Spiritual - ART

- ✓ Pupils value the arts and culture and are involved in developing creative projects.
- ✓ Pupils encouraged to use their imagination to create original and personal pieces of work.
- ✓ Pupils gain inspiration from the work of other artists encouraging creativity and awe and wonder (e.g. religious art work in basilicas, cathedrals, galleries etc.).
- ✓ Displaying pupils work in Whalley Library to celebrate the pupils' hard work with the local community.
- ✓ Accessing a variety of stimuli both inside and outside of the classroom to reflect on and inspire work (nature, people, global/environmental issues, pollution etc.)
- ✓ Using artistic forms and media to express their feelings/emotions e.g. sculpture, clay, collages, painting...
- ✓ Look for the deeper meaning/symbolism/layers of meaning/inference etc. within art by studying artists and visiting artwork first hand.

Moral

- ✓ Explore and evaluate whether some art forms are offensive to others (within society, ethnic groups, gender, religion, moral values, graffiti, etc.).
- ✓ Formulate class debates on ethical issues arising as a result of certain art forms.
- ✓ Questioning skills that seek to explore whether something is acceptable because it is art.
- ✓ Reflect on the ways that art can be used to express an artists/societies views, opinions and belief systems.
- ✓ Analyse the impact or influence this could have on others and whether this is right or wrong (e.g. how it is used in advertising/ for propaganda purposes).
- ✓ Consider and evaluate the purpose and importance of art for society.

Social



- ✓ D ng pupils' work in a gallery space at Whalley Library as a way of sharing the pupils' creativity, imagination and hard work with the local community.
- ✓ Displaying pupils' work in and around school, in the art department, in the pupils support room, the school library and in the SLT offices.
- ✓ Exploring the different ways that art is and can be used within society.
- ✓ Analysing how society may influence certain art forms and how the artwork may represent society or social issues.
- ✓ Create collages, scrap books, displays etc that capture specific aspects of society.
- ✓ Looking at other public works of art, e.g. Liverpool – visiting Tate Gallery, Museum of Liverpool and Walker Art Gallery and encouraging visits to galleries locally, nationally and internationally with family and friends.
- ✓ Creating artwork out of the classroom with local groups and artists in pupils own time and as a skill e.g. Duke of Edinburgh.

Cultural



- ✓ School ips and visits to local Colleges/ U ities and galleries e.g. Tate Gallery, Walker Gallery, Museum of Liverpool.
- ✓ School and family trips and visits to various countries that inspire photography and artwork e.g. Auschwitz, Kenya, America, nature reserves, etc.
- ✓ Visitors from other cultures come into the classroom to talk about their own culture i.e. teachers from Sri-Lanka and past pupils showing their own work.
- ✓ Consider the different uses of art and its meaning for different cultures and the different interpretations of beauty (e.g. explore how this changes within and across different cultures over the years).
- ✓ Explore how issues of equality, prejudice, discrimination, social cohesion, and stereotyping are addressed and portrayed in art.
- ✓ Make connections between an artist's work and how it might identify with the cultural influences that are expressed within their work.
- ✓ Identify any ethical issues that may arise as a result of an artist's work.

ART