

## Catholic Social Teaching in Art

	KS3	KS4	KS5
<b>Human Dignity</b> <i>All created in the image and likeness of God</i>	Artists are used from a range of cultures and backgrounds. Year 8 – Portrait project. Year 9 – I, Me, Mine project. Students begin to learn to interpret art work from their own perspective.	Portrait project – Evolves in the theme Public and Private where students explore topics such as social media, mental health and inner feelings.  Deep questioning of the context of work in relation to human issues is explored in all GCSE topics.	Boundaries project – mental health, social media. Also discussed when looking at relevant artists/photographers. Personal project allows them to explore their own concept in depth.
<b>The Common Good</b> <i>Whatever is needed for each person to flourish</i>	Peer and self-assessment. Pupils are given the opportunity to make positive comments through group critiques. Also discussed when looking at relevant artists.	Through Peer and self-assessment, pupils are encouraged to make positive comments about each other’s work and promote constructive advice. Students are encouraged to consider the deeper meaning of images, and develop individual work that has meaning.	Boundaries project – mental health, social media. Also discussed when looking at relevant artists/photographers. Personal project allows them to explore their own concept in depth. Societal expectations often looked at.
<b>Solidarity</b> <i>Not just doing things for other people but acting with them to build a more just world together</i>	Peer and self-assessment. Pupils are given the opportunity to make positive comments through group critiques. Year 7 - Multi-cultural project. Also discussed when looking at relevant artists.	Through Peer and self-assessment. Issues explored in Public and Private – relationships, self-image. Still-life – Consumerism. How objects link to the human condition. Environment – Conflict, war, links with nature, mental illness	Discussed when looking at relevant artists/photographers.
<b>Participation</b> <i>People have a right and duty to take part in shaping a more just and human society</i>	Year 7 - Multi-cultural project. Students engage with a range of images and artefacts from different contexts. Pupils should gain an understanding of the varied characteristics of different cultures.	Issues explored in the Conflict/Environment project lead to personal outcomes that show an understanding of these themes and the impact these issues have on society.	Group critiques. Boundaries project – mental health, social media. Also discussed when looking at relevant artists/photographers. Personal project allows them to explore their own concept/issue in depth.

			Societal expectations/issues often looked at.
<b>Subsidiarity</b> <i>As far as possible, decisions should not be taken at the highest levels but by the people who are most affected</i>	Students in all Key stages interpret art work from their own perspective and develop individual responses, articulating intentions both visually and through annotations, collecting visual resources for their own development. Also discussed when looking at relevant artists.	Students take charge of their own learning. Each project is teacher lead at the start, then pupils choose their own area to explore further through insightful investigation. They develop empathy and an understanding of how to use symbolism in their work.	Students take charge of their own learning early on, developing work through insightful investigations of the work of other artists.
<b>Stewardship of Creation</b> <i>We are called to care for creation as stewards, not just as consumers</i>	Year 7 – Observational drawing from natural forms to develop an understanding of the formal elements of Art. Also discussed when looking at relevant artists.	Students develop awareness of various issues in each project. They are taught to consider the deeper meaning in all imagery and artistic creations, and consider how it impacts their view of the world. Still-Life, Environment, Portrait all cover this.	Discussed when looking at relevant artists/photographers. Can be explored through their personal projects.
<b>Rights and responsibilities</b> <i>When one person has a right, others have a responsibility to uphold that right</i>	Evidenced through good classroom management. Teachers encourage students to respect each other, the equipment and the school environment. Also discussed when looking at relevant artists.	Developing an understanding of deeper worldwide issues are evident in all project themes.	Group critiques. Discussed when looking at relevant artists/photographers.
<b>Option for the poor</b> <i>To choose to consider the needs of the poorest and most vulnerable people first</i>	In discussion when looking at relevant artists.	Issues covered in topics – War/Conflict/Event Public and Private Teenage Angst/Still-life	Discussed when looking at relevant artists/photographers.