



Spiritual, Moral, Social and Cultural delivery in Art & Design

Aims of Spiritual Development	Spiritual Development in Art & Design
<p>Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; be reflective.</p>	<p>Art encourages students of all age groups to observe their surroundings, using creativity and imagination. We develop student's imagination by encouraging them to design their own personal outcomes through guided and personal investigations. Respect for different people's feelings and values; by student's enjoyment in learning about themselves, others and the world around them; their use of imagination in their learning enables creativity in their learning and reflection of their experience.</p> <p>In KS4 & KS5 students extend their knowledge through extended projects where deep thinking and reflection is paramount to learning. Reflection on their own and others artwork and what an artist's perception and their influences from their surroundings and own education can have an impact on their art work.</p> <p>Students are encouraged to critique and discuss the work of others and their peers. Providing positive and constructive feedback to others and themselves is imbedded within the departments planning and delivery of Schemes. Reflection and group discussions are used to analyse and evaluate progress.</p>

Examples of good practice:

- ❖ The study of other cultures in KS3 requires a respect of different faiths.
- ❖ Critical analysis of artists such as Leonardo da Vinci, William Morris, Keith Haring, Vincent Van Gogh
- ❖ Contextualising the art work; forming opinions on art; allowing themselves to make mistakes and knowing which ones they should keep and which ones they should develop further
- ❖ Reflecting upon their own art work as well as that of their peers.



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Aims of Moral Development	Moral Development in Art & Design
<p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p>	<p>Respect in the laws of society discussed through KS3 & KS4 and skills used explored through real life context.</p> <p>GCSE topics discuss life choices of artists and relate closely to their working practice. Students challenged to give a reasoned view on how this affects their artwork; we offer many opportunities for students to explore their work and the work of others in such a way.</p> <p>Reasoned views are encouraged through the giving and receiving of criticism and knowing the difference between constructive criticism and opinion.</p> <p>Classroom rules and respect of other students is a strong ethos in the art department, forming opinions that remain inoffensive and reflective.</p> <p>Students have to explore a large range of media and have to make themselves self-aware of the right and wrong choices; what works and what doesn't work.</p> <p>Understanding of how art is received by a viewer through the planning of presentation</p>

Examples of good practice:

- ❖ Graffiti is discussed through KS3 & KS4
- ❖ KS4 & KS5 work is used as a tool to convey messages and to explore moral and ethical issues
- ❖ Exam questions often provide themes such as "Human condition" and "Telling Stories"
- ❖ Introduction of environmental issues is growing through the use of materials and the messages conveyed at KS4 and KS5 through exam questioning and personal investigations



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Aims of Social Development	Social Development in Art & Design
<p>Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p>	<p>Students are encouraged to work in groups from year 7 to year 13 to discuss techniques and problem solve. Students are encouraged to discuss ideas and thoughts, constructive feedback and the impact of art and design in society. We celebrate work through exhibitions.</p> <p>We participate in community events and showcases. We offer opportunities for students to visit galleries and fieldwork.</p> <p>Sixth form students taught to be independent in their approach to study and expected to self-guide their process.</p> <p>Respect is built from early stages of art through valuing shared classroom space and peer feedback of others work. Personal investigations and the ability to select projects for themselves builds on the student's liberty.</p> <p>Democracy is demonstrated through the use of classroom rules and exposure to certain materials that require strict rules for using.</p>

Examples of good practice:

- ❖ Local Art Project with The Promenades Shopping Centre in Bridlington
- ❖ Artist lead workshops KS4 & KS5 at the Ferens Gallery, Leeds Art Gallery and the Spa
- ❖ Exhibition at the Priory to celebrate KS4 Art & Design and KS5 fine art & photography
- ❖ Sixth form students plan visits to galleries and other destinations to support their coursework
- ❖ Involvement in the Artwaves Festival artist led workshops
- ❖ University open Days to Art Schools e.g. Leeds University, Teesside University



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Aims of Cultural Development	Cultural Development in Art & Design
<p>Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>	<p>SOL involves critical analysis of artists, which will influence and inspire their work, these cover a variety of cultural, beliefs, ideas and religions which students are encouraged to appreciate and respect.</p> <p>Students develop their knowledge of artists, craftspeople and designers from the past, modern and contemporary movements. The students are taught to reflect on the cultural context in which the work has been produced. SOL allow the students to develop their knowledge and understanding of artist's ideas and concepts, understanding and identifying how meanings are conveyed.</p> <p>Students research current British Artists and are encouraged and taken on trips to see current exhibitions. Students develop an understanding of the way Art is valued in Britain and how their work can be appreciated by society, nationally and internationally.</p> <p>Art is also used to raise awareness of cultural differences through its purpose and intent.</p> <p>Diversity is celebrated through a range of exposure to different art movements and important influences in art history throughout KS3, KS4 and KS5.</p>

Examples of good practice:

- ❖ Keith Haring's work is heavily influenced by aids and his sexuality
- ❖ LBGTQ+ is openly discussed due to exposure of artists such as Frida Kahlo and Andy Warhol
- ❖ Understanding and appreciation of the wide range of cultural influences that have shaped own heritage.
- ❖ Involvement with Active Humber Land Sand Stone Art Festival