



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Art Year: 7

| Strand | Explanation of provision | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|------------------|---|---|---|--|--------------------------------------|---|---|
| Spiritual | <ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences | <i>Yr 7 Portrait project personal identity; beliefs, life. Explorations of self and how to reflect through art.</i> | <i>Yr 7 Portrait project as term 1. Reflect on their own art at deeper level and others. create final creative piece.</i> | <i>Yr 7 Natural Forms. Respect and understanding of the natural world. Create own ideas to express</i> | <i>Yr 7 Natural Forms. as term 3</i> | <i>Yr 7 Adorn and embellish Reflect on beliefs and behaviours of different cultures and times</i> | <i>Yr 7 Adorn and embellish as term 5</i> |
| Moral | <ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues | <i>Yr 7 Portrait project Discussions; ethics of being an artist; importance of truth of self.</i> | <i>Yr 7 Portrait project Discussion about ethics of plagiarism/ copying for final piece</i> | <i>Yr 7 Natural Forms. Discussions of ethical issues of consumerism/ waste impact on sea life.</i> | <i>Yr 7 Natural Forms. as term 3</i> | <i>Yr 7 Adorn and embellish Discussions of the beliefs and behaviours of different cultures and times</i> | <i>Yr 7 Adorn and embellish as term 5. Discussions of own work.</i> |
| Social | <ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain | <i>Yr 7 Portrait project gallery, class & peer assess discussions of work & personal contexts explored with emphasis on mutual respect.</i> | <i>Yr 7 Portrait project as term1</i> | <i>Yr 7 Natural Forms. Class discuss artists work and peer assess others work.</i> | <i>Yr 7 Natural Forms. as term3</i> | <i>Yr 7 Adorn and embellish Collaborative project graphic</i> | <i>Yr 7 Adorn and embellish Collaborative project installation</i> |



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| Cultural | <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities | <i>Yr 7 Portrait project discuss wide variety of diverse artist influences.</i> | <i>Yr 7 Portrait project as term 1</i> | <i>Yr 7 Natural Forms. Discuss personalisation and culture references in artwork</i> | <i>Yr 7 Natural Forms. Personalisation and culture references in artwork produced</i> | <i>Yr 7 Adorn and embellish Different cultures Yinka Shonibare, Day of the Dead</i> | <i>Yr 7 Adorn and embellish Compare different times in past to today.</i> |

NOTES

Spiritual

Students' concepts are often personal and heart felt and therefore encourage self-reflection, and a sense of enjoyment and discovery about themselves. Students are given opportunities to be creative and combine complex ideas together.

Moral

Encouraging students to reflect on issues within artist's lives and issues. Authenticity and self-expression.

Social

Students discuss their own work and that of others, in a supportive environment. They will critique their peers in a positive light, and appreciate others' art work. This will help each other develop skills, knowledge and understanding of Art.

Cultural

Appreciation of other cultures is at the heart of this subject, exploring, extending knowledge, recognising, valuing other cultural influences. Students are given the chance to make personal links to their own ideas in this process.



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Subject: Art Year: 8

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| Spiritual | <ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences | <i>Y8 Art Surrealism – Viewing different perspectives, reflecting upon other's ideas and reflecting upon their own work</i> | <i>Y8 Art Surrealism - Using imagination to experiment, explore and develop ideas. Taking risks and looking at the subconscious</i> | <i>Y8 Art Urban Environment – Researching and exploring how artists use environment as a subject matter, looking at the world around them</i> | <i>Y8 Art Urban Environment – Exploring concepts that are personal to them and experimenting with new processes (print-making and ceramics) taking risks</i> | <i>Y8 Art Cubism – Exploration of different concepts, perspectives, looking at complex ideas about Cubism. Encouraging curiosity</i> | <i>Y8 Art Cubism – Develop of personal ideas making imaginative leaps through cubism / abstraction</i> |
| Moral | <ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues | <i>Y8 Art Surrealism – The difference between right and wrong in the treatment of people - World War I</i> | <i>Y8 Art Surrealism – Game of Consequences, questioning how Art expresses moral and ethical issues, debating viewpoints and interpretation</i> | <i>Y8 Art Urban Environment - Offering differing opinions about artists. Appreciation of others points of view</i> | <i>Y8 Art Urban Environment – Exploring and investigating different environments, looking at moral and ethical issues. Example, such as Favelas</i> | <i>Y8 Art Cubism – Considering and questioning the moral implications of Picasso taking direct inspiration from African Art (Masks)</i> | <i>Y8 Art Cubism – Experiment-ation with form, structure and colour – consequences of combinations</i> |
| Social | <ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain | <i>Y8 Art Surrealism - Exploring context of Surrealist Movement, looking at social setting and mindset of artists</i> | <i>Y8 Art Surrealism – Questioning how they can express their own moral and ethical bizarre ideas within their own works of Art</i> | <i>Y8 Art Urban Environment – Exploring social settings and how artists capture and express these</i> | <i>Y8 Art Urban Environment – Discussion and collaboration working with other students</i> | <i>Y8 Art Cubism – Introduction to complex drawing techniques – peer support and resolving conflicts with media</i> | <i>Y8 Art Cubism – Selecting and synthesising with a range of ideas exploring individual ideas, whilst respecting other's work</i> |



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Social

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Cultural

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Highsted Grammar School
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Subject: Art Year: 9

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| Spiritual | <ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences | <i>Yr 9 Art Beginnings And/Or Endings – experimentation with painting, printmaking and collage.</i> | <i>Yr 9 Art Beginnings And/Or Endings – to apply that knowledge to develop and create a personal final outcome.</i> | <i>Yr 9 Structures – experimentation with mixed media, plaster and clay.</i> | <i>Yr 9 Structures –to reflect and develop their experience of new materials to enable them to develop these ideas to create a final piece.</i> | <i>Yr 9 Safely Contained – using their imagination to create paper.</i> | <i>Yr 9 Safely Contained-using their creativity process to create a hand-made book.</i> |
| Moral | <ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues | <i>Yr 9 Beginnings And/Or Endings Issues/morals based looking at how laws in the Victoria era have evolved.</i> | <i>Yr 9 Beginnings And/Or Endings Applying what they have learnt from term 1 into their final outcomes at the end of term 2.</i> | <i>Yr 9 – Structures – through an understanding of different artists, to see how they challenged the moral boundaries at the time.</i> | <i>Yr 9 – Structures – considering what messages they want to relay in their work.</i> | <i>Yr 9 – Safely Contained showing mutual respect and consideration for others work.</i> | <i>Yr 9 – Safely Contained to use tools and equipment appropriately in order to show respect to others in the classroom/learning environment.</i> |
| Social | <ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain | <i>Yr 9 – Beginnings And/Or Endings considering the roles and status of artists in society.</i> | <i>Yr 9 - Beginnings And/Or Endings allowing students to discover a deeper understanding of past and contemporary issues,</i> | <i>Yr 9 – Structures – by looking at artists to question the social aspect of sculptures in public areas.</i> | <i>Yr 9 – Structures – students work is celebrated throughout the school through displays and exhibitions.</i> | <i>Yr 9 – Safely Contained looking at the impact of art materials and resources on the environment and how to transform this approach to having a positive impact.</i> | <i>Yr 9 – Safely Contained giving the students the opportunity to work both individually and together during the project.</i> |



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