

De Lisle College Curriculum

“Rooted and grounded in Love”.

Art and Design



Intent – ‘**Rooted** and grounded in Love’

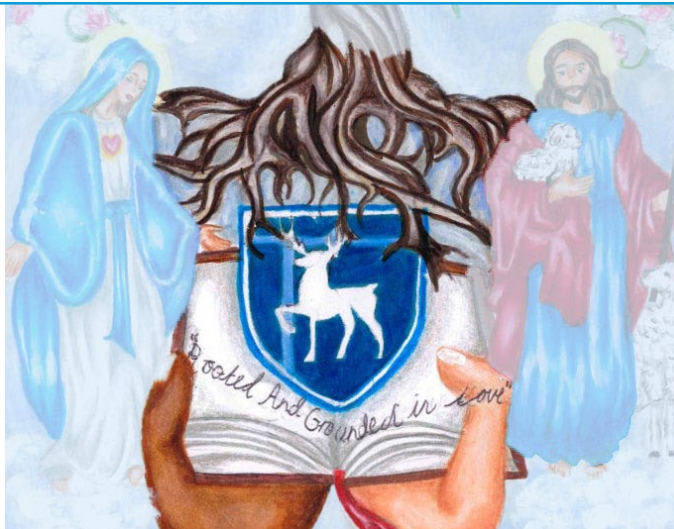
Intent – Rooted

The Art and Design department is committed to delivering a curriculum that ensures all students experience art in a way that develops both declarative and procedural knowledge. This approach encourages independent thinking, innovative problem-solving, creativity, and resilience—fostering transferable skills that extend beyond the subject of art and design.

At the heart of our curriculum is the belief that every student is an artist with the capacity to communicate ideas, emotions, and perspectives in powerful, creative ways. Rooted in the principles of Catholic education, we nurture each student's God-given talents, fostering dignity, self-expression, and appreciation for the richness of diverse cultures and traditions.

Students are able to appreciate the diverse world of art and design and have an understanding of its rich cultural role. Students have opportunities to delve into the historical, societal, and global contexts that shape artistic expression, gaining an appreciation for the ways in which art and design influence and reflect human experience.

Students develop the knowledge and vocabulary to articulately discuss the subject, fostering a deeper connection to the cultural significance of artistic movements and styles. By the end of KS3, students emerge not only with technical competence in core art-making processes, but also with the ability to communicate visually in ways that are personally meaningful and culturally informed.



Art and Design

Year 7



Curriculum Outline

Link to Catholic Social Teaching:

This project supports the Dignity of the Human Person by encouraging students to express their individuality and creativity as a reflection of their God-given talents. As students learn about various artistic traditions and visual cultures, they grow in Solidarity, developing an appreciation of cultural diversity. By working respectfully and thoughtfully with materials, students practise Stewardship, learning to use resources with care. Finally, the act of recording and presenting their own work in sketchbooks promotes Participation, recognising that every student's voice and perspective has value.

Advent	Artistic beginnings
Description	This project introduces students to the formal elements of art, such as line, tone, and colour, while also familiarising them with the works of famous artists. Students will learn to articulate their thoughts about art and will develop practical skills in handling various media. They will present their work in a sketchbook, fostering a sense of pride and ownership in their creative process. This project aims to build a solid base for their future artistic endeavours, encouraging both technical proficiency and creative expression.

Link to Catholic Social Teaching:

This project highlights Stewardship of Creation by helping students to connect with and appreciate the beauty and intricacy of the natural world. By reflecting on how artists have historically drawn inspiration from nature, students build Solidarity with global and historical communities who value the natural environment. As they develop their own interpretations, students also experience the Dignity of creating meaningful and respectful artwork that reflects their observations.

Lent

Natural forms

Description

Students will observe and respond to natural objects such as leaves, shells, and plants. They will explore line, texture, shape, and pattern through drawing, followed by experimentation with printmaking techniques. The project encourages a detailed and thoughtful approach to observation and introduces the idea of repeating pattern, abstraction and stylisation in response to nature.

Link to Catholic Social Teaching:

This project nurtures Solidarity by introducing students to diverse musical and visual traditions from across the world. The collaborative and interpretive nature of the work reinforces Participation, encouraging students to develop and share unique personal responses. By exploring how sound can be transformed into visual language, students also experience their creative potential and Dignity, as individuals able to respond artistically to shared human experiences.

Pentecost

Music

Description

In this project, students explore the connections between visual art and music. They will create abstract responses to sound using line, shape, and colour, and develop collages or mixed media pieces inspired by rhythm and musical structure. The project encourages imaginative thinking and allows students to express mood and atmosphere through non-representational forms.

Art & Design

Year 8



Curriculum Outline

Link to Catholic Social Teaching: This project connects strongly to Community and Participation, helping students reflect on the spaces and structures that shape our shared lives. Through studying and reimagining architectural forms, students recognise the significance of community spaces. Working with textiles or sustainable materials also encourages Stewardship, while reflecting on how environments are designed to serve human dignity fosters greater understanding of The Common Good.	
Advent	Architecture
Description	This project focuses on built environments and decorative design. Students explore architectural forms and cityscapes through drawing, then develop their ideas using textiles or other surface decoration methods. They study how pattern, shape, and structure interact in both historic and contemporary architecture and apply these insights in their own imaginative compositions.
Link to Catholic Social Teaching: This project supports the Dignity of the Human Person by recognising and celebrating each student's uniqueness. Through observation and reflection, students explore how the human face is a powerful site of identity and expression. Exploring a wide range of portrait styles and traditions cultivates Solidarity, while creating personal and peer portraits promotes Participation, affirming the value of every individual's story and presence.	
Lent	Portraits
Description	Students learn about the structure and proportion of the human face and how portraiture has been used across history to represent identity, status, and emotion. They develop their own portraits using a range of styles and approaches and are encouraged to reflect on how visual elements such as pose, colour, and background contribute to meaning in a portrait.

Link to Catholic Social Teaching:

This project connects to the Option for the Poor and Vulnerable, as students reflect on the overlooked significance of everyday objects and what they reveal about people's lives. By focusing on accessible items, students are reminded that artistic value is not limited to luxury or status. Through thoughtful observation and creative choices, they also express their individual Dignity, while discussions about consumerism and material culture promote Stewardship.

Pentecost

Still life

Description

Students will explore the still life genre using familiar, everyday objects. By closely observing, they develop technical skills in tone, form, texture, and colour. They are encouraged to reflect on the symbolism of objects, creating compositions that explore memory, personality, and value in the ordinary.

Art & Design

Year 9



Curriculum Outline

Link to Catholic Social Teaching: This project ties directly to Rights and Responsibilities by inviting students to reflect on food not just as a theme for pop culture but as a universal human right. It encourages discussions about abundance, waste, and access. Students also practise Stewardship by reusing materials and considering sustainability. By choosing themes and media that matter to them, students take active Participation in shaping visual responses to shared cultural experiences.	
Advent	Food
Description	Students explore food as both a subject and a symbol in art. They analyse how consumer culture, branding, and personal memories of food can be reflected in visual design. Using techniques such as painting, collage or textile construction, students create bold and playful outcomes with exaggerated colour and form.
Link to Catholic Social Teaching: This project is rooted in Call to Family, Community and Participation, highlighting how hands are symbols of care, connection, and labour. By exploring cultural uses of hand symbolism, students engage with Solidarity, gaining respect for diverse traditions and meanings. The focus on detailed observation also affirms the Dignity of the Human Person, encouraging students to see beauty and meaning in the human body and its role in creative and communal acts.	
Lent	Hands
Description	In this project, students study the human hand as both a subject of observation and a symbolic form. They explore how gestures, decoration, and hand motifs are used in different cultures and contexts to express meaning. Students produce detailed studies and personal artwork using drawing and mixed media.

Link to Catholic Social Teaching:

This project connects to Care for God's Creation by encouraging students to observe and reflect on the environments they inhabit, fostering a sense of respect and responsibility for shared spaces. By exploring how artists represent place and space, students engage with the Principle of Community, recognising the value of their local surroundings and how they contribute to collective identity. The emphasis on personal response and mixed media expression also supports the Dignity of the Human Person, affirming each student's unique perspective and creative voice in interpreting the world around them.

Pentecost

Our space our place our school

Description

In this project, students explore the theme of place through architecture, maps, and interior spaces. They investigate how environments shape experience and how artists represent space both realistically and abstractly. Through observational drawing, collage, and painting, students develop technical skills and produce personal mixed media artworks that reflect their connection to familiar surroundings.

GCSE Art & Design

Year 10



Curriculum Outline

Link to Catholic Social Teaching:

- **Dignity of the Human Person:** Encouraging students to express their individuality and personal experiences through art fosters self-worth and respect for others' identities and stories.
- **Community and Participation:** Collaborative projects and peer feedback sessions promote a sense of belonging and shared responsibility in the creative process.
- **Option for the Poor and Vulnerable:** Exploring themes and artists that highlight social justice issues helps students develop empathy and awareness of marginalized voices.
- **Rights and Responsibilities:** Students learn to use their creative voice responsibly, understanding the power of visual communication in shaping opinions and advocating for change.
- **Dignity of Work and the Rights of Workers:** Studying designers, artists, and craftspeople emphasizes the value of creative labour and the importance of fair treatment in the arts and textile industries.
- **Solidarity:** Art projects that explore global cultures and shared human experiences foster unity and a deeper understanding of our interconnectedness.
- **Care for God's Creation:** Using sustainable materials and exploring environmental themes in art and textiles encourages stewardship of the Earth.

Advent 1	Recording skills/ Refine use of media, tools and techniques	Advent 2	Sketchbooks' structure and organisation/ Assessment objectives/ Coursework theme introduction
Description	• Develop recording skills through drawing and painting from direct observation • Refine use of media, tools and techniques: this is dependent on the endorsement they are following	Description	• Develop understanding of the structure and organisation of sketchbooks and how to present work effectively • Develop understanding of the assessment objectives and how to meet them

	- Fine Art & Graphics: to include pencil crayon, acrylic paint and watercolour paint. Textiles: to include hand and machine stitching techniques, construction techniques and fabric pens/crayons - Create a range of studies/samples relevant to chosen endorsement including a study of an artist/designer/craftsperson		Introduce the coursework theme and produce initial record of ideas (mind-map, collage, observational studies...)
Lent 1	NEA theme/ Contextual studies/ Photography	Lent 2	Recording observations/ Sketchbook work
Description	- Explore the role and use of the NEA theme subject matter in the work of a range of artists - To learn effective ways to analyse and respond to critical and contextual materials including appropriate written annotations - Complete 2-3 contextual studies of artists/designers/craftspeople - Using photography to record ideas	Description	- Record observations and ideas relevant to intentions using a suitable range of tools, equipment, media and techniques relevant to the specification being followed - Work presented and annotated in sketchbook
Pentecost 1	Art media, tools and techniques	Pentecost 2	Experimentation
Description	Refine ideas using a range of resources, media and techniques including drawing and other techniques relevant to specification i.e. painting, photography and printmaking	Description	To refine ideas using a range of resources, media and fine art techniques including drawing, painting, photography and printmaking

GCSE Art & Design

Year 11



Curriculum Outline

Link to Catholic Social Teaching:

- **Dignity of the Human Person:** Encouraging students to express their individuality and personal experiences through art fosters self-worth and respect for others' identities and stories.
- **Community and Participation:** Collaborative projects and peer feedback sessions promote a sense of belonging and shared responsibility in the creative process.
- **Option for the Poor and Vulnerable:** Exploring themes and artists that highlight social justice issues helps students develop empathy and awareness of marginalized voices.
- **Rights and Responsibilities:** Students learn to use their creative voice responsibly, understanding the power of visual communication in shaping opinions and advocating for change.
- **Dignity of Work and the Rights of Workers:** Studying designers, artists, and craftspeople emphasizes the value of creative labour and the importance of fair treatment in the arts and textile industries.
- **Solidarity:** Art projects that explore global cultures and shared human experiences foster unity and a deeper understanding of our interconnectedness.
- **Care for God's Creation:** Using sustainable materials and exploring environmental themes in art and textiles encourages stewardship of the Earth.

Advent 1	Planning/ Create final compositions	Advent 2	Final Compositions
Description	• Refine ideas in preparation for the production of a final outcome • Develop final compositions that consolidate ideas	Description	• Realise intentions through the production of a final outcome
Lent 1	Component 2: Externally set task	Lent 2	Exam
Description	• Preparatory period commencing 2nd January + 10 hour supervised time – 40%	Description	• 10hr exam – final piece
Pentecost 1	COURSE COMPLETE	Pentecost 2	COURSE COMPLETE