



Mapping SMSC through our Art Curriculum.



Spiritual	Moral	Social	Cultural	British Values
By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g., the four seasons, the Northern Lights, prehistoric artwork. By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey, e.g., portraits of monarchs/prominent people; war art. By promoting the process of 'reviewing and evaluating'; for example, evaluating the work of the ancients, famous artists and architects	By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture, e.g., 2WW Henry Moore sculptures. By exploring the environment and how art can be sensitive to its surroundings. E.g., creating temporary sculptures within a range of environments. By responses to and use of visual images, music and stories to evoke a range of emotions.	By sharing of resources and working collaboratively. By exploring social conflict and resolution, e.g., work inspired by war artists. By exploring art as a powerful social tool e.g., in telling a story, showing power, expressing an emotion, propaganda. By looking at different movements in art and considering how the world around them influenced artists. E.g., Abstract Expressionism and its links to immigration as result of persecution within Europe.	By experiencing a wide range of creative media from around the world and from different periods of time. By using a range of cultural stimuli for art, e.g., the Willow Plate story, The Carnival of the Animals by Saint-Saëns and photographs. By developing aesthetic and critical awareness, e.g., children evaluate their work and the work of others. By looking at different movements in art and considering how the world around them influenced artists. E.g., post-World War II art; religion in art.	To show respect for and tolerance of other cultures and their values by looking at artists and art from other cultures To show respect for each other's work To have the freedom to express their own ideas creatively To take care whilst working so that other children's work is respected To plan and work collaboratively on group projects, displays listening to and considering each other's ideas To celebrate their own, and the talents of others.