

Catholic Social Teaching in Art

	KS3	KS4	KS5
Life and Dignity of the Human Person <i>All created in the image and likeness of God</i> 	Students taught to show respect for others and their work. Students develop aesthetic appreciation of the work of creatives. Portraits of others and self, emphasising the value of every person.	Students taught to show respect for others and their work. Students develop aesthetic appreciation of the work of creatives. Study and appreciation of work of creatives from diverse backgrounds.	Students develop aesthetic appreciation of the work of creatives. Portraits of others and self, emphasizing the value of every person. Diversity in the personal investigation topics chosen by students and contextual references to the work of individual artists.
Call to family, community and participation <i>Whatever is needed for each person to flourish</i> 	Prayer at the start of lessons.	Prayer at the start of lessons.	Prayer at the start of lessons.

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Solidarity and the common good <i>Not just doing things for other people but acting with them to build a more just world together</i> 	Group work, producing collaborative ideas and outcomes.	Peer assessment and support of each other's ideas within their independent project. Sharing good practice within peer work.	Group tutorials where students share their work with their peers, discuss their ideas in their Personal Investigation and peers respond with feedback, suggestions of what else the student may consider when progressing the journey of their project.
The dignity of work and the rights of workers <i>As far as possible, decisions should not be taken at the highest levels but by the people who are most affected</i> 	Students make decisions about their own work when reviewing and refining ideas and outcomes. Individuality is encouraged.	Students make decisions about their own work when reviewing and refining ideas and outcomes. Individuality is encouraged. Students choose the focus of their independent project. They research artists of their choice and use the teacher as a resource rather than the teacher making decisions for them.	The Personal Investigation focus is chosen by each individual student. The teacher is used as a resource for them to bounce ideas off rather than the teacher directing exactly what they do. Work targets are discussed between student and teacher and are tailored to the individual.

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Stewardship of God's creation <i>We are called to care for creation as stewards, not just as consumers</i> 	Students foster awe and wonder in the aesthetics of the natural world. In Year 7 students create work inspired by sea forms. In Year 8 students focus on Flora and Fauna. In Year 9 students study the Human Form. All of the above are God's creations. Upcycling and recycling of disposable materials e.g. card packaging to create artworks.	In 3D Design students create sculptural forms from recycled materials. Students are exposed to a range of natural forms in Fine Art and 3D Design. They observe these forms appreciating their detail. They translate their observations into artworks that capture the beauty of the forms.	In their Personal Investigations, A level students observe and respond to issues relating to the human form and environments.

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Rights and responsibilities <i>When one person has a right, others have a responsibility to uphold that right</i> 	Encouraging students to take responsibility through volunteering to support with giving out and collecting materials and work, showing respect for the work of others and for school property. How to behave in a practical setting. In order to allow everyone to learn and achieve. Reflection Exercises: How to behave in a task which supports the rights of others. Health and safety considerations: keeping oneself and others safe within the lesson by following rules regarding safe use of equipment and materials.	Reflection Exercises: How to behave in a task which supports others' rights. Health and safety considerations: keeping oneself and others safe within the lesson by following rules regarding safe use of equipment and materials. The whole group are trained how to look after equipment and materials, and they work collaboratively to maintain order in the classroom. Everyone has a right to be listened to and respected when discussing their work.	Everyone has a right to be listened to and respected when discussing their work. Health and safety considerations: keeping oneself and others safe within the lesson by following rules regarding safe use of equipment and materials. The whole group are trained how to look after equipment and materials, and they work collaboratively to maintain order in the classroom.

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Option for the poor and the vulnerable <i>To choose to consider the needs of the poorest and most vulnerable people first</i> 	All students are treated equally. Art clubs provide opportunities for those who cannot afford art materials to extend their artistic experiences and to complete homework.	All students are treated equally. Art clubs provide opportunities for those who cannot afford art materials to extend their artistic experiences and to complete homework.	All students are treated equally. Art clubs provide opportunities for those who cannot afford art materials to extend their artistic experiences and to complete homework.