

OAK HILL CE PRIMARY SCHOOL: Promoting SMSC and FBV through Art and Design

SMSC and FBV	Do Children....	Evidence and Examples
<p>Spirituality Explore beliefs, experience and faiths, feelings and values, enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences</p>	<ul style="list-style-type: none"> • Explore art in the environment • Make transient art using natural materials • Explore emotions expressed in works or art • Use sketchbooks to record their ideas and feelings • Express feelings ideas and beliefs through their artwork 	<p>Flower Head/ Nature's Art/ Environmental Artists Nature's Art/Beautiful Botanicals</p> <p>Expression/Guernica</p> <p>All children use a sketchbook</p> <p>Funny Faces/ Distortion and Abstraction/ Environmental artist</p>
<p>Moral Recognise right and wrong and respect the rule of law; understand consequences; investigate moral and ethical issues and offer reasoned views</p>	<ul style="list-style-type: none"> • Explore art that challenges moral and ethical beliefs 	<p>Guernica</p>
<p>Social Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and co-operate; resolve conflict</p>	<ul style="list-style-type: none"> • Contribute to shared pieces of artwork • Work with artists from different communities • Create art in and for the community • Exhibit artwork in community settings • Explore how art has changed perceptions 	<p>Jubilee paintings displayed locally Expressionism/LS Lowry/Distortion and Abstraction</p>
<p>Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity</p>	<ul style="list-style-type: none"> • Study artists from a range of genres • • Explore art from a range of cultures • • Participate in cultural events 	<p>A range of artists from different times, backgrounds, genders are studied. Bankura clay horses/ Beaker Bell pottery/ Islamic art/Taotie/Inuit</p>

<p>Democracy A system where everyone plays an equal part</p>	<ul style="list-style-type: none"> • Create group pieces that involve conversations and discussion 	
<p>Rule of Law The principle that all people and institutions are subject to and accountable for their actions and behaviours</p>	<ul style="list-style-type: none"> • Explore laws of copywrite and intellectual property 	
<p>Individual Liberty Being free to express views or ideas</p>	<ul style="list-style-type: none"> • Express an opinion about artwork or genre • Express thoughts and feelings through a piece of art • Use a range of materials to express their ideas and make art • Talk about their work and how they might improve or develop it 	<p>Children are encouraged to say what they think or feel about artworks and to explain why. Expression/Funny Faces</p> <p>Our art curriculum encourages use of a range of materials. We encourage our children to reflect upon their work and how it might be improved or developed.</p>
<p>Tolerance and Respect The ability or willingness to respect and tolerate the opinions or behavior of others</p>	<ul style="list-style-type: none"> • Learn about other cultures through traditional art • Respond to the work of others • Evaluate their own and others' work • Accept constructive feedback about their work from others 	<p>Bankura clay horses/ Beaker Bell pottery/ Islamic art/Taotie/Inuit</p> <p>Response, evaluation and feedback occur at the end of every lesson and at the end of a unit of work.</p>