



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

Explore with pupils the places where they feel calm, safe, or happy. Encourage them to think about when they are on their own and when they are with others.

Pupils create a collage of these places. This will allow children to explore emotional wellbeing in a gentle, visual way.

Resources needed:

Colour - magazines, tissue paper, pastels, coloured paper
Textures - 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.

Explore what makes for a ‘peaceful’ classroom – not just a quiet one. Encourage pupils to reflect on how they work together, the different characters and skills that make up the whole class.

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, fun, sports, drama club, lunchtime!). These could be displayed around school. 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 – using colour to reflect who they are and both individual and connecting shapes

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 will need to collect clean recyclable materials (bottle tops, cardboard, fabric scraps)

Explore and build eco-inspired mini sculptures – animals, trees, habitats, or even junk-modelled imaginary “guardians of nature”.

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