

SMSC in Art 2022-23

Key aspects for Spiritual development in Art and Design

- Students have a sense of enjoyment and fascination in learning about themselves, others and the world around them, through art. They develop a willingness to reflect on their experiences and use imagination and creativity in their learning
- Students look at different types and genres of art through personal enquiry and research. Through this, they gain the ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Students produce work based on research that reflects and questions spiritual belief through materials, colour, religious symbols, and the icon.

Key aspects for Moral development in Art and Design

- Students develop a respect for others' feelings and emotions that are involved with the artwork produced.
- Students develop a desire to explore their own and others' views about art developing their ability to investigate and offer reasoned views about moral and ethical issues. They gain an ability to understand and appreciate the viewpoints of others on these issues.
- Art students study a range contemporary art styles and artist's themes, investigating representations of conflict and aggression, environmental degradation and regeneration, feminism and much more. Through this research, students develop the ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England as well as universal law.

Key aspects for Social development in Art and Design

- Holding 'Critiques' as artists (to mirror university students and artists, designers, and architects within the workplace) develops student's ability to listen, discuss, take constructive criticism from others, and offer constructive criticism in a polite manner. The skill and understanding needed to do this is developed overtime through the literacy and oracy strategies embedded into the department.
- In Art, students participate in a variety of community and social settings, including cross-curricular projects, musicals, charity and educational events, exhibitions etc. This develops their ability to cooperate well with others and resolve conflicts effectively.
- Through the long-term curriculum plan, students develop acceptance of others, of difference, and in doing so, engage 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.

To become creative, critical, independent, visual thinkers

Key aspects for Cultural development in Art and Design

- Students are given the opportunity to explore their own cultures and beliefs through the Key Stage three projects, for example in 'Into the Woods' and 'Ugly Mugs. In GCSE Art, students develop this further in the identity project and beyond as they create their own personalised lines of inquiry.
- Students understand and appreciate the cultural influences that have shaped their own heritage as well as those around them. Through art, students develop an understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Students are willing to participate in, and respond to, artistic and cultural opportunities (trips to galleries etc.).
- Students understand images and icons in art and use their cultural learning in the development of their own artwork, and in doing so, become producers of culture in their own right.

Year group	SOW	Spiritual	Moral	Social	Cultural
7- Autumn 1	Bugs are Beautiful	x		x	x
7- Autumn 2	Bugs are Beautiful	x		x	x
7- Spring 1	Birds and Form	x	x	x	x
7- Spring 2	Birds and Form	x	x	x	x
7- Summer 1	Textured Landscapes	x		x	x
7- Summer 2	Textured Landscapes	x		x	x
8- Autumn 1	Abstract Cushion	x		x	x
8- Autumn 2	Abstract Cushion	x		x	x
8- Spring 1	Into the Woods	x		x	x
8- Spring 2	Into the Woods	x		x	x
8- Summer 1	Kooky Characters	x	x	x	x
8- Summer 2	Kooky Characters	x	x	x	x
9- Autumn 1	Surfaces (2D)	x		x	x
9- Autumn 2	Surfaces (2D)	x		x	x

Year group	SOW	Spiritual	Moral	Social	Cultural
9- Spring 1	Surfaces (relief/3D)	x		x	x
9- Spring 2	Surfaces (relief/3D)	x	x	x	x
9- Summer 1	Visions of Protest	x	x	x	x
9- Summer 2	Visions of Protest	x	x	x	x
10- Autumn 1	Identity	x	x	x	x
10- Autumn 2	Identity	x	x	x	x
10- Spring 1	Identity	x	x	x	x
10- Spring 2	Identity	x	x	x	x
10- Summer 1	Order and Disorder	x	x	x	x
10- Summer 2	Order and Disorder	x	x	x	x
11- Autumn 1	Order and Disorder	x	x	x	x
11- Autumn 2	Order and Disorder	x	x	x	x
11- Spring 1	Order and Disorder	x	x	x	x
11- Spring 2	ESA Unit 2 (stipulated by exam board as yet unknown)	x	x	x	x
11- Summer 1	ESA Unit 2 (stipulated by exam board as yet unknown)	x	x	x	x
11- Summer 2	ESA Unit 2 (stipulated by exam board as yet unknown)	x	x	x	x