



Glen Hills Primary School S.M.S.C. Curriculum Map - Art

Year Group	<u>Spiritual</u> The spiritual development of pupils is shown by their: <ul style="list-style-type: none"> • ability to be reflective about their own beliefs (religious or otherwise) and perspective on life • knowledge of, and respect for, different people's faiths, feelings and values • sense of enjoyment and fascination in learning about themselves, others and the world around them • use of imagination and creativity in their learning willingness to reflect on their experiences. 	<u>Moral</u> The moral development of pupils is shown by their: <ul style="list-style-type: none"> • ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England • understanding of the consequences of their behaviour and actions • interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. 	<u>Social</u> The social development of pupils is shown by their: <ul style="list-style-type: none"> • use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds • willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. 	<u>Cultural</u> The cultural development of pupils is shown by their: <ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing 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.
EYFS	Beginning to use their imagination to create pieces of artwork. Self-esteem/Optimism/Perseverance Beginning to recognise that other children have feelings about their artwork and to respect those feelings when shared. Listening/Friendship/Respect	Learning to use art equipment appropriately and respecting the resources given to them. Respect/Cooperation Learning to respect other children when using the art equipment, when others share their work and sharing resources when needed.	Showing a willingness to begin to participate in group and paired art lesson exercises. Cooperation/Friendship Recognising they can chose to use the art table during free choice activities (individual liberty). Bravery/Optimism	Having a willingness to participate in artistic opportunities given in lessons and respond positively to them. Bravery/Perseverance



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		Cooperation/Friendship		
Year 1	<p>Learning about clay divas - making and painting their own.</p> <p>Curiosity/Respect</p> <p>Enjoyment in learning about the rainforests and the different animals and plants found there when studying Henry Rousseau.</p> <p>Curiosity</p> <p>Experiencing the wonder and awe of learning about Henry Rousseau's artwork (including portrait artist work such as Kahlo/Le Brun).</p> <p>Respect/Curiosity</p>	<p>Evaluating theirs and their peers' final pieces of art, an appreciating the viewpoints of others.</p> <p>Respect/Resilience</p> <p>Sharing which snowman they liked and giving a reasoned view of this.</p> <p>Reasoning</p> <p>Respecting the resources provided by school in order to create their own artwork.</p> <p>Respect</p> <p>Learning to incorporate mutual respect and consideration for others' work.</p> <p>Respect/Friendship</p>	<p>Working in pairs to create firework artwork.</p> <p>Cooperation/Listening/Friendship</p> <p>Learning about Victorian postcards and their place in British History.</p> <p>Respect</p> <p>Learning about clay divas - making and painting their own.</p> <p>Curiosity/Respect</p> <p>Learners making choices about which snowman design and shapes they wish to use in final work.</p> <p>Good thinking/Reasoning</p>	<p>Learning about clay divas - making and painting their own.</p> <p>Curiosity/Respect</p> <p>Learning about Victorian postcards and their place in British History.</p> <p>Respect</p> <p>Looking at portraits of a diverse range of artists - Kahlo, Le Brun etc.</p> <p>Investigating similarities and differences in their own faces using a mirror.</p> <p>Respect/Resilience</p> <p>Having a willingness to participate in artistic opportunities given in lessons and respond positively to them.</p> <p>Bravery/Perseverance</p>
Year 2	<p>Knowing other children have different feelings about the artwork discussed in class when sharing ideas about sculptures or fire of London artwork.</p> <p>Respect/Listening/Empathy</p> <p>Enjoying learning about the world around them such as in sunset artwork from St Lucia.</p> <p>Curiosity</p>	<p>Evaluating theirs and their peers' final pieces of art, an appreciating the viewpoints of others.</p> <p>Respect/Resilience</p> <p>Sharing which artwork they liked and giving a reasoned view of this (castle sculptures, fire of London painting)</p> <p>Reasoning/Listening/Resilience</p> <p>Making suggestions of how each others' work could be improved.</p>	<p>Identifying and sketching basic characteristics of human features (in particular facial features).</p> <p>Optimism/Self-esteem/Perseverance/Resilience/Empathy</p> <p>Studying expressions of a diverse range of people (e.g. Megan Coyle, Zlatina Ovanova, Gustav Corbett) to ensure children recognise and are tolerant of differences.</p> <p>Good humour/Respect/Friendship</p>	<p>Appreciating a range of artists from different cultures.</p> <p>Respect/Friendship</p> <p>Learning about and celebrating local castles during lessons where castles are sketched and sculpted.</p> <p>Respect/Curiosity</p> <p>Studying artwork by a range of artists showing sunsets of St Lucia in order to appreciate the culture and country of St Lucia.</p> <p>Respect/Curiosity</p>



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	<p>Using imagination and creativity to create their own Firework artwork.</p> <p>Good thinking/Resilience/Perseverance</p>	<p>Friendship/Cooperation/Listening</p> <p>Respecting the resources provided by school in order to create their artwork.</p> <p>Respect</p> <p>Learning to incorporate mutual respect and consideration for others' work.</p> <p>Respect/Friendship</p>		<p>Having a willingness to participate in artistic opportunities given in lessons and respond positively to them.</p> <p>Bravery/Perseverance</p>
Year 3	<p>Experiencing the wonder and awe of learning about Matisse's artwork.</p> <p>Respect/Curiosity</p>	<p>Respecting the resources provided by school in order to create their artwork.</p> <p>Respect</p> <p>Incorporating mutual respect and consideration for others' work.</p> <p>Respect/Friendship</p>	<p>Discussing other children's' work with partners- what works well, which colours they like (e.g. when discussing finished collages).</p> <p>Listening/Friendship/Respect/Cooperation</p>	<p>Having a willingness to participate in artistic opportunities given in lessons and respond positively to them.</p> <p>Bravery/Perseverance</p> <p>Learning about Matisse and his artwork and having a respect for his way of life and culture.</p> <p>Curiosity/Respect</p>
Year 4	<p>Experiencing the wonder and awe of learning about Mihaze's, Monet's and Mackintosh's artwork.</p> <p>Respect/Curiosity</p>	<p>Respecting the resources provided by school in order to create their artwork.</p> <p>Respect</p> <p>Incorporating mutual respect and consideration for others' work.</p> <p>Respect/Friendship</p>	<p>Discussing other children's' finished work with partners and in class discussions- e.g. which WWII posters work well and why.</p> <p>Listening/Friendship/Respect/Cooperation</p>	<p>Having a willingness to participate in artistic opportunities given in lessons and respond positively to them.</p> <p>Bravery/Perseverance</p> <p>Studying WWII artefacts and posters - and recognising the impact this had on cultures in this country and around the world.</p> <p>Respect/Empathy</p> <p>Learning about Mihazes, Monet and Mackintosh (including the 'Glasgow rose') and having a respect for their way of life and culture.</p>



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				Curiosity/Respect
Year 5	<p>Experimenting with shades and textures.</p> <p>Optimism/Self-esteem/Perseverance/Resilience</p> <p>Thinking about how art could represent their life.</p> <p>Self-esteem/Good Humour/Perseverance/ Resilience</p> <p>Repeated practise of drawing facial features.</p> <p>Perseverance/ Resilience/Good humour</p>	<p>Discussing the ethics of the importance of 'white skin' during the Tudor period.</p> <p>Respect/Empathy/Friendship</p> <p>Respecting the resources provided by school in order to create their artwork.</p> <p>Respect</p> <p>Incorporating mutual respect and consideration for others' work.</p> <p>Respect/Friendship</p>	<p>Identifying and sketching key characteristics of human features (in particular facial features).</p> <p>Optimism/Self-esteem/Perseverance/Resilience/Good humour</p> <p>Discussing and understanding the skin tones which would have featured in Tudor portraits compared to the skin tones that might be required in their self-portrait.</p> <p>Empathy/Friendship</p>	<p>Recognising the cultural implications of heraldry during the Tudor period.</p> <p>Curiosity</p> <p>Having a willingness to participate in artistic opportunities given in lessons and respond positively to them.</p> <p>Bravery/Perseverance</p>
Year 6	<p>Going on a rainbow walk.</p> <p>Good humour/Curiosity/Self-management</p> <p>Studying patterns in nature and the natural world.</p> <p>Focus/Curiosity</p>	<p>Respecting the resources provided by school in order to create their artwork.</p> <p>Respect</p> <p>Incorporating mutual respect and consideration for others' work.</p> <p>Respect/Friendship</p>	<p>Considering the context in which a piece of art has been created.</p> <p>Empathy/Reasoning/Good thinking</p>	<p>Studying significant artists and their work. Curiosity/Respect</p> <p>Having a willingness to participate in artistic opportunities given in lessons and respond positively to them.</p> <p>Bravery/Perseverance</p>