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| **Art** | We promote **spiritual** *development by…* | We promote **moral** *development by…* | We promote **social** *development by…* | We promote **cultural** *development by…* |
| Art supports spiritual development by introducing children to the work of a plethora of different Artists and causing them to experience wonder and awe at the achievements of great works of art.  Art further supports spiritual development when children create their own artwork; they experience a sense of artistic flow and peace, which allows them to temporarily escape from the rest of the world and focus purely on their artistic creation. Children are curious and ambitious when making art. By building resilience in a range of different mediums, they build their own sense of self and strengthen their creative spirit.  By examining and contemplating landscapes in art, children develop an awareness of their surroundings. This develops children’s sense of secular spirituality in terms of their connection to beautiful or significant settings and the natural world. An example of this is the Year 5 A Sense of Place unit and the Year 1 Earth Art unit.  Children will encounter some religious iconography when appraising artwork from different countries and time periods. This builds their understanding of and tolerance towards various spiritual or religious beliefs, and connects to their learning in Religious Education. | Art supports moral development by encouraging mutual respect when considering and evaluating others’ work. Pupils are encouraged to show compassion when assessing the work of others, understanding how their comments effect another’s self- belief. Art also supports moral development by helping children accept the notion of making mistakes and learning from these to improve and develop work.  Examining Art prompts discussion on moral topics, for example war, conflict, identity and relationships. Furthermore, by gaining the skills of appraising and analysing different artworks, children will develop their ability to think critically about moral issues and dilemmas in later life.  Children learn how art can be sensitive to its surroundings and make links to the importance of protecting the environment, which is a topical moral issue. Some examples of this are the Year 1 Earth Art Unit and the Year 4 Recycled Art Unit. | Art helps children develop a sense of self and individual identity, which therefore ultimately helps them understand their place in a wider social context.  Children are able to express and process their own experiences in art, as well as learning about the different experiences and social backgrounds of other people when studying a range of artists.  When learning biographical detail of specific artists, children develop empathy and understanding, which are key social skills. Some examples of these specific artists are Van Gough in Year 3, Sonia Delauney in Year 4 and Frida Kahlo in Year 5.  Children develop an understanding of how Art can reflect or critique societal issues, for example in the Year 6 Street Art unit.  Children often work collaboratively in art, sharing resources and discussing ideas in partners or groups. Art develops children’s creativity, imagination, problem-solving and intuition, all of which contribute to children’s social skills later in life and allow them to perform well in different social situations. | Art supports cultural development by teaching children about art from different cultures and civilisations. Children at Grove Vale experience a wide range of creative media from around the world and from different time periods. For example, Aboriginal Art in Year 1, Indian Art in Year 3, Chinese Art in year 5 and Indian Art and Japanese Art in Year 6.  This enables children to understand, appreciate and respect the cultures and social or historical contexts in which various art was made, which is likely to be different from their own lived experience. Every Art unit taught begins with study of an artist or artistic movement, which widens both children’s cultural and historical understanding.  Children’s deeper understanding of art from different cultures then informs the mediums, motifs and symbols in their own artwork.  Children also appreciate artwork that has been inspired by the history and culture of Britain. Some examples of this is the Year 2 Sparks and Flames unit and the Year 4 Famous Buildings unit.  Children’s cultural capital is further developed by visiting an art gallery in key stages 1 and 2. |