

Art and Design	We promote <i>spiritual</i> development	We promote <i>moral</i> development	We promote <i>social</i> development	We promote <i>cultural</i> development
	By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g., the four seasons, the Northern Lights, prehistoric artwork. By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey, e.g., George Marston's depictions of Shackleton's expedition, portraits of significant people; war art. By promoting the process of 'reviewing and evaluating'; for example, evaluating the work of the ancients, famous artists, crafts people and architects.	By exploring how emotions and inner feelings are expressed through painting, sculpture and architecture, e.g., Henry Moore sculptures; Chihuly's glasswork; Gaudi's Sagrada Familia By exploring the environment and how art can be sensitive to its surroundings. E.g., creating temporary sculptures within a range of environments. By responses to and use of visual images, music and stories to evoke a range of emotions and creative responses.	By sharing of resources and working collaboratively. By exploring social conflict and resolution, e.g., work inspired by war artists. By exploring art as a powerful social tool e.g., in telling a story, showing power, expressing an emotion. By looking at different movements in art and considering how the world around them influenced artists. E.g., Abstract Expressionism and its links to immigration as result of persecution within Europe.	By experiencing a wide range of creative media from around the world and from different periods of time. By using a range of cultural stimuli for art, e.g., the Willow Plate story, The Carnival of the Animals by Saint-Saëns and photographs. By working towards the 'Arts Mark' award and developing the school's status as an Arts Award Centre and Heritage School. By working with local artists, displaying artwork within an art gallery at school and by visiting local art galleries. By developing aesthetic and critical awareness, e.g., children evaluate their work and the work of others. By looking at the history of art, crafts and design, for example, the history of glass making, the history of portraiture. By looking at different movements in art and considering how the world around them influenced artists. E.g., post-World War II art; religion in art.