



Christ the Sower Ecumenical School

Mapping SMSC in the CARE Curriculum- ART



Our pupils benefit from SMSC through Art by studying a range of artists and sculptors from different cultures, religions, and eras. They explore the lives of these individuals and the meaning behind the works of these people. Equally, children reflect on their own work and are encouraged to make changes using their judgement, they are also encouraged to reflect and feedback on their peers' work and works of artists. Children show appreciation in Art through meaningful use of resources, appreciating their own and their peers work and equally the work of the individuals studied throughout each units. Children gain moral education through choices associated with artistic media and techniques. Teaching and learning within Art promotes practical and exciting learning where children can engage with specialist resources as well as engaging actively with their learning and with others in the classroom.

Choices – Moral	Aspiration – Cultural	Reflection – Spiritual	Engagement – Social
<p>Choices (Moral)</p> <ul style="list-style-type: none"> By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g., the four seasons, the Northern Lights, prehistoric artwork. By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey, e.g., portraits of monarchs/prominent people, war art. By promoting the process of 'reviewing and evaluating'; for example, evaluating the work of the ancients, famous artists, and architects 	<p>Aspiration (Cultural)</p> <ul style="list-style-type: none"> By experiencing a wide range of creative media from around the world and from different periods of time. By using a range of cultural stimuli for art, e.g., the Willow Plate story, The Carnival of the Animals by Saint-Saens and photographs. By developing aesthetic and critical awareness, e.g., children evaluate their work and the work of others. By looking at different movements in art and considering how the world around them influenced artists. E.g., post-World War II art; religion in art. 	<p>Reflection (Spiritual)</p> <ul style="list-style-type: none"> By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g., the four seasons, the Northern Lights, prehistoric artwork. By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey, e.g., portraits of monarchs/prominent people; war art. By promoting the process of 'reviewing and evaluating'; for example, evaluating the work of the ancients, famous artists and architects 	<p>Engagement (Social)</p> <ul style="list-style-type: none"> By sharing of resources and working collaboratively. By exploring social conflict and resolution, e.g., work inspired by war artists. By exploring art as a powerful social tool e.g., in telling a story, showing power, expressing an emotion, propaganda. By looking at different movements in art and considering how the world around them influenced artists. E.g., Abstract Expressionism and its links to immigration as result of persecution within Europe.
<p>British Values</p> <ul style="list-style-type: none"> To show respect for and tolerance of other cultures and their values by looking at artists and art from other cultures To show respect for each other's work To have the freedom to express their own ideas creatively To take care whilst working so that other children's work is respected To plan and work collaboratively on group projects, displays listening to and considering each other's ideas To celebrate their own and the talents of others. 			

