

Singleton Church of England Primary School
Mapping SMSC through CARE in the Curriculum - ART

Our pupils benefit from SMSC (Spiritual, Moral, Social and Cultural development) 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 unit. 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.

C – Choices – Moral A – Aspiration – Cultural R – Reflection – Spiritual E – Engagement – Social

C – Choices – Moral

- 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, and 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

A – Aspiration – Cultural

- 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. African sculpture inspired by Ranti Bam and Magdelana Odundo's work who took inspiration from countries such as Mexico and Greece and was influenced by techniques used by the Romans and Ancient Greeks.
- 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. Wassily Kandinsky, Zaria Foreman, Vincent Van Gogh and Geogia O 'Keeffe

R – Reflection – Spiritual

- By providing plenty of rich opportunities for pupils to explore the spiritual dimension and natural phenomena e.g., the four seasons, the sea and oceans, and 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

E – Engagement – Social

- By sharing 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 a result of persecution within Europe.

British Values

- 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

- 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.