

Diversity Audit Tool

Subject ART & DESIGN	Subject leader B. HUNTER
Indicators of Good Practice	Evidence
<p>Creative and high quality artistic expression is exemplified with reference to a range of art forms from diverse ethnic backgrounds</p>	<p>Art Mediums: Painting, Sculpture (Clay, Paper and Modroc) Drawing, Mixed-Media, Architecture, Print making, Mosaic, Design, Batik, Collage, Craft,</p> <p>Art Movement: Impressionism (Rec, Y5), Abstract, (Rec, Y1), Modern Art, Pop Art (Y3), Naïve Art (Y6), Dadaism (Y2), Romanticism (Y4)</p> <p>Artists: Zaha Hadid – (Muslim woman born in Baghdad, Iraq) Elizabeth Catlett – (African American feminist) Stephen Wiltshire – (Caribbean heritage, autism savant)</p>
<p>Images and artefacts are related to their cultural contexts so pupils understand the ideas, beliefs and values behind their making.</p>	<p>Victorian London compared to current day – Photography / artefacts – Y2 Origins of Batik (Indonesian technique of wax resistant dying) – Y2 Autism, mutism and memory sketches – Stephen Wiltshire – Y2 Stone Age Cave Paintings – Y3 Greek Pottery/ Vases , Greek Temples and Architecture – Y4 Roman Mosaics, Roman Architecture – Y4 ‘The Peak’ – Zaha Hadid – Y5 Industrial Britain – L.S Lowry -Y6 Race and Feminism – Elizabeth Catlett – Y6</p>
<p>Pupils are taught to recognise how images and artefacts can influence the way people think and feel.</p>	<p>Often, sections of artworks are presented in a way that allows children to form hypotheses about their meaning before seeing the whole. At other times, two or more visuals are presented to allow children to compare and contrast the works of art, prompting conversations about a given issue.</p>

<p>The roles and purposes of artists, craftspeople and designers in different times and cultures are explored.</p>	<p>Zaha Hadid (1950-2016) Baghdad, Iraq Elizabeth Catlett (1915-2012) African American Stephen Wiltshire (1974 – present day) African American</p> <p>Time Periods: Stone Age (30,000BCE – 3,000BCE) – Prehistoric Cave paintings and engravings Egyptians – (3100BCE -300BCE) Hieroglyphics, Papyrus drawings, architectural monuments and sculptures. Ancient Greeks (776BCE-146BCE) - Greek Temple Architecture, Vases, Vessels and kraters. Sculptures, statues and paintings. Theatrical performances, masks and costumes. Romans (31BCE – 476CE) Sculptures, paintings and mosaics. Roman architecture, coinage, full statues and portrait busts. Vikings – Woodcarvings and metalwork including weaponry and ship timbers. Anglo-Saxons – Crafting including jewellery (brooches and beads) and instruments. Industrial Revolution – Romantism, Realism, Impressionism. Everyday (working class) people and life.</p>
<p>Differences and similarities in the work of artists, craftspeople and designers in different times and diverse ethnic backgrounds are explored.</p>	<p>Children are encouraged to acknowledge that every art form has its own vastness and depth that defines how it is created and the impact it has on the observer.</p> <p>Rec – (Impressionism) Piet Mondrian – French Y1 – (Abstract) – Wassily Kandinsky – Russian Y2 – (Dadaism) – Kurt Schwitters – German Y3 – (Arts and Crafts) – William Morris - British Y4 - (Arts and Crafts) - Peggy Bjerkhan – American Y5 – (Impressionism) – Claude Monet - French Y6 – (Naïve) – Elizabeth Catlett – African American</p>
<p>Pupils are encouraged to develop their own sense of identity and to explore contemporary social issues of concern through art.</p>	<p>During sketchbook work, children are encouraged to explore their own identity and individualisation through presentation and creativity. Due to their expressive nature and the possibility of multiple interpretations, works of art allow for conversation from a variety of points of view, experiences and different ways of learning. Contemporary artists address social, religious, political and cultural issues, providing a framework for exploring challenging and difficult subjects.</p>