

“Rooted and grounded in Love”.

ART & 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 specialist knowledge, technical proficiency, and subject-specific vocabulary required to engage critically and confidently with art and design. They explore complex artistic concepts, analyse and evaluate the work of artists, designers, and craftspeople, and make informed connections between historical, cultural, social, and contemporary contexts. Through increasingly independent enquiry and personal investigation, students refine their creative practice, articulate informed judgements, and develop a distinctive visual language. By the end of KS5, students emerge as reflective, independent practitioners who can communicate sophisticated ideas through visual outcomes that are technically accomplished, personally meaningful, and culturally informed, preparing them for further study, employment, and lifelong engagement with the creative arts.



Art

Year 12



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

This unit supports the Dignity of the Human Person by encouraging students to develop confidence in their unique creative abilities and personal responses to artistic themes. Through observational drawing, experimentation with materials, and the development of independent ideas, students are encouraged to recognise and nurture their God-given talents while expressing their individual perspectives. The project reflects Stewardship by promoting the responsible development of skills, knowledge, and creative resources. As students investigate themes through drawing, photography, colour studies, and a range of media, they learn to use materials thoughtfully and to cultivate the discipline, resilience, and commitment required for sustained artistic practice. Students also engage with Participation through the exploration of artists, cultures, and ideas that contribute to wider artistic conversations. By researching, analysing, and responding to the work of others, they learn to appreciate diverse viewpoints and contribute their own informed voice to the creative community. The emphasis on critical investigation and personal study further encourages students to reflect on how art can communicate meaning, foster understanding, and enrich society.

Advent 1	Course Introduction	Advent 2	Development Project
Description	• Introduction to the course including a brief outline of the exam board's expectations and understanding of the assessment objectives. • Introducing new materials, equipment, techniques. Developing and revisiting skills and knowledge from GCSE. • Drawing from life – negative space, tone, light, colour, scale, media, mark-making, ... • Mini 3-week project – Theme to be set by teacher	Description	• Development project - preparatory studies and final piece covering all 4 assessment objectives working on a starting point taken from a past exam paper. Students will develop idea and to present a personal response to the title. They will investigate their ideas by producing visual research studies which explore the potential of the theme using techniques such as photography, drawing, colour studies including paint and also experimenting with different media and techniques. • Structure and organisation of sketchbooks • Different ways of researching and investigating ideas through drawing, colour studies, photography and note-taking.

			• Learn to handle a range of media for developing ideas. • Learn effective ways of using critical / contextual materials. Learn how to analyse and respond to works of art using a variety of methods including appropriate written annotations. • Introduce personal study and students to start formulating their starting point.
Lent 1	Component 1: Personal Investigation (60%)	Lent 2	Component 1: Personal Investigation (60%)
Description	• Practical project: An in-depth study on a focus chosen by the student informed by the gallery diary All 4 assessment objectives covered showing a clear connection between initial intentions and final outcome. • Written element: An illustrated essay of 1000 – 3000 words of a critical, analytical nature linked to the practical project. The essay should include their intentions, influences on their work, reasons for making decisions and an evaluation of the project.		
Pentecost 1	Component 1: Personal Investigation (60%)	Pentecost 2	Component 1: Personal Investigation (60%)
Description	/		/

Art

Year 13

Curriculum Outline

Link to Catholic Social Teaching:

The Year 13 curriculum is rooted in the Dignity of the Human Person, enabling students to pursue a personal investigation that reflects their individual interests, experiences, and values. Through sustained independent enquiry, students develop confidence in their own creative voice and recognise the value of thoughtful self-expression as a means of exploring meaning, identity, and the world around them.

The personal investigation and related study embody the principle of Participation by encouraging students to engage critically with the ideas, cultures, and perspectives of artists from a range of contexts. Through research, analysis, and written reflection, students contribute to wider artistic and cultural conversations, developing an informed understanding of how art can challenge, communicate, and inspire.

The course also reflects Stewardship through the disciplined management of time, resources, and creative practice. As students refine their practical work and prepare for the externally set assignment, they demonstrate resilience, responsibility, and commitment to excellence, making thoughtful decisions about how best to communicate their ideas. The emphasis on independent thinking and personal responsibility prepares students to use their talents positively in further education, employment, and service to their communities.

Advent 1	Component 1: Personal Investigation (60%)	Advent 2	Component 1: Personal Investigation (60%)
Description	/	Description	/
Lent 1	Component 2: Externally set assignment (40% of A2)	Lent 2	Component 2: Externally set assignment (40% of A2)
Description	<i>Theme: Chosen from the paper provided by AQA</i> The assignment is issued on or after 1st February and includes a supervised time of 15 hours in which students produce finished work and fully realise their intentions. Students are to produce work in an appropriate form in response to their chosen starting point.		
Pentecost 1	Component 2: Externally set assignment (40% of A2)	Pentecost 2	COURSE COMPLETE
Description	15-hour practical exam.	Description	/