

<u>Key information about the subject and schemes of work</u>	<u>Spiritual</u>	<u>Moral</u>	<u>Social</u>	<u>Cultural</u>
<p>The subject of Art lends itself to a wide range of Spiritual, Moral, Cultural and Social studies. Students will analyse, engage with and question their own and others work, identify how beliefs, values and meanings are expressed and shared. Students are encouraged to express themselves through their art, which is supported by strong research into the wider world around them. This is reinforced by many educational visits.</p>	<p><u>SP1</u> - The Art and design course is dependent on the students' ability to enquire and communicate their ideas, meanings and feelings. <u>SP4</u> - The Art department encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.</p> <p><u>SP1</u> - Every art project at Key Stage 3 has a focus or theme that is related to a different culture from around the world.</p> <p><u>SP6</u> - By looking at a variety of inspiration at the start of each project this can aid influence and creativity.</p> <p><u>SP5</u> - Students frequently get the experience from Art lessons of being able to 'try ideas out' and</p>	<p><u>M1 / M2</u> - Throughout the course students are encouraged to look at work that will often pose a moral question. <u>M3</u> - The student's outcomes are supported with a rationale or a meaning that will often convey a message to think about their own moral beliefs.</p> <p><u>M2 / M5</u> - By focusing on inspirational controversial images that provoke discussion as to why that image is art? The students are then able to think about why abstract art is considered by many as good art work.</p> <p><u>M1 / M5</u> - Students look at graffiti and identify why established artists such as Banksy have made a career from tagging and producing graffiti on public buildings and in society.</p>	<p><u>So1 / So2</u> - Students work is celebrated throughout the school and displayed in many areas. Pupils work independently and collaboratively to develop public and community artworks that express relationships between the students and local community.</p> <p><u>So2</u> - Students are consistently told to consider health and safety guidance within all classrooms in the art department.</p> <p><u>So4 / So5</u> - Most Art lessons also help students to consider giving fair and constructive criticism that will help students to engage in giving feedback and guidance in real life scenarios that may be faced in adult situations.</p> <p><u>So2 / So5</u> - Many pieces of art work that have been</p>	<p><u>C4</u> - Throughout the units of work explored Students will develop their knowledge and understanding of artist's ideas, concepts and then identifying how meanings are conveyed. <u>C5</u> - Students will be exposed to a wide variety of cultures, beliefs and religions.</p> <p><u>C3</u> - Many cultures are looked at within Art lessons and references are made to all artists that are studied and their own cultural context.</p> <p><u>C4</u> - By looking at the era and cultural background from which the artist has produced their work, students can look at whether they are traditional, contemporary or 20th century artists.</p> <p><u>C3 / C5</u> - Within each year group a different cultural influence is looked at: <u>Year 7 – Aboriginal art</u></p>

	<p>experience getting things wrong.</p> <p>SP4 / SP5- By completing all Art projects fully, students gain a massive sense of satisfaction and pride when work is completed and presented to an audience.</p> <p>SP4 - Students are encouraged to have an opinion and be self-critical about their own work. By developing the skill of annotating their own work and expressing their opinions about how work can be improved but also accepting criticism.</p> <p>SP1 / SP6 - By travelling outside the classroom, year 8 students can gain experience of visiting Crowe Wood and understand how this experience can help them to create their own work based on natural forms and landscapes.</p>	<p>M3 / M4 - By discussing and focusing on examples related to images that may be immoral, students can develop an understanding of why art may inspire but also offend. Recent cases have included looking Charlie Ebdon and Je Suis Charlie.</p> <p>M2 / M3 - Students are delivered lessons that may be censored to allow a variety of moral beliefs to be considered. Ensuring images and stimulus used creates discussion and inspiration but does not create upset or offence are frequently used in Art lessons.</p>	<p>created are displayed around school and these help to inspire discussion and lead to social development of all people that focus on the displayed work.</p> <p>So4 / So5 - Student are given problem solving tasks and always asked to consider for themselves how can their work be improved? By looking at the visual impact of their own work, students often must create something from the problems they have produced.</p> <p>So5 - By thinking of their work potentially being shown in a public or community setting, students need to peer assess and respect all work that is produced by their fellow classmates. Students are taught how to act in a way that is socially acceptable in an art gallery.</p>	<p>Year 8 – African art Year 9 – Mexican art</p> <p>C5/C6 - Within the year 9 unit of work that focuses on the Mexican Day of the Dead, students consider other cultural ideas about the afterlife and how ideas may differ to traditional British ones.</p> <p>C3 / C5 - Students have produced art work during extra-curricular activities that has focused on Indian, Chinese and Brazilian culture.</p> <p>C1 / C6 - Various educational visits take place to enable students to discover what art is like when experienced in a gallery or at a sculpture park.</p> <p>By visiting the Walker Art Gallery in Liverpool and the Yorkshire Sculpture Park in Wakefield, students gain an experience outside the classroom of looking at contemporary modern</p>
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