

SMSC in Art

Year group	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
EYFS	<p>Chn learn about and explore Diwali, though the story of Rama and Sita, rangoli patterns, make diva lamps</p> <p>Chn learn about Chinese New Year</p> <p>Chn learn the Nativity story and perform their own Nativity</p>			

Year group	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
Year 1	<p>Ability to show courage and persistence/ perseverance by redrafting art and continuing to improve their artwork.</p> <p>Opportunities for creativity and be expressive through various media throughout the year.</p> <p>Working towards developing the 'whole' by looking at the scale and perspective when looking at other artists work – eg Van Gogh Starry Night, Monet.</p>	<p>Feeding back on each others' work by respecting others' needs, interests and feelings and when exploring work by artists such as Van Gogh and Monet.</p> <p>Making responsible and reasoned judgements about their own work and others.</p>	<p>Collaborative art work by working successfully as a member of a group or team, resolving conflicts.</p> <p>An ability to show respect for people, living things, property and the environment – showing respect for other people's work or when we do land art inspired by Andy Goldsworthy.</p> <p>No Added Sugar whole school art project – collaboration.</p>	<p>Developing appreciation of art from different cultures – for example during the topic <i>Why don't emperor penguins live in Africa?</i> Or during our International Day.</p>

Year group	We promote spiritual development	We promote moral development	We promote social development	We promote cultural development
Year 2	<ul style="list-style-type: none"> • Respecting others – thinking thumbs (good manners and not calling out) e.g during carpet inputs. • Respecting others and insight vs knowledge – respecting ideas and opinions regarding answering questions e.g by using ‘think, pair, share’ in carpet inputs and groups tasks. • Perseverance – refer to learning muscles when completing tasks and through celebration assemblies. • Enjoyment – visible evidence through photos of finished pieces and evaluations e.g. comparing and evaluating different media used to create images of the Great Fire of London. • Creativity – imaginative experiences through designing and creating artwork e.g. Charcoal depictions of the Colosseum. • Emotional Literacy – though imaginative discussion in topic i.e. 	<ul style="list-style-type: none"> • Sharing ideas and thoughts and appreciating the viewpoints of others i.e. discussing whether we like the artwork of others. • Through discussion of others’ actions i.e. what is art? Is Graffiti art? • Using media appropriately. 	<ul style="list-style-type: none"> • Group work – working co-operatively and resolving conflicts through disagreed opinions. • Appreciation that everyone has a right to learn. i.e. how our behaviour in school affects others. • Respect for people and use of equipment. • Class reflection on how sharing ideas helps others to learn. • Reflection on contribution to school art projects e.g. outside display. 	<ul style="list-style-type: none"> • Creating individual representations of different world structures (7 Wonders of the World) – discussion of cultural importance of each structure to its country. • Discussions of Art across different cultures. • Developing an appreciation of art by looking at works from a range of styles and artists.

	<p>how would you feel if you were told you couldn't believe in your God anymore?</p> <ul style="list-style-type: none">• Reflectiveness – reflecting on work through evaluations e.g. comparing and evaluating different media used to create images of the Great Fire of London.			
--	--	--	--	--