

Subject: Art

<p>Spiritual</p> <p><i>At Meriden CE Primary School we...</i></p> <ul style="list-style-type: none"> Encourage awe and wonder at the creations of others both 2D and 3D. Visits art galleries in KS1 and KS2 to experience original pieces of art. Encourage reflection in art and learn from our reflection. Look at different works of art and gain an insight into the emotions the artist was trying to evoke Give space for thoughts Look at works of art and then extend thinking to what we know about the topic, why colours were used, why the artist chose to use certain shapes and lines, placement of things in the picture. 	
<p>Learning intentions:</p> <ul style="list-style-type: none"> To appreciate the way an artist has given expression in their work; To reflect on the power and mystery of art to create a range of feelings and to convey meaning; To develop an aesthetic and critical awareness of different styles and forms of art; To use senses as inspiration for creativity To express feelings through a variety of art media To study the work of great artists as a source of inspiration and creativity To use the environment as a source of inspiration To appreciate the religious impulse present in some great works of art and the way that religious traditions have expressed themselves in painting, sculpture and architecture 	<p>Example outcomes (I can...)</p> <ul style="list-style-type: none"> appreciate the talents of others. reflect upon my own feelings about, and preferences for, works of art through discussion; express my feelings through creating images and objects in art; explore and experimenting with ideas, materials and processes;
<p>Moral</p> <p><i>At Meriden CE Primary School we...</i></p> <ul style="list-style-type: none"> Look at art work in detail - to see for example thieves in the background and looking at the motives of those criminals. Consider racial and religious motives and relationships shown in pictures - looking at relationships through portraits as in 'Two's company' unit in Year 3. Look at pictures of famous people who are good role models, discussing their characters and their acts through class assemblies and incidental discussions in class. 	
<p>Learning intentions:</p> <ul style="list-style-type: none"> To debate whether or not anything is permissible for Art's sake To look at the value of Art - is it for everyone? should we spend so much public money on it? 	<p>Example outcomes (I can...)</p> <ul style="list-style-type: none"> reflect on social and moral issues portrayed in works of art consider how art is manipulated by the media eg advertising
<p>Social</p> <p><i>At Meriden CE Primary School we...</i></p> <ul style="list-style-type: none"> Look at different works of art and gaining an insight into the emotions the artist was trying to evoke Evaluate our work - pupils are often given time to look at each other's work and give 3 stars and a wish - this enables each pupil, regardless of ability, to see their work is valued. Recognise and respect social differences and similarities. 	
<p>Learning intentions:</p> <ul style="list-style-type: none"> To enjoy the diversity and difference in art. To look at public works of art past and present To look at how works of art portray the societies they came from 	<p>Example outcomes (I can...)</p> <ul style="list-style-type: none"> evaluate the uses that society makes of art make group collage eg murals
<p>Cultural</p> <p><i>At Meriden CE Primary School we...</i></p> <ul style="list-style-type: none"> Look at art from different cultures and times (Yr 1 - Homes, a quilt of feelings, Yr2 Holidays - Natural design, Yr 3 Aztecs - Investigating pattern unit, Yr4 France - Journeys unit and The Romans - Invasion unit, Yr 5 Greeks- What's in a myth unit, The Rainforest - Harmony unit, Yr6 WW2 - Cultural colour unit) Compare our culture to others whilst developing the children's appreciation of and understanding of other cultures. As part of the last Arts week Indian music and dancing was brought to life by a visiting artist who worked with all year groups for 40 minutes each to develop their appreciation and understanding of Indian dancing. This culminated in a dance shown to parents at the end of the day. In the Infants and especially the Foundation Stage cultural events are used, such as Diwali and Chinese New Year to bring other cultures 'to life'. Every effort is made for the children to experience different cultures through all of the senses and visiting artists have been bought in to assist in making the experience authentic - Recently an artist worked with Foundation Stage to bring the book 'The Magic Paintbrush' by Julia Donaldson to life and then create a Chinese Dragon which was paraded around school along with a great fanfare for Chinese New Year. The PTA has agreed to fund a visiting artist for each year group to support in making the experience of a culture particularly authentic and help to challenge and develop the assumptions the children have. Visit exhibitions and art galleries to view art from different cultures 	
<p>Learning intentions:</p> <ul style="list-style-type: none"> To appreciate the role of art in human life and society; To learn about art from a variety of cultural contexts and the role it plays To use art as an expression of culture eg nativity pictures on Christmas cards 	<p>Example outcomes (I can...)</p> <ul style="list-style-type: none"> value art from other cultures, past and present, reflect upon other beliefs and values; recognise that different societies have diverse views of beauty and worth experiment with a variety of influences to express their own cultural identity

