



FLOURISHING ART

A guide to our arts exhibition
at Coventry Cathedral

EYFS

KS1

KS2

KS3

KS4

SIXTH
FORM

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Flourishing art competition

Teacher Information and Introduction

Johan Galtung – the Grandfather of the Peace Building world – taught us to consider the difference between Positive Peace and Negative Peace.

Positive Peace – according to Galtung – goes beyond simply ending violence. It is about enabling you -and your community to thrive, not merely survive.

Creating this piece of art – as individuals, as a class, or whole school is a vehicle to explore all the conditions, aspects or ingredients that we need to flourish.

Research shows that resilient peace requires systems, structures and relationships that enable long-term wellbeing.

How does flourishing contribute to sustainable peace in my school community?

- It strengthens social cohesion: When people feel secure, valued, and connected, they are less vulnerable to division and manipulation.
- It reduces grievances: Opportunities and inclusion reduce the drivers of conflict.
- It builds resilience: Flourishing communities can better withstand future shocks.
- It promotes agency: Pupils and staff become active participants in shaping their future.

What areas could we explore in school?

1. Psychological wellbeing – How we feel inside
 - a. Having hope for the future
 - b. Sense of meaning
 - c. Trauma healing
 - d. Emotional resilience
2. Social Wellbeing – How we get along with others
 - a. Trusting each other
 - b. Having supportive friends and communities
 - c. Feeling part of a group again
 - d. Making sure everyone is included
3. Civic and Political Wellbeing – Having a say
 - a. Being able to take part in decisions
 - b. Fair rules and just systems

- c. Leaders who care for people
 - d. Protection of our rights
4. Cultural and Spiritual Wellbeing – Valuing identity and beliefs
- a. Respecting different cultures and religions
 - b. Having space to be who we are
 - c. Talking and understanding when we encounter different identities and beliefs
 - d. Protecting cultural stories
5. Environmental Wellbeing – Looking after our planet.
- a. Using natural resources responsibly
 - b. Being able to impact climate change
 - c. Living in clean, safe environments





ART LESSON IDEAS

 EYFS KS1 KS2

1. Feeling OK Inside

Main teaching activity:

“My Safe Place” Mixed-Media Collage

Pupils create a collage of a place where they feel calm, safe, or happy. This will allow children to explore emotional wellbeing in a gentle, visual way.

Resources needed:

magazines, tissue paper, pastels, coloured paper, bubble wrap, sandpaper, glue, scissors.

Curriculum Links:

- Creative use of materials
- Developing texture, shape, and colour techniques
- Expressing ideas and feelings through artwork

2. Getting Along With Others

Main teaching activity:

“Our Flourishing Class” Group Mural. This will show inclusion, diversity and teamwork in a visual form.

Pupils create a mural of a garden including words that explore flourishing and belonging – see example below

Resources needed:

Colour sugar/cartridge paper, felt pens, watercolours, sand or other texture. Optional stamps, paints, pattern tools.

Curriculum Links:

- Collaborative art-making
- Understanding how art can express relationships and community
- Exploring patterns and lines

3. Having a voice

Main teaching activity:

“My Voice, My Poster” Printmaking. This is a fun introduction to agency and self-expression.

Children design posters showing something that matters to them at school (kindness, fairness, safety). They use simple printmaking (potato prints, foam tiles) to make bold, repeatable designs.

Resources needed:

printing ink, paint, foam sheets, potatoes, rollers, card.

Curriculum Links:

- Printmaking techniques
- Designing and creating purposeful artwork
- Exploring how artists use art for communication (e.g., protest art, posters)

4. Respecting Cultures and Beliefs

Main teaching activity:

“Pattern Stories from Around the World”. This activity will encourage respect and curiosity about diversity.

Study simple patterns from a few different cultures (e.g., Adinkra symbols, Islamic tiles, Aboriginal dot painting). Pupils then create their own pattern artwork telling a story about themselves.

Resources needed:

paint, pens, pattern templates, natural objects for printing.

Curriculum Links:

- Learning about artists and cultural art traditions
- Creating pattern and shape
- Developing cultural understanding through art

5. Caring for the Environment

Main teaching activity:

“Nature Guardians” Recycled Art Sculptures. This activity will make environmental care active, hands-on, and fun.

Children collect clean recyclable materials (bottle tops, cardboard, fabric scraps) and build eco-inspired mini sculptures — animals, trees, habitats, or imaginary “guardians of nature” beasts.

Resources needed:

recycled items, glue, tape, paint

Curriculum Links:

- 3D form and sculpture
- Using materials sustainably
- Learning about environmental artists (e.g. Andy Goldsworthy)

KS3

KS4

ART LESSON IDEAS

1. Feeling OK Inside

Main teaching activity:

“Inner Landscapes” – Abstract Painting Inspired by Emotions

Students explore how colour, shape, and composition can express emotional states.

They create an abstract painting that represents a journey from conflict/stress to calm/healing.

Possible stimuli: Mark Rothko, Hilma af Klint, Kandinsky, Emma Kunz.

Techniques: colour theory, layering, glazing, blending, expressive mark-making.

Curriculum Links:

- Developing personal ideas and using creative approaches
- Experimenting with colour, composition, and abstraction techniques
- Researching relevant artists and analysing how meaning is conveyed
- Reflecting on and refining work

2. Getting Along With Others

Main teaching activity:

“The Art of Connection” – Collaborative Drawing Installation

In groups, students create large-scale interconnected drawings, where each piece visually links to another through lines, patterns, or repeated motifs.

Final work forms a wall-sized network symbolising community and belonging.

Possible stimuli: Chiharu Shiota (thread installations), Keith Haring (community murals), Bisa Butler (community narratives).

Techniques: continuous line drawing, mixed media, collaborative composition.

Curriculum Links:

- Working collaboratively and understanding art’s social impact
- Exploring line, form, repetition, and connection
- Learning how artists use art to strengthen

3. Having a voice

Main teaching activity:

“Personal Voice Portraits” – Photomontage or Digital Art

Students create portraits that show their “voice” — their values, beliefs, and ideas for making the world fairer.

Layers may include photography, text, drawing, digital manipulation, or collage.

Possible stimuli: JR (Inside Out Project), Barbara Kruger, Shirin Neshat (calligraphy + portraiture)

Techniques: photomontage, digital layering, mixed media, annotating with text.

Curriculum Links:

- Critical understanding of political and cultural influences on art
- Exploring identity through portraiture
- Using digital and mixed-media techniques to communicate personal meaning

4. Respecting Beliefs and identity

Main teaching activity:

“Identity Patterns” – Cultural Pattern Research & Creative Hybrid Design

Students research visual patterns from two or more world cultures (e.g. Islamic geometry, Kente cloth, Māori carving, Celtic knots).

They create a hybrid pattern that expresses their own identity or story.

Possible stimuli: El Anatsui, Lubaina Himid, Yinka Shonibare, Islamic tile artists.

Techniques: symmetry, repeated motifs, block-printing, digital pattern creation.

Curriculum Links:

- Studying diverse artistic traditions
- Developing drawing and pattern-making skills
- Understanding how art expresses identity and culture

5. Caring for the planet

Main teaching activity:

“Future Worlds” – Eco Sculpture or Installation

Students use recycled or found materials to create sculptures representing a hopeful future world — a peaceful landscape, sustainable city, or rewilded environment.

Possible stimuli: Andy Goldsworthy (nature sculpture), El Anatsui (recycled materials), Olafur Eliasson (climate installations)

Techniques: construction, assemblage, modelling, wirework, installation design.

Curriculum Links:

- 3D form, materials exploration, and construction techniques
- Reflecting on environmental themes in contemporary art
- Creating purposeful, conceptual work