



Spirituality Overview - Art

<p style="text-align: center;"><u>Self</u></p>	<p style="text-align: center;"><u>Others</u></p>
<p>In art lessons, children are encouraged to self-assess their work, making adaptations and changes to improve their outcomes. This process supports them in developing an open mindset, where they understand that artwork can evolve and be refined over time. Pupils learn that it is natural not to feel fully happy with every part of their work, but through self-regulation they become reflective, resilient, and motivated to improve.</p> <p>All lessons promote individuality and personal expression. Children are encouraged to create artwork that reflects their own ideas, beliefs, and preferences, reinforcing the ethos that every child is an artist with a unique voice.</p> <p>Opportunities for peer discussion and comparison of artwork are embedded throughout the curriculum. Chn learn to appreciate their own ideas and efforts, as well as those of others. Peer assessment supports them in giving and receiving constructive feedback, fostering a respectful and supportive environment where all contributions are valued.</p>	<p>All children will, at some stage, take part in both peer assessment (PA) and self-assessment (SA). In Key Stage 2, this becomes more informal, with pupils increasingly encouraged to give thoughtful, respectful feedback on each other's work. Children are taught to value others' ideas and artistic choices, understanding that every child is an artist with their own unique style and perspective.</p> <p>Respect is a key principle throughout the curriculum. Pupils learn to appreciate differences in creativity and expression, recognising that there is no single "right" way to produce art.</p> <p>In some year groups, the curriculum explores how art can make a difference and communicate powerful messages. <i>For example, in Year 5, pupils study how meaning can be conveyed through art, including exploring graffiti and typography as forms of expression. In Year 6, the focus on identity encourages pupils to explore how art can represent who they are, promoting themes of self-awareness, respect for others, and the importance of valuing and "loving thy neighbour."</i></p>
<p style="text-align: center;"><u>Transcendence (Beyond)</u></p>	<p style="text-align: center;"><u>Nature/ World</u></p>
<p>The curriculum also introduces pupils to artists from a range of cultures and backgrounds, including those from less advantaged contexts. This helps children develop a broader understanding of the world and fosters empathy and respect. <i>For example, in Year 6, pupils explore the theme of identity, including discussions around discrimination. Through studying artists and creating their own work, children reflect on fairness, equality, and how art can be used as a powerful tool for expression and change.</i></p> <p><i>Across the RE curriculum, pupils explore meaningful themes and "big questions" through art. For example, in Year 2, children consider deeper ideas about life through the story of Waterlilies and the Dragonflies. This provides an opportunity for discussion and reflection, where pupils share their thoughts and interpretations—for instance, imagining what heaven might look like—and then represent these ideas through drawing and creative expression.</i></p>	<p>The curriculum makes strong links to the artists and resources explored through AccessArt, introducing children to artists from a wide range of countries, cultures, and lived experiences across the world. This broadens pupils' cultural understanding and helps them appreciate art as a universal form of expression.</p> <p>Children are encouraged to take time to notice and appreciate beauty, both in the artwork studied within the curriculum and in the work created by their peers. Valuing the creativity of others helps to foster respect, curiosity, and inspiration within the classroom.</p> <p><i>e.g: In Year 3, there are strong cross-curricular links with RE, where pupils explore the beauty and symbolism of trees. In the lesson the chn observe trees closely by lying beneath them, looking up through the branches, and using their senses to touch, smell, and study them carefully. This allows pupils to appreciate the beauty and meaning of the natural world before translating their observations into sketching and artistic responses. Evidence on Seesaw..</i></p>