

How does the study of Art and Design at St. Bede's reinforce Catholic Social Teaching?

Human Dignity

celebrating diversity and the strength it gives us as we come together to seek justice for all

Through their study of portraits in Year 3, pupils learn about facial proportion and similarities, differences and beauty present in human faces. In exploring why portraits are often commissioned, they develop an awareness of how diversity and strength are celebrated. By learning about Picasso and the evolution of his art, pupils come to understand how some artists took risks and broke rules in order to express themselves as individuals.

Through their study of Native American Art (Year 5) and Japanese Art (Year 6), pupils learn about the diverse art forms, practices, beliefs and cultures of societies other than their own. They learn about how art is a way to preserve the dignity and history of those whose traditional ways of life are threatened or undergoing change. They consider the equal value of indigenous or folk art when compared against the works of master artists.

The Common Good

following Jesus' example of ensuring that quieter voices are heard so that every one of us, and our Mother Earth, may flourish

In studying Environmental Art (Year 3), pupils learn about how artists use installations and work alongside charities to draw attention to issues and communicate social agendas. They consider why some artists choose not to show their work in galleries, and how this makes art accessible for more people. When considering the question, 'What is the purpose of art?', pupils may consider how art serves the common good.



Participation

working together to confront the problems of our world and seek solutions, and speaking out boldly for others when it is right to do so

Through their study of Environmental Art in Year 3 and Graffiti in Year 4, pupils learn about how art is used to highlight the problems of our world and call people to action. They explore how art can transform environments, make bold political statements and spark debate. Pupils may consider how some artists collaborate with other artists, craft-makers and galleries to realise their vision.



Subsidiarity

believing that local communities have the power to influence changes around the globe



In learning about Environmental Art (Year 3) and Graffiti (Year 4), pupils explore how individual, and sometimes even anonymous, voices can have a large impact. In studying Robert Wyland's 'Whaling Walls' (Year 3) and the work of renowned street artist, Banksy, (Year 4), pupils will come to appreciate how art can 'make waves' and raise awareness with the support of the media.

Stewardship

hearing the cry of the Earth and the cry of the poor and responding to it

Through their study of architecture and the work of Antoni Gaudí in Year 3, pupils learn about the importance of preserving the world's unique beauty—in particular World Heritage Sites. They learn about how nature can inspire artists, including Gaudí, and therefore come to further appreciate the value of the natural world.

When learning about Environmental Art (Year 3), pupils explore how artists hear the cry of the Earth and strive to promote care for its creatures through their work. Pupils respond to their own concerns around ocean pollution and use their own art to raise awareness of this growing problem.

Through their study of landscapes in Year 4 and Impressionism in Year 6, pupils will observe closely the true beauty of the natural world. In learning about J.M.W. Turner, the 'painter of light', Year 4 pupils will explore how artists go to great lengths to capture what nature looks and feels like.

Solidarity

uniting as individuals, families, communities and nations to make a stand for what we believe in

In studying Native American Art in Year 5, pupils consider how individuals, families and communities unite to preserve their culture and history through art forms such as Ledger Art. They learn about how artists today keep traditional art forms alive and live in solidarity with their ancestors.



Promoting Peace

finding ways to build peace in places where conflict, war and violence are happening

Through their study of stained glass in Year 5, pupils learn about the work of Marc Chagall and, most notably, his 'Window of Peace and Human Happiness', which is situated in the United Nations building in New York. They learn how it is inspired by the Bible passage, Isaiah 9:1-7, and how art and religion are linked by values such as truth and peace. Pupils also explore the beauty of Islamic Stained Glass, which provides the opportunity to learn about other faiths that share the Christian value of peace and the work of people around the world who may be living in places of conflict.

In learning about War Art (Year 6), pupils examine why war artists are commissioned – how their work can raise awareness of conflict situations and record the damaging effects of war and violence.



*At St. Bede's, we agree that artists, designers, architects and craft makers of every discipline **are the custodians of beauty, heralds and witnesses of hope for humanity.***

(Pope Francis, 2016).