

## **British Values - Art**

The subject embodies some of the highest forms of human creativity. There is therefore ample room for children and young people who engage in making art, craft and design to develop a greater understanding of how to make choices, consider possibilities and participate in moral reflection. This is evident through the context of thinking critically about meaning and purpose at the heart of creative products and their significance to the societies in which they were created, and also through the creative making processes that lead young people to explore and deepen their understanding of the motivations and drivers for their own creative outcomes. The subject of Art and Design is a rich, enabling and deeply challenging subject through which BV can be explored and understood.

This is particularly evident in KS4 and KS5 where students develop their own message/ meaning based on a portfolio of research that is both personal and experimental and culminates in a final piece. Students develop a wide range of responses and this helps them to articulate and discuss values. Some work will be based on reflecting issues in society. Student will be encouraged to recognise, discuss and develop the wider context of their work through their interaction with the teacher and works of Art. This develops their awareness of democratic values and respect for other cultures and opinions. Some students actively pursue challenging themes in response to projects.

At KS3 the projects are based on both practical skills development as well as contextual and critical understanding development. The Year 7 project on Identity allows student to see how a wide range of contemporary artists have reflected on and formed their identity. The topic encourages to reflect on their own Jewish identity and the way other artists have chosen to reflect themselves and their values in their work.

In Year 8 students are given the opportunity to explore narratives through the development of a storyboard. This provides an opportunity for students to explore the way images of society have been created by a range of designers and to examine issues relating to gender, identity and culture. The animated films used as a starting point provide challenging themes. This enables students to be aware of the way they can use animation to explore themes which are personal and reflect issue in contemporary society and within the context of relationships. This develops respect and awareness of equal rights. This topic also gives students an opportunity to reflect on issues within the school environment.

In Year 9 students reflect on their identity and the society around them in the project 'Spaces Places'. The environment and their sense of self is developed as students explore this theme.

The Public Art project in year 9 deals with the theme of the holocaust. The subject raises the importance of democratic values and the need for tolerance of difference, as well as respect for the traditions and values in Judaism.

The subject at key stage 4 and 5 equips students with artistic personal freedom as the subject challenges students to experiment and invent their own works of Art. Students are challenged to think critically about their choices and to evaluate ideas.

The Art Department keeps under review the range of artist that students are exposed to and the kind of opportunities that are provided so that student can develop an awareness of the forces shaping society and challenge stereotypes and understand diversity. We also provide opportunities at Key Stage 4 for students to visit galleries and engage with a wide range of contemporary Art.