**Stony Dean Spiritual, Moral, Social and Cultural Audit 2016-17**

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|  | **Opportunities in our school/curriculum area** | |
| **GUIDANCE** | **NOW/EVIDENCE** | **PLANNED** |
| **SPIRITUAL**-Pupils’ spiritual development is shown by their: | | |
| beliefs, religious or otherwise, which inform their perspective on life & their interest in & respect for different people’s feelings & values | Yr7 Recycling project, purpose and value of ‘things’. Recycling through eyes of African children. Awareness of environment.  Yr8 Mexican Day of the Dead, spiritual beliefs of others’ after death.  Yr9 Patterned Tiles, including how Islamic values have informed the way tiles are designed.  Yr9 Gargoyles’ in the Middle ages, beliefs of this time.  Developing understanding and respect for cultural diversity.  All years: Study of individual artists, looking at their art and their influences from different times in our history. Appreciating the achievements of past societies.  Community art: Creating artworks for our school community that would reflect our feelings about a place or subject, but that would also be appreciated but our members of our community. Working as a team to do this therefore having to respect and value everyone’s opinion and input. | More community art projects. |
| sense of enjoyment and  fascination in learning about  themselves, others and the world  around them, including the intangible | To look at nature and the environment through art. – Bird of paradise project.  To appreciate the built environment –ink Urban landscape project.  The difference between photography and other art.  How we use our bodies to show how we feel yr7 Making faces project  Yr9 Patterned tiles, the use of rotational symmetry in patterns and in nature.  Yr10 portrait project: expressive painting, the freedom to enjoy colour, texture and movement in a painting.  Yr10: vegetables into ceramics  Yr10: Pop art and culture, simplifying images into flat 2D images and the new language of commercial art and text.  Yr11: abstract and semi abstract sculpture- looking at how space plays a vital role. The concept of an abstract sculpture.  Visits to the following to reinforce and bring to life projects:  Waddesdon Manor  Tring Natural History museum  Tate Britain | Visits to the following to reinforce and bring to life projects:  British Museum  Tate Modern  National portrait museum  V and A |
| use of imagination and creativity  in their learning | Recognising their own creativity and finding solutions in art.  Developing a curiosity in learning, encouragement to push own boundaries, to take risks, to experiment.  Knowing that an imagination is a valuable quality, encouraging this in all art projects.  Celebrating creativity in plenary group critiques.  Enjoying group creativity in ‘Pass the design’ – for various projects.  Freedom to choose their creative paths in Community art. | Visiting artists.  Art days. |
| willingness to reflect on their  experiences. | Pupils’ expressing themselves and their identity through their artwork; reflecting on thoughts and feelings.  Developing ideas encouraged from yr7, i.e. building on several ideas to create an artistic journey which culminates in the final piece. This is much more explicit in KS4.  The projects are designed to start a process of exploration within an art media or a technique or through artists’ methods or through a culture’s artwork, and to question the meaning, the purpose and value of this art.  Self assessment in all yrs.  Discussions and group critiques.  Group peer assessment.  Linking with Hillingdon Special needs school to create an art/drama/dance production.  Community Art: essential communication in order to create a communal piece. | Cross curricular links with English (drama). |
| **MORAL**- Pupils’ moral development is shown by their: | | |
| ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives | SDS behaviour policy, code of conduct, PEBLS  Exploring moral issues, rich and poor, the environment in recycled art and Ink Urban landscapes- the effect of design on our environment.  Peer question and answer sessions.  Art represent moral issues, yr10 Jean Michel Basquiate, racial equality, animal experiments; yr11 Pop art – who is art for? What is Art? |  |
| understanding of the consequences of their actions | SDS behaviour policy, code of conduct, PEBLS  Verbal feedback  Monitoring cards  As a consequence of their actions students who have a detrimental effect on their peers will work in another space until they are ready to return. |  |
| interest in investigating, and offering  reasoned views about, moral and ethical issues | Making art to reflect our own passions and views.  By investigating others’ views we can define our own and then be freed to use them in our art (KS4).  Initiating question asking from pupils when discussing moral issues such as why do a lot of African children work on rubbish dumps? | More planned questions in Medium term planning needed. |
| **SOCIAL**- Pupils’ social development is shown by their: | | |
| use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds | Discussions  Group work  Art club  Sharing tools and resources.  Sharing staff time.  Community Art. |  |
| willingness to participate in a variety of social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively | Mentoring other students in art club.  Accepting a pupil from a different year group into a class.  Rewarding helpfulness without being asked.  Arts Award: Pass the skill, pupils plan and show a less able student how to make a piece of art. |  |
| interest in, and understanding of,  the way communities and societies  function at a variety of levels. | Democracy in the classroom, voting as a means to use the most popular course of action. |  |
| **CULTURAL**- Pupils’ cultural development is shown by their: | | |
| understanding and appreciation of the wide range of cultural influences that have shaped their own heritage | Art history within KS3 and 4 projects such as Medieval art, Islamic art, recycled art, Pop Art, contemporary art. |  |
| willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural  opportunities | Artistic opportunities to respond to projects such as Mexican Day of the dead and Islamic Art in patterned Tiles. |  |
| interest in exploring, understanding of, and respect for cultural diversity and the extent to which they  understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic  groups in the local, national and global communities. | During discussions at the beginning of most art projects there are opportunities to show understanding, empathy, acceptance, respect for the different and sometimes alien ways of life/ art/ attitudes.  The power of Language in art- Pop art.  How art can influence how people feel, art as tool to change attitudes and to demonstrate ideas, beliefs and feelings. |  |