



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Art Year: 10

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>Yr10 – Still Life – Researching how other artists use symbolism e.g. Vanitas</i>	<i>Yr 10 Still Life – Exploration of imagination/connections to personal subject matter in their painting</i>	<i>Yr 10 Sculpture- exploring concepts that are personal to the students.</i>	<i>Year 10 Sculpture – learning about sculptors, extending knowledge about ideas</i>	<i>Yr 10 Identity project – Exploring identity and self-expression</i>	<i>Yr 10 –Identity Project- making imaginative leaps in relation to developing ideas.</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 10 Still Life – Offering differing opinions about artists. Appreciation of others points of view.</i>	<i>Yr10 Still Life – self-expression and creativity. Importance of not copying, authenticity.</i>	<i>Yr 10 Sculpture- Investigating the role of the sculptor and collaboration – Damien Hirst and Augustus Leopold Egg.</i>	<i>Yr 10 Sculpture- Developing personal concepts which show critical thinking.</i>	<i>Yr 10 Identity project – Artist knowledge Picasso's Guernica – war in Art</i>	<i>Yr 10 Identity project – What is Identity? Reflecting on issues, and those they feel strongly about. Issues that affect them and others.</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>Yr10 Still Life – Discussion about the work of other artists as a class.</i>	<i>Yr 10 Still Life – Student Gallery offers an opportunity to support and listen to each other during the critique.</i>	<i>Yr10 Sculpture – Discussion and collaboration working with other students in peer discussion.</i>	<i>Yr 10 Sculpture- Techniques and processes such as clay and plaster – cooperating with others.</i>	<i>Yr 10 Identity project – Discussion about the work of other artists as a class.</i>	<i>Yr 10 Identity project – Techniques and processes such as clay and plaster – cooperating with others.</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 10 Still Life – extending knowledge of Cubism, Vanitas, Pop Art, Impressionism, Post-Impressionism. Appreciation of differences and recognition of style/concepts.</i>	<i>Yr 10 – Still Life - Opportunities to explore similar methods and techniques employed by other artists from different times and cultures. Eg. Printing and Pop Art</i>	<i>Yr 10 – Sculpture Project – Extending knowledge and appreciation of Ancient Greek Sculpture, African and Neo Classical Styles.</i>	<i>Yr 10 Sculpture – Synthesis with other artists to make links with personal concepts.</i>	<i>Yr 10 Portrait project – A range of artists explored from different times and cultures such as David Hockney, Young British Artists, Pre Raphaelites.</i>	<i>Yr 10 Portrait project – Individually selecting and synthesising with a range of artists exploring techniques such as oil painting referring to Rembrandt and Tzavaras.</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: 11

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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 11 Rhythms and Cycles – Knowledge of artists and critical reflection</i>	<i>Yr 11 Rhythms and Cycles – Students taught how to use techniques and processes safely.</i>	<i>Yr 11 Externally Set Assignment – Exploring moral and ethical issues in artists work</i>	<i>Yr 11 Externally Set Assignment – personal development of ideas rather than copying from other artists.</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 11 Rhythms and Cycles - Discussion about the work of other artists as a class.</i>	<i>Yr 11 Rhythms and Cycles – Selecting from a range of times and cultures such as Hambling, Mondrian, Monet.</i>	<i>Yr 11 Externally Set Assignment - Topics such as Landscape, Portraiture, Still life offered to provide a broad spectrum.</i>	<i>Yr 11 Externally Set Assignment – Collaboration with others during peer assessment and Student Gallery. Opportunity to collaborate in an exhibition.</i>		



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