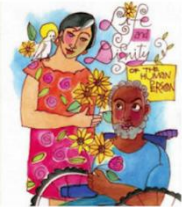





## Catholic Social Teaching in Art

	KS3	KS4	KS5
<p><b>Life and Dignity of the Human Person</b></p> <p><i>All created in the image and likeness of God</i></p> 	<p><b>Year 7</b> – Romero Crosses – cross-curricular project with RE in Term 2.</p> <p>Students learn about Oscar Romero and how he was an advocate for the community of San Salvador. He stood against oppression and died for the cause becoming a martyr. He supported the poor and vulnerable in the community despite facing pressure from the corrupt government.</p> <p><b>Year 8</b> - Cultural studies celebrating different ways of living across the globe</p> <p>Different ways of “drawing” (mark-making) in Aboriginal culture</p> <p>Honouring the deceased via studying Mexican “Day of the Dead” culture</p>	<p><b>GCSE Art</b></p> <p>Identity explored within students' portfolios. We look at Artists such as Frida Kahlo that have suffered traumatic experiences and adversity in their lives and overcome it via the creative process</p> <p>Self-portraiture encourages students to express their unique identity. They explore topics such as the effect of social media on mental health.</p>	<p><b>Identity</b> is deeply explored through self-portraiture and the use of symbolism to fully explore what it is to be human. This includes research on the ways of life of different cultures.</p> <p>Students are encouraged to keep small sketchbooks as visual diaries which express their place in the world.</p>

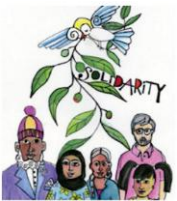


## Catholic Social Teaching in Art

	KS3	KS4	KS5
<p><b>Call to family, community and participation</b></p> <p><i>Whatever is needed for each person to flourish</i></p> 	<p>The department enters many external exhibitions e.g. The John Downton exhibition (county hall Maidstone) which is enjoyed by the local community.</p> <p>Celebrate cultural diversity such as work based on the Sikh temple, Gurdwara.</p> <p>The department celebrates the importance of religion in bonding communities.</p> <p>Attending and participating in the school's wider events, cultural day and colour run.</p>	<p>Students are encouraged to work collaboratively on large scale sectioned pieces of famous political paintings such as Guernica by Picasso.</p>	<p>Students are taught to analyse and evaluate works of art in depth and context. E.G. Salvador Dali's propaganda painting "The Metamorphosis of Narcissus" expressing him as a conscientious objector during the Spanish civil war.</p> <p>Exploring students' personal individual spirituality through self- identity portraits.</p>

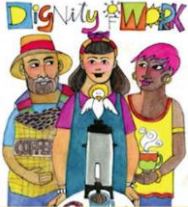


## Catholic Social Teaching in Art

	<b>KS3</b>	<b>KS4</b>	<b>KS5</b>
<p><b>Solidarity</b></p> <p><i>Not just doing things for other people but acting with them to build a more just world together</i></p> 	<p><b>Year 7/8 Art</b></p> <p>Students are taught to value and respect the artwork of others which is celebrated around the art loft. Students are very proud when their work is displayed in group exhibitions. A sense of solidarity and community is encouraged via exhibiting work.</p> <p>The Oscar Romero project exemplifies how one person with a strong sense of justice changed the world.</p>	<p>Through peer and group assessment deeper bonds and respect for the views of others is encouraged.</p> <p>Liturgical art is a whole scheme of work and students have artwork displayed during masses throughout the liturgical year.</p>	<p>Due to the open plan nature of the art loft older students not only act as a role model for younger students but also support in lessons.</p> <p>High quality work is on display around the chapel. One of our students won the KCSP art competition and her work was celebrated at the annual KCSP mass at Aylesford.</p>




## Catholic Social Teaching in Art

	<b>KS3</b>	<b>KS4</b>	<b>KS5</b>
<p><b>The dignity of work and the rights of workers</b></p> <p><i>As far as possible, decisions should not be taken at the highest levels but by the people who are most affected</i></p> 	<p>Through studying Oscar Romero and different cultures students learn about equality for all.</p>	<p>Students are always encouraged to express their beliefs and ethics. Group discussions are directed to include the rights of all workers.</p> <p>AQA always includes a political question which inspires some students.</p>	<p>Students are taught how to visually brainstorm ideas and concepts via mind maps.</p> <p>Ethical discussions always take place around student responses to different themes.</p> <p>The art department prides itself on the diverse range of mature ideas expressed through outcomes.</p>

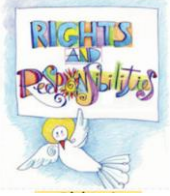


## Catholic Social Teaching in Art

	KS3	KS4	KS5
<p><b>Care for God's creation</b></p> <p><i>We are called to care for creation as stewards, not just as consumers</i></p> 	<p><b>Year 7/8 - Art</b> – Cultural studies</p> <p>Students study a variety of different cultures and their Art. Many of the cultures studied have direct links to the environment around them. The aboriginal art unit we look at their link to nature and the world around them.</p> <p>Growth and Renewal project celebrates nature.</p> <p><b>Year 7 – Growth and Renewal</b></p> <p>Students look at the natural world and learn how to appreciate the beauty around them. They do this by many means such as scrutiny of natural forms and natural objects. We have a specific SOW that relates to spring and new life/resurrection.</p>	<p><b>“Inspired by Nature”</b> is a key theme for GCSE art.</p> <p>The art loft has an extensive collection of plants, taxidermy animals and shells for students to observe and be inspired by.</p> <p>Visit to the Powell Cotton teaches students about the history of taxidermy and how it educated the world prior to the opening of zoos.</p>	<p>Students work intensely from still-lives of natural forms.</p>

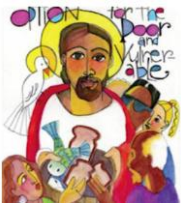


## Catholic Social Teaching in Art

	<b>KS3</b>	<b>KS4</b>	<b>KS5</b>
<p><b>Rights and responsibilities</b></p> <p>When one person has a right, others have a responsibility to uphold that right</p> 	<p><b>Identity project</b> asking students to consider whether they are good citizens.</p> <p>Thematic projects about “Who am I” and what is my place in the world.</p>	<p><b>Creative Media Level 2</b> – Legislation and laws</p> <p>Students study various laws and acts that link to the publication of Media products. For example, the Discrimination Act and ensuring that workplaces are abiding by these laws. Health and Safety Act and ensuring workers are protected in the workplace. Looking at copyright law and product rights.</p> <p>During tidying up the students all have responsibilities and know that they all have to contribute.</p>	<p><b>Creative Media Level 3</b> – Legislation and laws</p> <p>Students study various laws and acts that link to the publication of Media products. For example, the Discrimination Act and ensuring that workplaces are abiding by these laws. Health and Safety Act and ensuring workers are protected in the workplace. Looking at copyright law and product rights.</p>



## Catholic Social Teaching in Art

	<b>KS3</b>	<b>KS4</b>	<b>KS5</b>
<p><b>Option for the poor and the vulnerable</b></p> <p><i>To choose to consider the needs of the poorest and most vulnerable people first</i></p> 	<p><b>Year 7/8</b> – Romero Crosses – cross-curricular project with RE in Term 2.</p> <p>Students learn about Oscar Romero and how he stood for the community of San Salvador. He stood against oppression and died for the cause becoming a martyr. He supported the poor and vulnerable in the community despite facing pressure from the corrupt government.</p>	<p>Students are encouraged to design Christmas card which are sold for CAFOD</p>	<p>Students are encouraged to design Christmas card which are sold for CAFOD</p>