



Diversity in Art and Design

Key Area	Evidence and Next steps
<p>1. Creative and high quality artistic expression is exemplified with reference to a range of art forms from diverse ethnic backgrounds</p>	<p>Year 1: Jungle art, Katsushika Hokusai (Japanese artist) Year 2: ancient art from different cultures Year 3: Albrecht Dure (German painter who focused on the Renaissance) Year 4: Rosa Bonheur (French female artist), art deco (Ancient Egyptian art, Aztec art, Europe, USA, Tamara de Lempicka; Polish female artist), Pierre-Auguste Renoir Year 5: Salvador Dalí (Spanish artist), architecture from around the world & over time, American pop-art Year 6: Henri Matisse (French artist), cultural tradition in art (Indian folk art & Richard Kimbo; African folk artist),</p>
<p>2. Images and artefacts are related to their cultural contexts so pupils understand the ideas, beliefs and values behind their making.</p>	<p>Within History lessons, children are exposed to artefacts from different cultures and ages. They explore the markings on the artefacts to infer meaning, ideas and beliefs behind their making. Year 1: The Battle of Hastings Year 3: The Stone Age, The Bronze Age, The Roman Empire Year 4: The Anglo-Saxons, The Ancient Egyptians Year 5: The Ancient Greeks, The Maya Year 6: The Tudors</p>
<p>3. The development of artistic ideas and products are all shown to be influenced by different traditions.</p>	<p>This will be covered by ensuring each class covers a diverse range of artists from different cultures, religions and genders.</p>
<p>4. Pupils are taught to recognise how images and artefacts can influence the way people think and feel.</p>	<p>Children are taught about the emotion behind individual artworks e.g. Milestone 1: In the jungle (animal focus), Portraits (facial expressions), In the dark of night (shades, setting and brushstrokes), Ancient art (facial expressions). Milestone 2: Abstract art (colour and shape), Symbolism, Art deco (female independence and empowerment), impressionism Milestone 3: Surrealism, Pop art (repetition and use of mundane objects), Amazed by architecture (how different buildings make you feel), Cultural tradition in art (using images to tell a story)</p>



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5. Differences and similarities in the work of artists, crafts people and designers in different times and diverse ethnic backgrounds are explored. (NC KS1)	Within each unit of work, teachers are provided with a range of artists from different times and ethnic groups to explore with their classes. Teachers can use these artists' artwork to study with the children and find similarities and differences.
6. <u>The roles and purposes of artists, craftspeople and designers in different times and cultures are explored.</u> (NC KS2).	Within each unit of work, teachers are provided with a range of artists from different times and ethnic groups to explore with their classes.
7. <u>Shared human values are shown to</u> be reflected in different artistic traditions.	By exposing the children across all year groups to artists from a range of ethnic backgrounds, ages and cultures, children are taught to value and respect different traditions. The Art curriculum at Basildon is designed to cover a wide variety of artistic traditions through time.
8. Visiting artists from diverse ethnic backgrounds representing contemporary as well as traditional influences, are used.	A pupil's parent, who is an expert mindfulness photographer, ran a workshop with the Year 6 children on woodland photography, which will be displayed in the annual Art Exhibition. A pupil's parent, who is an expert textiles artist, ran a session with the Year 4 pupils on Batik art, specifically, creating their own cushions in the style of Batik. The work will be displayed in the annual Art Exhibition.
9. Artistic traditions of significance to pupils, their families and communities are valued and used appropriately and sensitively	Parents who are professional artists are welcomed into the school to run sessions with the pupils. Next steps: Encourage children from different cultural backgrounds and religions to become the expert in class and show photographs/ bring in artwork belonging to their traditions to be explored in class.
10. Pupils are encouraged to develop their own sense of identity and to explore contemporary social issues of concern through art.	During reflection time, the children use their school journals to record how they are feeling. This can take any form, including art. Next step: Providing more time in class for children to explore art as a way of catharsis. For example, 5 minutes in a lesson to draw how they are feeling, use colours to show their emotion etc.