

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

ART

Key Stage 3

	Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. Students develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.	Moral Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. Students develop the knowledge/skills necessary to make responsible moral decisions.	Social Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.	Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.	Personal development Examples specifically related to: Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence
Year 6	Year 6 transition days – We run a Zine project based on the student's local area. They reflect upon their holiday period and feeling around starting high school. They then produce a Zine collage outcome around these feelings (good & bad).				
Year 7	Students are always encouraged to work using their own feelings and emotions. Being creative allows the students to explore their inner thoughts and to be able to express these feeling through various mediums.	Tropical themed project – Students research rainforests and deforestation/endangered animals. Fish themed project. During this project students will look at the impact of the environment on fish and why buying sustainable fish is important. Possible H/W project on recycling. TBC.	Tropical themed project - Students will complete work in groups therefore giving them the opportunity to practise and express their own social and democratic skills. Sharing of equipment and resources for all SOW will help to enhance communication and sharing skills.	Aboriginal themed project - Students learn about their culture and how they have developed over time. Understanding of beliefs especially their spiritual connections with nature and Dream Time state of mind.	SMSC day – Cross curricula links with English dept. Workshops around a book for world book day where students work in clay to create a 3D visual to represent a scene from the book. Book TBC but will link into PD
Year 8	Expressive Portraiture themed project - Students will explore a range of artist who create portraits based on their own spiritual interpretation. Often through a sense of self and exploration of the world around them. Students will go onto create their own expressive portraits	Pop Art themed project - Students are encouraged to discuss areas of society that are popular today and compare them to those of the 1950-70's. Materialist objects are explored and the value of these objects discussed.	Pop art themed project - Artist Keith Haring and his graffiti work is looked at. Students explore the rights and wrongs of this art technique and the messages that are conveyed. Henry Moore themed project - WW2 is discussed through the work of Henry Moore. Students get the opportunity to see why	Pop Art themed project - Students learn about the social differences of the 1950-70's and compare the cultures of today to then.	Pop art themed project - Students work with textiles to create 3D soft sculptures – discussion over healthy eating and food choices. Artist link – Claus Oldenburg

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

	taking into account their inner self or world around them.		this artist did not draw what he saw in front of the people he was drawing. Connections are made between his job and social responsibly.		
Year 7&8	<i>Lunch art club – KS3 students are welcome to come and attend art club once a week to work on a range of mini projects, including group work and possible links to drama staging and back drops. These will be run by SM. Projects TBC.</i>				
ART/PHOTOGRAPHY/TEXTILES					
Key Stage 4					
	<p><u>Spiritual</u> Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.</p>	<p><u>Moral</u> Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.</p>	<p><u>Social</u> Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.</p>	<p><u>Cultural</u> Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p>	<p><u>Personal development</u> Examples specifically related to: Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p>
Year 9	GCSE thematic projects. All students will be encouraged to work with their own personal feelings to express themselves. Throughout their artist research work students may decide to study artists that create art work solely in response to a spiritual connection. This decision will be personal to each student and in response to their own project.	GCSE thematic projects. Students are encouraged to look at the moral implications of their work and how it connects to the world and the intended viewer. They may wish to use a moral message with in their work and this may have been from a personal experience or a general view point. Artist research and influence will be considered and clearly linked as part of the course specification.	GCSE thematic projects. Students will look at social links throughout their projects. Some students may do so very explicitly and focus on a particular social element. Others may use personal experience to explore the social pros and cons e.g. alcoholism.	GCSE Artist Research As part of the GCSE specification all students will have to cover a range of artist and cultural research. This must be specific to their personal projects and will often encompass other spiritual, moral and social areas. The expectation would be that students research their artist/culture in depth to show an understanding of how that artist creates work and what their influences were.	Grayson Perry themed 3D clay project – gender links and mental health.

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

<p>Year 10</p>	<p>GCSE thematic projects. All students will be encouraged to work with their own personal feelings to express themselves. Throughout their artist research work students may decide to study artists that create art work solely in response to a spiritual connection. This decision will be personal to each students and in response to their own project.</p>	<p>GCSE thematic projects. Students are encouraged to look at the moral implications of their work and how it connects to the world and the intended viewer. They may wish to use a moral message with in their work and this may have been from a personal experience or a general view point. Artist research and influence will be considered and clearly linked as part of the course specification.</p>	<p>GCSE thematic projects. Students will look at social links throughout their projects. Some students may do so very explicitly and focus on a particular social element. Others may use personal experience to explore the social pros and cons e.g. alcoholism.</p>	<p>GCSE Artist Research As part of the GCSE specification all students will have to cover a range of artist and cultural research. This must be specific to their personal projects and will often encompass other spiritual, moral and social areas. The expectation would be that students research their artist/culture in depth to show an understanding of how that artist creates work and what their influences were.</p> <p><i>SMSC day - Year 10 trip to the Sainsbury Centre across all endorsements.</i></p>	<p>GCSE students have the opportunity to link their themed projects to a range of personal development topics such as:</p> <p>Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p>
<p>Year 11</p>	<p>GCSE thematic projects. All students will be encouraged to work with their own personal feelings to express themselves. Throughout their artist research work students may decide to study artists that create art work solely in response to a spiritual connection. This decision will be personal to each students and in response to their own project.</p>	<p>GCSE thematic projects. Students are encouraged to look at the moral implications of their work and how it connects to the world and the intended viewer. They may wish to use a moral message with in their work and this may have been from a personal experience or a general view point. Artist research and influence will be considered and clearly linked as part of the course specification.</p>	<p>GCSE thematic projects. Students will look at social links throughout their projects. Some students may do so very explicitly and focus on a particular social element. Others may use personal experience to explore the social pros and cons e.g. alcoholism.</p>	<p>GCSE Artist Research As part of the GCSE specification all students will have to cover a range of artist and cultural research. This must be specific to their personal projects and will often encompass other spiritual, moral and social areas. The expectation would be that students research their artist/culture in depth to show an understanding of how that artist creates work and what their influences were.</p>	<p>GCSE students have the opportunity to link their themed projects to a range of personal development topics such as:</p> <p>Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence</p>
<p>Year 9, 10 & 11</p>	<p><i>Art Café - after school GCSE students are encouraged to attend Art Café 3-4pm where they can continue to develop and refine their work in a relaxed environment. This gives disadvantaged students an opportunity to use the dept's equipment and facilities.</i></p>				

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

Key Stage 5					
	<u>Spiritual</u> Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.	<u>Moral</u> Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.	<u>Social</u> Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.	<u>Cultural</u> Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.	<u>Personal development</u> Examples specifically related to: Healthy relationships/ friendships Health Education / mental health / physical health / internet safety/drugs and alcohol/ healthy eating/ preventing poor health (personal hygiene)/ basic first aid/ adolescence
Year 12	A-Level thematic projects. All students will be encouraged to work with their own personal feelings to express themselves. Throughout their artist research work students may decide to study artists that create art work solely in response to a spiritual connection. This decision will be personal to each student and in response to their own project.	A – Level thematic projects. Students are encouraged to look at the moral implications of their work and how it connects to the world and the intended viewer. They may wish to use a moral message with in their work and this may have been from a personal experience or a general view point. Artist research and influence will be considered and clearly linked as part of the course specification.	A - Level thematic projects. Students will look at social links throughout their projects. Some students may do so very explicitly and focus on a particular social element. Others may use personal experience to explore the social pros and cons e.g. alcoholism.	A – Level Artist Research As part of the specification all students will have to cover a range of artist and cultural research. They will also visit several galleries. This must be specific to their personal projects and will often encompass other spiritual, moral and social areas. The expectation would be that students research their artist/culture in depth to show an understanding of how that artist creates work and what their influences were. <i>NUA – Degree show trip in the summer term.</i>	A – Level students are positively encouraged to take on board contemporary PD issues to gain depth and interest within their personal Investigations. They will often explore mental health, political, abuse and relationship issues.

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

Year 13	<p>A-Level thematic projects. All students will be encouraged to work with their own personal feelings to express themselves. Throughout their artist research work students may decide to study artists that create art work solely in response to a spiritual connection. This decision will be personal to each student and in response to their own project.</p>	<p>A – Level thematic projects. Students are encouraged to look at the moral implications of their work and how it connects to the world and the intended viewer. They may wish to use a moral message with in their work and this may have been from a personal experience or a general view point. Artist research and influence will be considered and clearly linked as part of the course specification.</p>	<p>A - Level thematic projects. Students will look at social links throughout their projects. Some students may do so very explicitly and focus on a particular social element. Others may use personal experience to explore the social pros and cons e.g. alcoholism.</p>	<p>A – Level Artist Research As part of the specification all students will have to cover a range of artist and cultural research. They will also visit several galleries. This must be specific to their personal projects and will often encompass other spiritual, moral and social areas. The expectation would be that students research their artist/culture in depth to show an understanding of how that artist creates work and what their influences were.</p>	<p>A – Level students are positively encouraged to take on board contemporary PD issues to gain depth and interest within their personal Investigations. They will often explore mental health, political, abuse and relationship issues.</p>
<p>Possible areas for development The Grayson Perry SOW is new and will therefore be revisited next year to see how well it worked and what areas need to be tweaked.</p>					