

SMSC and British Values covered by Art, Craft and Design Department	<b>Spiritual, Moral, Social, Cultural and British Values</b> Lesson offering coverage per item for each year group:				
	Year 7	Year 8	Year 9	Year 10	Year 11
<b>(1) Are reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</b>	Encouraging pupils to share their beliefs and values on environmental issues relating to 'Our Oceans', including designing and creating art that has a purpose and can inspire social change e.g. designing a poster raising environmental issues.	Creating a group artwork commemorating fallen soldiers. Taking part in Remembrance project gives pupil the opportunity to say thank you to those who protect us and keep us safe. Relating to Remembrance Sunday and Yom Ha'Azikaron.	Discussions about thought provoking artwork within the theme of Unusual portraiture. E.g. Miguel Vallinas – 'Roots'  Creating a silhouette exploring visual narratives. Inspired by Kara Walker pupils create a scene about a story in the news today, demonstrating their feeling/opinion using only silhouettes.	Within the project Beauty and Grotesque, students explore man's impact on nature Exploring British artist/photographer Nick Brandt who captures the challenging fight between animals and their habitats and man's destruction of the natural world. Students explore an aspect of the theme that they feel strongly about and develop an artwork to express their feelings/thoughts/views.	Students develop awareness, appreciation and understanding of their own and other's beliefs, through researching, analysing and developing artworks inspired when exploring personal themes. Topics explored have related to myths and legends, religious, historical and scientific subject matter. These vary from year to year and are often influenced by personal or social factors.

(2) Have a sense of enjoyment and fascination in learning about themselves, others and the world around them	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>Pupils research the work of living artists who use their art to promote ocean conservation.</p> <p><a href="https://mymodernmet.com/ocean-art-world-oceans-day/">https://mymodernmet.com/ocean-art-world-oceans-day/</a></p> <p><a href="#">Vanessa Barragão</a> creates textile rugs that address the issues of pollution</p> <p><a href="#">Aude Bourgine</a> crafts multimedia coral sculptures that highlights the fragility of marine plant life.</p> <p><a href="#">Courtney Mattison</a> creates ceramic sculptures that promote the "protection of our blue planet."</p> <p><a href="#">Marie Antuanelle</a> captures the beauty of the unspoiled oceans in her swirling epoxy resin art.</p> <p><a href="#">Mat Miller</a>'s piece, titled <i>Equilibrium</i>, highlights the rapid extinction of sea creatures and the vulnerability of their precious ecosystems.</p> <p><a href="#">Mlle Hipolyte</a> sculpts vibrant, three-dimensional structures from colored paper that mimic the diverse range of forms in coral reefs.</p>	<p>Pupils research artists who paint their multi-sensory experiences.</p> <p><a href="https://mymodernmet.com/synesthesia-art/">https://mymodernmet.com/synesthesia-art/</a></p> <p><a href="#">Vincent van Gogh</a> Associated sounds with colour, Chromesthesia</p> <p>Wassily Kandinsky, associated musical notes with coloured hues</p> <p><a href="#">Melissa McCracken</a> translates the sounds she hears into vibrant splashes of colour .</p> <p><a href="#">Jack Coulter</a> can see sounds.</p> <p><a href="#">Daniel Mullen</a> doesn't experience synesthesia himself, he has teamed up with artist, filmmaker, and synesthete Lucy Engelman to visualize how she perceives time, numbers, and letters.</p>	<p>Pupils research The History of Tim Burton.</p> <p><a href="https://www.youtube.com/watch?v=QsvrBVwwFyw">https://www.youtube.com/watch?v=QsvrBVwwFyw</a></p> <p>*Tim Burton's childhood and education.</p> <p>*Apprenticeship with Disney.</p> <p>*Artist, illustrator, animator, designer...</p> <p>*Storytelling through art, film and animation.</p> <p>*Stop Motion Animation using imaginary characters.</p>	<p>Pupils research different forms of art that explore aspects of beauty and grotesque.</p> <p><a href="https://martists.walkerart.org/the-living-end">https://martists.walkerart.org/the-living-end</a></p> <p><a href="#">Sean Connaughty and Kate Casanova</a>, who use living material as their medium and embrace the natural life cycle of their <b>organic artworks</b> as an integral part of their creative process.</p> <p><a href="https://medium.com/the-collector/grotesque-or-fascinating-interpreting-the-ugly-duchess-6eccaea351a8">https://medium.com/the-collector/grotesque-or-fascinating-interpreting-the-ugly-duchess-6eccaea351a8</a></p> <p>16th-century painting <i>The Ugly Duchess</i> by <a href="#">Quentin Matsys</a>. Exploring the concept of 'Beauty is finite and ugliness is infinite'</p> <p><a href="https://thefinchandpea.com/2015/07/08/the-art-of-science-decay-all-the-way/">https://thefinchandpea.com/2015/07/08/the-art-of-science-decay-all-the-way/</a></p> <p>"Still Life", a bowl of fruit decaying, pupils will explore the concept and observations of the film by artist <a href="#">Sam Taylor-Wood</a>. a visceral display of the circle of life.</p>	<p>Pupils research different forms of fascinating and innovative fashion designers.</p> <p><a href="https://scene360.com/design/88864/innovative-fashion-designers/">https://scene360.com/design/88864/innovative-fashion-designers/</a></p> <p><a href="#">Iris Van Herpen</a> merges science and digital technology in fashion .design</p> <p><a href="#">Junya Watanabe</a> uses fabric manipulation techniques to create futuristic designs.</p> <p><a href="#">Yohji Yamamoto</a> uses fabric manipulation to create art forms as clothing.</p> <p><a href="#">Neri Oxman</a> uses computational design and 3D printing to create fashion.</p> <p><a href="#">Issey Miyake</a> uses cloth folded into flat geometrical forms to make fabric move with the body in creating fashion.</p> <p><a href="#">Nick Cave</a> uses all sorts of materials to create 'Soundsuits'.</p> <p><a href="#">Ying Gao</a> plays with fashion technology to create interactive fashion.</p> <p><a href="#">Mashallah Design and Linda Kastowski</a> Uses 3D Design, digital pattern construction and fabrication to make sculptural garments.</p>

<b>(3) Use imagination and creativity in their learning</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
	Pupils use recycled materials to create a 3 dimensional sustainable sculpture inspired by sea life.	Pupils create a kinetic sculpture exploring abstract shapes and colour.	Pupils create an imaginary character using wire armature and modroc.	Pupils create an artwork using mixed media, combining different styles, techniques and processes.	Pupils create a wearable garment that explores the concept 'Out of Place'.
<b>(4) Reflect on their experiences</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
	<p>Pupils document their class and homework into their sketchbooks and evaluate their work.</p> <p>www... ebi... wn...</p> <p><b>EVALUATION</b> is a constant in art, as it is an ongoing thinking process that informs every decision, and that other's opinions can really help them to develop and grow.</p> <p>Pupils <b>REVIEW AND REFLECT</b> on their own work and the work of their peers during lesson time through discussion and target setting. E.g. methods to improve composition and layout skills</p> <p>Pupils learn annotation skills: DESCRIBE ANALYSE INTERPRET JUDGE</p> <p>Questions are placed alongside art displays to promote discussion.</p>	<p>Pupils document their class and homework into their sketchbooks, evaluate their work.</p> <p>www... ebi... wn...</p> <p>Pupils <b>PRACTICE AND DEVELOP</b> the value of process, which comes from research, planning, and execution of a piece of work. E.g. designing a pair of glasses inspired by an artist's style.</p> <p>Pupils develop annotation skills: DESCRIBE ANALYSE INTERPRET JUDGE</p> <p>Questions are used in lessons to promote discussion: What was your favourite part of the lesson?</p>	<p>Pupils document their class and homework into their sketchbooks, evaluate their work.</p> <p>www... ebi... wn...</p> <p>Pupils <b>INVESTIGATE AND DISCOVER</b> different ways of approaching the elements and principles of art and design, e.g. using different techniques, media and processes (E.g. capture tonal values using stippling, mosaic and shading techniques)</p> <p>Pupils develop annotation skills enabling them to communicate their thoughts with clarity. DESCRIBE ANALYSE INTERPRET JUDGE</p> <p>Questions are used in lessons to promote discussion: What was the biggest challenge you encountered?</p>	<p>Pupils document their class and homework into their sketchbooks. ROUGH SKETCHBOOK for experimenting and generating ideas. PROJECT BOOK for in depth documentation of their project. They continually evaluate their work.</p> <p>www... ebi... wn...</p> <p>Pupils <b>EXPERIMENT</b> with materials, techniques and processes and <b>SELECT</b> from these to <b>REALISE THEIR INTENTIONS</b>.</p> <p>Pupils develop annotation skills enabling them to compare and contrast artworks, building confidence in using a range of 'art' vocabulary. DESCRIBE ANALYSE INTERPRET JUDGE</p> <p>Questions are used in lessons to promote discussion: What was the inspiration for the work you completed today?</p>	<p>Pupils document their class and homework into their sketchbooks. ROUGH SKETCHBOOK for experimenting and generating ideas. PROJECT BOOK for in depth documentation of their project. They continually evaluate their work.</p> <p>www... ebi... wn...</p> <p>Pupils <b>EXPERIMENT</b> with materials, techniques and processes and <b>SELECT</b> from these to <b>REALISE THEIR INTENTIONS</b>.</p> <p>Pupils develop annotation skills enabling them to compare and contrast artworks, confidently using a range of 'art' vocabulary. DESCRIBE ANALYSE INTERPRET JUDGE</p> <p>Questions are used in lessons to promote discussion: How does this work tie in with previous exefcises and concepts you have learnt?</p>

(5) Know difference between right and wrong and apply this in school and in their own lives	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
	<p>The art department has rules and guidelines to which pupils adhere.</p> <p>Explicit teaching of manners and politeness. E.g. Pupils wait outside the classroom in an orderly manner, standing up when a member of staff enters the room.</p>	<p>Class rules and expectations reinforced.</p> <p>Pupils are responsible for using equipment safely and tidying up after themselves individually and collectively. E.g. Classroom monitors are responsible for organisation the distribution of collection of artwork and equipment.</p>	<p>Class rules and expectations reinforced.</p> <p>Self-discipline, learning when to listen and when to talk. E.g. Pupils work in groups and partners to encourage supportive relationships.</p>	<p>Class rules and expectations reinforced with more focus on group responsibility.</p> <p>The department incorporates mutual respect and the consideration for others' work. E.g. Encouraging pupils to keep their work area organised. Pupils learn the difference between accidental and deliberate damage. E.g. Accidentally spilling paint onto someone's work through carelessness and deliberately pouring paint onto someone's work for unkind intentions.</p>	<p>Class rules and expectations reinforced with more focus on group responsibility.</p> <p>Pupils are encouraged to show compassion E.g. when assessing the work of others through AfL activities, pupils learn to understand how their comments can build up or destroy another's self belief.</p>
(6) Understand the consequences of their behaviour and actions	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
	<p>Using <b>positive strategies</b> that focus on increasing the pupil's competence. Rewards, prizes and positive praise using SIMS and R Rewards substantiate good behaviour.</p> <p>E.g. Best behaved table is allowed out first for break.</p> <p>Negative SIMS and art-duty sanctions are given for inappropriate behaviour. E.g. throwing equipment across the classroom.</p>	<p><b>Correcting bad behaviour.</b></p> <p>E.g. if a pupil does not clean equipment up properly, then give them the opportunity to clean the equipment 'the correct way.'</p>	<p><b>Restitution</b> involves having the pupil correct the situation.</p> <p>E.g. if a pupil deliberately breaks something, ask them to repair it or pay for the cost of replacing it.</p>	<p><b>Behavioural Intervention.</b></p> <p>Removal or <b>Time Out</b> from the classroom is only used when less restrictive interventions have proved ineffective.</p> <p>E.g. A pupil who is anxious or upset may need to leave the situation to calm down.</p> <p>Timeouts are for a minimal and predetermined time.</p> <p>When the time is over, the pupil returns to the classroom, task or activity.</p>	<p><b>Time away</b> involves removing students from a task, situation or materials until they are ready to come back and complete the task or correct the situation.</p> <p>If a pupil who is using equipment incorrectly or irresponsibly E.g. Poking their fingers into clay, the teacher will take the clay off the pupils desk. The teacher will only return the clay if the student asks for it back and commits to doing the activity appropriately.</p>

<b>(7) Develop social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
	Collaborative art projects. Awareness of others and of themselves.  E.g. Joining individual drawings together to make a large sea creature.	Increase empathy and compassion by producing collaborative artwork for the Yom Ha'azkaron project.  E.g. Artwork dedicated to fallen soldiers created for Yom Ha'Azikaron displayed at Shrubberies Synagogue for the community.	Collaborating with other departments.  E.g. working with the drama department to make the scenery and costumes for Hairspray	Participating in and leading workshops.  E.g. Pupils helping with art workshops during the School Open Day, Encouraging prospective pupils to make creative patterns, followed by demonstrating the process of heat transfer techniques onto fabric using an iron.	Trips to exhibitions, museums and galleries.  E.g. Visit to Manchester Metropolitan University to see Art and Design Exhibitions and speak to undergraduate students: Foundation Course; Fashion; Textiles; Graphic Communication, Fine Art, Architecture, Interior Design....
<b>(8) Participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively (this needs to be conducted in these settings)</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
	Internal Competitions  E.g. Designing artwork for the school campus calendar	Arts Award  The Arts Award inspires pupils to connect and take part in the wider art world and gain a unique qualification as artists and arts leaders.	External Competitions  E.g. SnapYourTown Competition open to the whole school. An online photography competition and educational workshop, set up by Innit 4 Young People, a Manchester based charity.	Commissions - Working to a brief. Opportunities arise for pupils where they are asked to design and create artwork for a specific job or company.  E.g. Re-designing a menu for The Spices, an African restaurant in central Manchester.	Art Ambassadors – organising, supporting and involving pupils in art activities that promote mental health and well-being.
<b>(9) Accept and engage with the fundamental British Values of democracy, the rule of law, individual liberty and mutual</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
	Displays of artwork appropriately labelled and explained can be a very powerful way of demonstrating the school is committed	Individual Liberty Using the theme of Remembrance pupils will learn about the sacrifice people have made to preserve our individual liberty	Portraits of the Queen will be used as means to teach about British democracy, the history of our	Learning about living British Artists and the themes they have explored.  E.g. Damien Hirst, Sam Taylor Wood, Henry Moore, Banksy	Exploring artworks and artefacts' from different faiths and cultures e.g. Christianity, Judaism, Hinduism, Islam and Buddhism.

<p><b>respect and tolerance of those with different faiths and beliefs; develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.</b></p>	<p>to promoting British Values.</p> <p>E.g. Pupils were involved in the National Art Project to raise awareness and speak out about the struggles of refugees and IDPs. Organised by the Council of Christians and Jews who work together to counter anti-Semitism and other forms of intolerance in Britain.</p>	<p>particularly during the First and Second World Wars, and subsequent conflicts.</p> <p>E.g. Pupils create artwork using symbols of war and peace to represent different conflicts around the world.</p>	<p>democracy and links to the past.</p> <p>In Celebration of the Queens 70 Years of Service – Platinum Jubilee, pupils will create portraits of the Queen and the Royal family using words and phrases made from powerful and inspiring quotes.</p>		<p>Pupils learn how to create complex pattern formations using simple geometric shapes, inspired by Islamic designs found in the rich cultural heritage of the Islamic World.</p>
<p><b>(10) Understand and appreciate the wide range of cultural influences that have shaped their own heritage and that of others and how these different cultures, in the school and further afield, are an essential element of their preparation for life in modern Britain.</b></p>	<p><b>Year 7</b></p> <p>Learning about people of different cultural backgrounds to broaden pupil's knowledge and experiences.</p> <p>E.g. In Year 7 Exploring artists from all over the world and how they use their art to promote environmental issues.</p>	<p><b>Year 8</b></p> <p>Memorials are significant as a focus for community and family grief, for community commemoration, as part of a public art movement, and as a valuable source of historical information.</p> <p>Pupils learning about different types of memorials and what they commemorate. Researching and Investigating Memorial Garden, Tesco's, Cheetham Hill and other Memorials in Manchester.</p>	<p><b>Year 9</b></p> <p>Displays exploring different Cultures through Languages, History and Values that are present along the corridors.</p> <p>E.g. A display of Keywords represented through art and translated into different languages from around the World. Pupils are to respond to artworks writing their answers in a different language.</p>	<p><b>Year 10</b></p> <p>MultiCulturalism in Cheetham Hill.</p> <p>Working with Manchester Jewish Museum on a series of projects to explore and build connections with different communities in Cheetham Hill.</p> <p>E.g. Pupils to be a presence and participate with family and community at the Cheetham Cultural Festival September 2021</p>	<p><b>Year 11</b></p> <p>Recognising and using Cultural Symbols and Motifs and Cultural Identity within different forms of art and design.</p> <p>E.g. Pupils select and use appropriate symbolism in their artwork to add meaning and understanding to their work.</p>

<p><b>(11) Recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.</b></p>	<p><b>Year 7</b></p> <p>Pupils are encouraged to share their experiences of seeing art from around the world.</p> <p>E.g. Pupils talk about and discuss their experiences of visiting exhibitions, seeing artwork, street art, architecture ... participating in workshops.</p>	<p><b>Year 8</b></p> <p>Colour symbolism. Learning about the meaning of colours In cultures around the world.</p> <p><a href="https://www.shutterstock.com/blog/color-symbolism-and-meanings-around-the-world">https://www.shutterstock.com/blog/color-symbolism-and-meanings-around-the-world</a></p> <p>E.g. Understanding how a single colour i.e. blue, can take on different meanings from one culture to another.</p>	<p><b>Year 9</b></p> <p>Aesthetic Qualities.</p> <p>E.g. Comparing Portraits. Pupils compare and contrast two portraits and write a dialogue based on their observations.</p>	<p><b>Year 10</b></p> <p>Artists from all around the world, explore similar themes and concepts.</p> <p>E.g. Pupils analyse how two artists represent the same concept in different ways. <a href="#">Quentin Matsys</a>, 'The Ugly Duchess' and <a href="#">Sam Taylor Woods</a> 'Still Life.'</p>	<p><b>Year 11</b></p> <p>Styles and Trends</p> <p>E.g. Pupils will explore and discuss ethical and sustainable fashion and how this is a global responsibility.</p>
	<p><b>(12) Have knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</b></p>	<p><b>Year 7</b></p> <p>Participating effectively in school and community-based activities.</p> <p>E.g. Pupils in Years 7, 8, 9 made 'The <i>Little Squares of Hope</i>' in commemoration of <i>Sukkot</i>, marking the 40-year post exodus period of displacement. The Individual fabric</p>	<p><b>Year 8</b></p> <p>Making contributions to the day to day activities of the class and school.</p> <p>E.g. Creating artwork that is displayed in the classroom and in the corridors. 'I can't believe it's KS3 celebrates the work of pupils in the lower school</p>	<p><b>Year 9</b></p> <p>Participating in decision-making processes.</p> <p>E.g. In the portraiture project pupils are given a brief to create one face from multiple images of people from different ages, cultures and races. Promoting personal responses is key to</p>	<p><b>Year 10</b></p> <p>Taking responsibility for their actions.</p> <p>E.g. Pupils take responsibility in the types of art they wish to make, choosing techniques and processes that enable them to create their ideas.</p>

	<p>squares were quilted together to transform the walls of a pop-up <i>Sukkah</i>, pitched at JW3 Jewish Community Centre London and exhibited online by the Jewish Museum London.</p>	<p>who have created exceptional artwork either during the lesson or at home.</p>	<p>developing individual ideas.</p>		
<p><b>(13) Explore, improve understanding of and show respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</b></p>	<p><b>Year 7</b></p>	<p><b>Year 8</b></p>	<p><b>Year 9</b></p>	<p><b>Year 10</b></p>	<p><b>Year 11</b></p>
	<p>Encourage pupils to research and share information about their background as a means of fostering a trusting relationship with fellow classmates.</p> <p>E.g. Listening to and respecting other pupils perspectives on different art forms.</p>	<p>Art teachers to act more like a facilitator than an instructor. Providing students with questionnaires about what they find to be interesting about different types of artwork and allowing pupils to bring in their own examples of art relevant to the theme or concept.</p> <p>E.g. Pupils research and bring in three examples of posters, that capture local, national and global issues relating to saving the environment.</p>	<p>To celebrate the diversity of languages.</p> <p>E.g. Learning art words, terms and expressions from around the world.</p> <p>E.g. Chiaroscuro Renaissance Bauhaus Dada De Stijl Graffiti Memento Mori Bodegon Avant-Garde Oeuvre Trompe L’Oeil En Plein Air Catalogue Raisonne Mise-en-Scene Avatar Tattoo Intelligentsia</p>	<p>Continually developing a culturally responsive curriculum that is diverse in content and relevant to the current issues from around the world.</p> <p>Projects in the art curriculum enable pupils to explore personal ideas, and build confidence to communicate and express themselves. Pupils’ are encouraged to apply their life experiences and inner voices as an integral part of their learning.</p>	<p>Develop a culturally responsive classroom and school environment.</p> <p>E.g. The department ensures that all pupils are included within all aspects of the art room activities, and acknowledges the unique differences pupils may possess in skills, ability and understanding. Each teacher takes into consideration the needs of all students.</p>