



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Art Year: 12

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Spiritual	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people’s faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences 	<i>Yr12 – Changes Knowledge and understanding of a broad range of artists -Turner, Doig, Tress, Pissarro.</i>	<i>Yr12 – Changes Fascination and inspiration taken from the local area to create a final piece</i>	<i>Yr12 – The Figure Knowledge of other artists such as da Vinci and learning about the rules of proportion.</i>	<i>Yr12 – The Figure To think on a deeper level and use their imagination.</i>	<i>Yr 12 – Mock Exam Creative and imaginative response to a given theme</i>	<i>Yr 12 – Personal Investigation Thinking beyond the obvious, generating personal ideas</i>
Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<i>Yr12 – Changes Appreciation of other issues such as Turner’s Slave ship and his feelings about Anti-Slavery.</i>	<i>Yr12 – Changes The choice to synthesise with artists, and not to copy artists work. Not to plagiarise.</i>	<i>Yr12 – The Figure To show respect to the life model whilst working from them.</i>	<i>Yr12 – The Figure Paula Rego and issues surrounding Feminism and Equality</i>	<i>Yr 12 – Mock Exam Inside, Outside and in between – Environmental concerns – Forests etc</i>	<i>Yr 12 – Personal Investigation Authenticity and the need for originality</i>
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>Yr12 – Changes Student gallery, listening to others and engaging positively to discussion about ideas.</i>	<i>Yr12 – Changes Landscape theme looking at different social settings e.g. Margate, Wales, London.</i>	<i>Yr12 – The Figure Looking at proportions and working from the figure. Life Drawing and working collaboratively.</i>	<i>Yr12 – The Figure Looking at artists from different times and cultures (different areas of society, from Vanessa Bell to Tracey Emin)</i>	<i>Yr 12 – Mock Exam Inspiration from different places and social settings – Inside, Outside and in between – Diving, Zoos, Buildings, Motor ways.</i>	<i>Yr 12 – Personal Investigation Display in exhibition space, work from the year as part of a community, volunteering with others.</i>



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cultural	<ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	<i>Yr12 – Changes Landscapes from different cultures e.g. Impressionism, British, Surrealists, Contemporary.</i>	<i>Yr12 – Changes Responding and respecting other cultures and articulating their thoughts about a broad range of artists.</i>	<i>Yr12 – The Figure To take part in discourse about other artists. Extend and share cultural knowledge. Jenny Saville, Lucien Freud, Shierenberg.</i>	<i>Yr12 – The Figure Value cultural heritage through research and investigation. Looking at a broad range of artists through synthesis.</i>	<i>Yr 12 – Mock Exam Inside, Outside and in between – Respond positively to artistic opportunities such as print making and painting.</i>	<i>Yr 12 – Personal Investigation Trip to Galleries in London to appreciate a wide range of cultural influences.</i>

NOTES

Spiritual

Students’ concepts are often personal and heart felt and therefore encourage self-reflection, and a sense of enjoyment and discovery about themselves. Students are given opportunities to be creative and combine complex ideas together.

Moral

Encouraging students to reflect on issues within artist’s lives and issues. Authenticity and self-expression.

Social

Students discuss their own work and that of others, in a supportive environment. They will critique their peers in a positive light, and appreciate others’ art work. This will help each other develop skills, knowledge and understanding of Art.

Cultural

Appreciation of other cultures is at the heart of this subject, exploring, extending knowledge, recognising, valuing other cultural influences. Students are given the chance to make personal links to their own ideas in this process.



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Photography Year: 12

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Spiritual	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people’s faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences 	<i>Y12 – Technical Book – Knowledge and understanding of Photography past and present. Where does Art end and Photography begin? Reflection of photography now as an Art medium</i>	<i>Y12 – Technical Book - Enjoyment of learning about techniques/ concepts – challenging ideas. Reflecting upon their own creativity</i>	<i>Y12 – Wabi-Sabi – Exploration of perspectives of life and imperfections through them – looking at different approaches / beliefs Eg. Life and death, decay, beauty in imperfection, etc.</i>	<i>Y12 – Wabi-Sabi – Investigating ideas within world around them, through photoshoots. Imaginative leaps through creative processes, e.g. rusty prints, image transfer, etc. Reflection embedded throughout</i>	<i>Y12 – Portraiture – Appreciation of interpretative and imaginative concepts – reflecting upon personal interpretation</i>	<i>Y12 – Portraiture / Personal Investigation Discussions – Creative and imaginative response to the given theme</i>
Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<i>Y12 – Technical Book – Appreciation of issues explored within Photography and ethical / moral impact of taking photos</i>	<i>Y12 – Technical Book – Exploration of Photographer’s work, exploring different perspectives and points of view</i>	<i>Y12 – Wabi-Sabi – Links to the idea of a throwaway society, nature vs. man-made, natural vs. fake. Behaviour and impact of mankind</i>	<i>Y12 – Wabi-Sabi – Looking at how this as a subject matter can be conveyed within different mediums</i>	<i>Y12 – Portraiture – Investigating ideals of portrait / model-based photography Exploring different viewpoints – moral and ethical</i>	<i>Y12 – Portraiture / Personal Investigation Discussions – Authenticity and the need for originality</i>
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>Y12 – Technical Book – Exploration of how Photography has different contexts and deals with different social issues. Discussion and analysis</i>	<i>Y12 – Technical Book – Students to collaborate / work together, group critiques and debates. Students to make use of galleries to generate ideas</i>	<i>Y12 – Wabi-Sabi – Developing understanding / ideas of how this theme has a social impact and can be specific to different socio-economic backgrounds</i>	<i>Y12 – Wabi-Sabi – Appreciation of different contexts /concepts and different contexts / concepts explored within student’s own work</i>	<i>Y12 – Portraiture – Appreciation of working with others / models, management of lights and equipment – experience of professional photography considerations</i>	<i>Y12 – Portraiture / Personal Investigation Discussions – Consideration for own ideas, presentation and exhibition of work</i>



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cultural	<ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	<i>Y12 – Technical Book – Exploring cultural impact upon Photography. Eg. Steve McCurry. Recognition of shared ideas. Respectful environment created for discussion and responses.</i>	<i>Y12 – Technical Book - Students to make connections and links between their own work and the work of others. Willingness to engage with works created through personal responses.</i>	<i>Y12 – Wabi-Sabi –Links and connections to Japanese culture and Wabi-Sabi. Exploring views and approaches – comparing and contrasting to different approaches, making connections</i>	<i>Y12 – Wabi-Sabi – Develop of individual ideas and viewpoints, making clear connections to influences. Respectfully responding to feedback from peers / teacher</i>	<i>Y12 – Portraiture – Looking at different photographers, exploring context and influences upon their work. Responses created to these. Exploring diversity, individualism and personal identity</i>	<i>Y12 – Portraiture / Personal Investigation Discussions – Appreciation of a wide range of influences, cultural connections and the links with viewing work in person – connections to galleries / museums</i>

NOTES

Spiritual

Students concepts are often personal and heart felt and therefore encourage self-reflection, and a sense of enjoyment and discovery about themselves. Students are given opportunities to be creative and combine complex ideas together.

Moral

Encouraging students to reflect on issues within photographers’ / artist’s lives and issues. Authenticity and self-expression.

Social

Students discuss their own work and that of others, in a supportive environment. They will critique their peers in a positive light, and appreciate others’ work. This will help each other develop skills, knowledge and understanding of Photography / Art.

Cultural

Appreciation of other cultures is at the heart of this subject, exploring, extending knowledge, recognising, valuing other cultural influences. Students are given the chance to make personal links to their own ideas in this process.



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Art Year: 13

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Spiritual	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences 	<i>Yr 13 Personal Investigation- Reflection on gallery work and experiences, to develop an essay based on their research</i>	<i>Yr 13 Personal Investigation- Exploring the creative potential of materials through investigating primary sources</i>	<i>Yr 13 Personal Investigation- Final piece painting/making - ambitious and expressing sense of enjoyment about the world around them</i>	<i>Yr 13 – Externally Set Assignment Generate creative ideas responding to an externally set assignment</i>		
Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<i>Yr 13 Personal Investigation- Issues explored in essay such as War, Feminism or Gender.</i>	<i>Yr 13 Personal Investigation- Authenticity and self- expression using a variety of media.</i>	<i>Yr 13 Personal Investigation- Student Gallery - showing mutual respect and consideration for others</i>	<i>Yr 13 – Externally Set Assignment Issues explored in Externally Set Theme.</i>		
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>Yr 13 Personal Investigation- Critical thinking and discussion about the Personal Study</i>	<i>Yr 13 Personal Investigation- Students will present their practical work in student Gallery and offer insights in each other's work</i>	<i>Yr 13 Personal Investigation- Researching a variety of artists from different social settings</i>	<i>Yr 13 – Externally Set Assignment Display and exhibition of students' work</i>		



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cultural	<ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	<i>Yr 13 Personal Investigation- To take part in discourse about other artists. Extend and share cultural knowledge.</i>	<i>Yr 13 Personal Investigation- Responding and respecting other cultures and articulating their thoughts about a broad range of artists.</i>	<i>Yr 13 Personal Investigation- Appreciating each other’s work in Student Gallery and willingness to show respect for differing viewpoints</i>	<i>Yr 13 – Externally Set Assignment Respond positively to artistic opportunities such as clay work and print making.</i>		

NOTES

Spiritual

Students concepts are often personal and heart felt and therefore encourage self-reflection, and a sense of enjoyment and discovery about themselves. Students are given opportunities to be creative and combine complex ideas together.

Moral

Encouraging students to reflect on issues within artist’s lives and issues. Authenticity and self-expression.

Social

Students discuss their own work and that of others, in a supportive environment. They will critique their peers in a positive light, and appreciate others’ art work. This will help each other develop skills, knowledge and understanding of Art.

Cultural

Appreciation of other cultures is at the heart of this subject, exploring, extending knowledge, recognising, valuing other cultural influences. Students are given the chance to make personal links to their own ideas in this process



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Photography Year: 13

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Spiritual	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences 	<i>Y13 – Personal Investigation – Reflection upon gallery work and experiences, to develop project / study based on their research</i>	<i>Y13 – Personal Investigation – Exploring the creative potential of shoots / materials. Creation of imaginative and creative final piece.</i>	<i>Y13 – Externally set assignment / Exam - Generate creative ideas responding to an externally set assignment</i>	<i>Y13 – Externally set assignment / Exam – Enjoyment of the freedom to create personal and meaningful response, taking creative risks</i>		
Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<i>Y13 – Personal Investigation – Issues explored within their personal projects / study. E.g. Gender, Identity, etc.</i>	<i>Y13 – Personal Investigation – Authenticity and self-expression of using a variety of techniques / processes / media</i>	<i>Y13 – Externally set assignment / Exam - Issues explored in Externally Set Theme</i>	<i>Y13 – Externally set assignment / Exam - Issues explored in individual responses to Externally Set Theme</i>		
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>Y13 – Personal Investigation – Critical thinking and discussion about personal study</i>	<i>Y13 – Personal Investigation – Presenting practical work in group critiques and offering insights into each other's work</i>	<i>Y13 – Externally set assignment / Exam - Researching a variety of photographers from different social settings</i>	<i>Y13 – Externally set assignment / Exam – Responses to variety of photographers from different social settings. Display and exhibition of students' work</i>		



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cultural	<ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	<i>Y13 – Personal Investigation – Exploration of the work of photographers / artists. Extend and share cultural knowledge. Accepting and respecting differing opinions.</i>	<i>Y13 – Personal Investigation - Responding and respecting other cultures and articulating their thoughts about a broad range of photographers</i>	<i>Y13 – Externally set assignment / Exam - Appreciating each other’s work in Student Gallery and willingness to show respect for differing viewpoints</i>	<i>Y13 – Externally set assignment / Exam - Respond positively to photographic opportunities</i>		

NOTES

Spiritual

Students concepts are often personal and heart felt and therefore encourage self-reflection, and a sense of enjoyment and discovery about themselves. Students are given opportunities to be creative and combine complex ideas together.

Moral

Encouraging students to reflect on issues within photographers’ / artist’s lives and issues. Authenticity and self-expression.

Social

Students discuss their own work and that of others, in a supportive environment. They will critique their peers in a positive light, and appreciate others’ work. This will help each other develop skills, knowledge and understanding of Photography / Art.

Cultural

Appreciation of other cultures is at the heart of this subject, exploring, extending knowledge, recognising, valuing other cultural influences. Students are given the chance to make personal links to their own ideas in this process.