that...</i>	<i>So that...</i>	<i>So that...</i>	<i>So that...</i>	<i>So that...</i>	<i>So that...</i>	<i>So that...</i>
Pupils are self-regulated, engaged and equipped with a growth mindset to learn and achieve	Pupils have high expectations of what they can achieve	Pupils acquire new knowledge and skills	Pupils know how to apply the knowledge and skills	Pupils think hard with breadth, depth and accuracy	Pupils think about and further develop their knowledge and skills	Pupils engage in deliberate practice and retrieval
<u>Strategies:</u> >Signal, Pause, Insist >Track Me, > Learning Positions	<u>Strategies:</u> >9 Adaptations >Pitch it up >Teach to the top	<u>Strategies:</u> >Dual Coding and diagrams >Chunking >Scaffolding	<u>Strategies:</u> > Live Modelling > Abstract models with concrete examples > I do, we do, you do	<u>Strategies:</u> > Cold call > Think-Pair-Share > Say it again better	<u>Strategies:</u> >Show Me Boards >Check for Understanding >Success Criteria	<u>Strategies:</u> >ITFs >Guided Practice >Practice Explaining >I say, you say; My turn, your turn

Appendix 2

Sequence of Learning

Art and Design Sequence of Learning



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-School	Painting Peaceful Folds	Printing Aboriginal art (exploring shape/pattern with circles)	Drawing The Line by	Collage The Snail	3D Form/ Sculpture Hollywood Hullabaloo	3D Form/ Sculpture Box modelling
Focus Artist:	Gillian Ayres	Tradition aboriginal art	Paula Bossio	Henry Matisse	Andy Goldsworthy	Donald Judd
Reception	Drawing Self-portrait	Painting				Printing
Focus Artist:	Quentin Blake/ Charlie Macksey	Van Gogh				Alma Thomas
Year 1	Drawing Teddy Bear	3D Form Relief Tile				Painting Playground
Focus Artist:	E.H. Shepard	Goldsworthy				Lowry
Year 2		Drawing Observational Drawing			Printing Rangoli Patterns	Collage Great Fire of London
Focus Artist:		Jerry Barrett			Nilima Surve	Megan Coyle
Year 3	3D form WWI medal				Drawing Death Mask	Painting Cave Painting
Focus Artist:	Grayson Perry				Joanna Mozden	Lascaux
Year 4	Textiles Tudor Rose				Drawing Courtroom	Printing Roman Mosaic
Focus Artist:	Tessa Perlow				Priscilla Coleman	Gaudi
Year 5		Drawing Graffiti Art	3D form Mayan mask			Painting Water Lilies
Focus Artist:		Banksy	Jose Canil Ramos			Monet
Year 6		Printing Natural disasters			Drawing Pompeii Figures	Collage Mixed media
Focus Artist:		Hokusai			William Kentridge	Kurt Schwitters

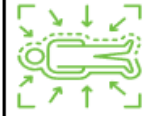
*Grey units = Design Technology

Appendix 3

Progression of Skills

Appendix 4

SEND Adaptations



Adaptations in: Art & Design

In every Art & Design block, teachers plan adaptations across the four areas of need—Cognition & Learning, Communication & Interaction, Physical & Sensory, and Social, Emotional & Mental Health—so all pupils can access materials, participate fully, and succeed. This is in addition to our nine universal adaptations, which form part of Coleshill's whole-school inclusive offer, ensuring equity and belonging for every learner.

Cognition & Learning	Communication & Interaction	Physical & Sensory	Social, Emotional & Mental Health
<ul style="list-style-type: none"> ♦ Encourage pupils to explain tasks to check understanding. ♦ Make clear links to prior learning. ♦ Model steps to learning and expectations. ♦ Break tasks into small, manageable steps. ♦ Ensure resources are easily accessible during lessons. ♦ Allow additional time for completing artwork when needed. Retrieval practice: Quick recap of previous techniques before introducing new ones ♦ Multi-sensory approaches: Use tactile materials (clay, textured paper) and colour coding for steps or tools. 	<ul style="list-style-type: none"> ♦ Model, teach, and reinforce good listening expectations. ♦ Slow delivery and allow processing time. ♦ Break learning into small, manageable steps. ♦ Pre-teach key vocabulary and concepts. ♦ Encourage pupils to seek clarification. ♦ Use adult support effectively for explanation and guidance. ♦ Sentence starters scaffolds for critique or explanation ♦ Structured peer interaction during collaborative art projects 	<ul style="list-style-type: none"> ♦ Ensure sufficient space for pupils to complete artwork. ♦ Provide specific resources on tables for easy access. ♦ Provide specific adapted tools. ♦ Model correct use of resources. ♦ Allow extra time for creating artwork. ♦ Teach and model careful listening, using clear signals when required. ♦ Lighting/noise adjustments: Softer lighting or quiet zones for pupils with sensory sensitivities. ♦ Access planning: Ensure wheelchair-friendly layout and safe movement around resources. 	<ul style="list-style-type: none"> ♦ Praise pupils' strengths and give frequent positive feedback. ♦ Provide constructive feedback with clear models for improvement. ♦ Offer opportunities for pupils to showcase skills and build confidence. ♦ Ensure plenty of hands-on opportunities to create artwork. Predictable routines: Same structure for starting and finishing art lessons to reduce anxiety. ♦ Visual emotion scales: Pupils can indicate how they feel before starting a creative task—helps manage frustration or perfectionism. ♦ Include breaks between tasks and allow use of calm spaces (inside or outside) for completing work.