

SMSC in Art Lessons

SMSC in Art and Design

In the Art Department we aim to develop all the following personal qualities in our students

- Confidence
- Self Worth
- Empathy
- Variety
- Self Esteem
- Participation
- Creativity
- Reflection
- Independence
- Ability to both give and act upon accurate feedback
- Recognition of effort
- Teamwork
- Leadership
- Self Reliance

The Scheme of Learning (SOL) were written to embed SMSC across all Key Stages and are as follows –

Year 7 – Exploring Landscapes

Year 8 – Faces and Figures

Year 9 – 'Hole in the Wall' – Street Art Project

Year 10 and 11 – Still Life and Portraits and Text

Year 12 - Identity

Year 13 – Spaces and Places

Through this programme of study it is expected the students will be able to do all the following with increased knowledge, understanding and skill as they progress through the school:

- Develop their self-knowledge, self-esteem and self-confidence
- Distinguish right from wrong and to respect the law
- Accept responsibility for their behaviour, show initiative and understand how they can contribute to community life
- Gain a broad general knowledge of public institutions and services in England
- Acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions

Desirable Outcomes

It is possible to identify a number of desirable outcomes and possible actions for each of the five parts of SMSC.

All art lessons should enable pupils to develop their self-knowledge, self-esteem and self-confidence

Desirable Outcomes

- Respect for themselves and for others;
- Awareness of their own and others' beliefs, feelings, and values;
- Develop a set of values, principles and beliefs which inform their perspective on life
- Ability to articulate their feelings and justify them through discussion, debate and presentations to others
- Readiness to question things that could limit their self-knowledge, self-esteem, and self confidence – for example, lack of aspiration, discrimination (such as sexism, racism, etc), injustice, bullying etc
- Acquire the skills to be self-reliant and work both independently or as part of a team
- Take on responsibility for their own actions
- Value non-material aspects of life and think about questions considered to be at the 'centre' of existence (such as 'Who am I ? What is life about ? etc)
- Show an appreciation for the intangible – beauty, truth, love, goodness, order – as well as mystery, paradox, and ambiguity;
- Show an increasing ability to reflect and to learn from this reflection.

Possible actions

- Promote teaching styles which value pupils' questions and give them space for their own thoughts, ideas, and concerns
- Teachers should act as role models of the values desired in pupils
- Ensure an environment is created where every child may reach their potential regardless of gender, race, ability, or other equality issues
- Help pupils to be aware of their potential and support them to achieve it
- Where pupils already have religious or non religious beliefs, support and encourage these beliefs in ways which are personal and relevant to the pupils
- Provide opportunities for spiritual development through learning outside the classroom, for example visits to museums, galleries, colleges, historic buildings;
- Encourage pupils to explore and critically analyse what interests and inspires themselves and others
- Encourage pupils to reflect and learn from their reflection
- Encourage individual endeavour and celebrate achievement and success both within and outside the classroom
- Encourage pupils to work and cooperate as part of a team
- Provide opportunities for pupils to develop leadership skills so they can take care of themselves and others and develop self-reliance

All art lessons should enable pupils to distinguish right from wrong and to respect the law

Desirable outcomes

- Understanding of and respect for the law
- Ability to distinguish right from wrong, based on a knowledge of their own values, those widely held by society and the law
- An understanding that 'society' is held together by a communal understanding of right and wrong
- An ability to think through the consequences of their own and others' actions and to understand the impact that their own actions can have on others
- Respect for others' needs, interests and feelings as well as their own
- Ability to make responsible judgments on dilemmas of right and wrong;
- Show a willingness and confidence to express their views on ethical issues and personal values
- An ability to respond appropriately to the immoral and the illegal
- An understanding of the need to review and reassess their values and principles in the light of experience

Possible actions

- Teach pupils how today's legal system has evolved and why it is important and help them understand the law and the importance of abiding by it
- Provide a clear framework of values and behaviours which is promoted consistently through all aspects of the school, with teachers as role models
- Inform parents of school ethos and procedures so that what is learnt at school can be supported at home
- Give pupils opportunities across the curriculum to explore and develop moral concepts and values, such as right and wrong, justice, personal rights and responsibilities
- Reward good insight and behaviour
- Teach pupils about citizenship, and the importance of being a good citizen
- Discuss in an informed and balanced way breaches of agreed moral codes where they arise, and their impact on society and themselves;
- Provide models of virtue through art
- Reinforce the importance of a cohesive, harmonious, law abiding society through images, posters, classroom displays, exhibitions, etc
- Address discrimination on the grounds of race, religion, gender, sexual orientation, age and other criteria, and promote racial and other forms of equality.

All art lessons should encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life

Desirable outcomes

- Show respect for people, living things, property and the environment
- Work effectively and respectfully with other pupils
- Share their own views and opinions with others and work towards understanding and cohesion
- Participate in activities relevant to the communities they belong to
- Take part in any democratic processes available to them, for example, voting or running for the student council
- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Develop the ability to live alongside those from different cultures and beliefs
- Appreciate the rights and responsibilities of individuals within the wider social setting
- Reflect on their own contribution to society
- Understand how societies function and they are organised in structures such as the family, the school and local and wider communities
- Understand the notion of interdependence in an increasingly complex society and also understand that communities and societies function at a variety of levels
- Know about different sections of society and other people less fortunate than themselves and identify what they can do to help.

Possible actions

- Foster a sense of community, with common and inclusive values
- Encourage pupils to work co-operatively
- Provide positive group activities
- Encourage pupils to take responsibility for their actions
- School linking or partnership work to give pupils the chance to mix with pupils from different areas/cultures/faith
- Help pupils to develop personal qualities which are valued in society, for example, thoughtfulness, honesty, respect for difference and sound moral principles
- Provide opportunities for participating in different communities – for example religious, cultural, local and global
- Provide opportunities for pupils to exercise leadership and responsibility
- Ensure that through lessons and other formal and informal settings opportunities are provided for pupils to demonstrate initiative, develop their interests and organise activities for themselves and others.

All art lessons should provide pupils with a broad general knowledge of public institutions and services in England

Desirable outcomes

- A thorough understanding of British public institutions and services along with knowledge of how to use them
- Understand what the public institutions and services do for people throughout the country
- Take part in democratic processes, for example, voting for or joining a student council
- Understand how citizens can express their views through the democratic process so they can influence decision makers
- Appreciate the rights and responsibilities of individuals within the wider social setting
- Understand the strengths and advantages of democracy and how democracy works in the context of Britain and Europe in contrast to other forms of government

Possible actions

- Teach pupils about democracy and citizenship and the importance of being a good citizen
- Ensure that all pupils within the art department have a voice that is listened to
- Ensure that pupils are aware of their rights and the rights of others as human beings
- Teach pupils about what public institutions and services are available what they are for and how they are funded
- Provide positive and effective links with the world of work (for example work experience and visits from professionals) and the wider community (for example school visits, including to public institutions, taking part in community events)
- Provide opportunities for pupils to learn about and engage in local and national democratic processes, including having democratic processes within the school such as a school council whose members are voted for by the pupils.

All art lessons should assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions

Desirable outcomes

- An ability to recognise and understand their own cultural principles and values, and the dynamic and developmental nature of these
- An understanding of the influences which have shaped their own cultural heritage
- An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, to challenge racism, and to value race equality
- Tolerance of people with different cultural, religious, and non-religious beliefs
- Ability to interact positively with people of different cultural, religious, and non-religious beliefs.

Possible actions

- Provide opportunities for pupils to explore their own cultural beliefs and values
- Provide opportunities for pupils to participate in art and crafts and other cultural events and encourage pupils to reflect on their significance
- Provide opportunities for pupils to mix with children from other cultures
- Give pupils the opportunity to explore different values, beliefs, and cultures through a variety of approaches, including discussion and debate, in order to gain understanding
- Present authentic accounts of the attitudes, values and traditions of diverse cultures
- Develop partnerships with outside agencies and individuals to extend pupils' cultural awareness, for example, theatre, museum, concert and gallery visits, resident artists
- Provide opportunities for pupils to extend their cultural development across the curriculum, particularly developing an understanding of the cultures of the UK.