



ART PATHWAY

Nursery

Pre-Prep

Taunton Preparatory School

TSIMS

TSI

&

Taunton School Senior





Taunton School Nursery

Early Years Foundation Stage

In the Nursery, the focus is on a book/story each half term and we use the Early Years Foundation Stage objectives to show that children are progressing in a variety of areas. In other words, we explore a wide range of texts and approaches throughout the year.

0-11 months

Babies explore media and materials as part of their exploration of the world around them. See Characteristics of Effective Learning - Playing and Exploring, Physical Development, Understanding the World - The World.

8-20 months

Explores and experiments with a range of media through sensory exploration, and using whole body. Notices and is interested in the effects of making movements which leave marks.

16-26 months

Explores and experiments with a range of media through sensory exploration, and using whole body. Notices and is interested in the effects of making movements which leave marks.

22-36 months

Experiments with blocks, colours and marks.

30-50 months

Explores colour and how colours can be changed.
 Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
 Beginning to be interested in and describe the texture of things.
 Uses various construction materials.
 Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
 Joins construction pieces together to build and balance.
 Realises tools can be used for a purpose.

40-60 months

Explores what happens when they mix colours.
 Experiments to create different textures.
 Understands that different media can be combined to create new effects.
 Manipulates materials to achieve a planned effect.
 Constructs with a purpose in mind, using a variety of resources.
 Uses simple tools and techniques competently and appropriately.
 Selects appropriate resources and adapts work where necessary.
 Selects tools and techniques needed to shape, assemble and join materials they are using.



Taunton School Pre-Prep

Reception and Key Stage 1

In Pre-Prep, we

- **Produce** creative work, exploring ideas and recording experiences.
- **Experience** drawing, painting, sculpture, and other art, craft and design techniques.
- **Analyse** creative works using the language of art and design.
- **Learn** about great artists and designers.

Reception

Autumn term: Self-portraits and family portraits using pencil. Painting a picture of their house. Creating their house from junk modelling. Rangoli sand patterns. Card making using printing. Whole class gingerbread house using collage.

Spring term: Designing and building a rocket. Papier-mâché planets. Designing and drawing an astronaut's space suit. Painting an alien. Alien masks. Kandinsky inspired planet scene.

Summer term: Rainbow fish collage. Clay sea animal. 3D aquarium. Handprint underwater scene. Paper plate sea creatures. Creating art with natural materials.

The children also have daily access to paint, collage materials and drawing utensils to create their own independent art.

Skills

Drawing: Begin to use a variety of drawing tools, explore different textures; encourage more accurate drawings of people.

Colour: Experimenting using primary colours, naming, mixing.

Texture: Handling, manipulating and enjoying using materials, sensory experiences, simple collages.

Form: Handling, feeling, enjoying materials, constructing, building and destroying, shape and model.

Printing: Rubbings, print with a variety of objects.

Patterns: Repeat and simple symmetry.

Year 1

Autumn term: Learn about the famous artist Andy Goldsworthy and use his work as inspiration. Spiral mosaics. Spiral finger print paintings. Natural materials art and collage work. Symmetry and repeating 2d patterns (Maths Link). Make Diwali lights with clay. ICT to create Arctic/Antarctic images.

Spring term: Draw and paint the mysterious things you think is in an egg. To make a Chinese dragon/fan. To make dinosaur models with clay. To paint and decorate our dinosaur models and create a setting for them. Easter art.

Summer term: Sketch a self -portrait focusing on scale and detail. To colourwash our self-portraits and create a gilt frame.

Skills

Drawing: Explore different textures, observe pattern, relief printing.

Colour: Name colours, mix colours.

Texture/Form: Collage, clay, construct using different materials.

Printing: Create patterns.

Form: Construct using different materials.

Year 2

Autumn term: London Theme – Raven Hand puppets, Beefeater collages, Sketching London Landmarks, Christmas Collage

Spring term: African Theme - Sunset Painting, Painting African Animals, Masai Shields. Chocolate link – make cocoa pods. Giraffe paintings.

Summer term: Sunflower Painting, Painting onto Canvas, Sunflower Collage, Clay Tiles Artist studied - Van Gogh (Link Topic)

Skills

Drawing: As a way of recording, discuss light and dark to create effects.



Colour: Painting using white to lighten colours and mixing to create colour; pattern-making i.e. repeat and symmetrical.

Texture/Form: Clay- decorative techniques, replicate patterns and textures; collage, constructing using different materials.

Printing: Print using impressed images.

Art History: Discuss and observe different ways of painting.



<p>Exploring Trees - Bark, Trunks & Leaves</p> <p>Cubism</p>	<p>Using a variety of media and techniques to create mixed media work. Texture. Pattern. Paint, pencil, wax, print, stencils and collage.</p> <p>Discover the characteristics of Cubism. Written analysis. Introduction to new vocabulary. Looking at the work of Picasso and Braque.</p> <p>Composition. Still Life. Produce a collage.</p>
<p>Year 5</p> <p>Abstract – Fish Eye</p> <p>Pop Art - Lettering</p> <p>Pop Art - Portraiture</p>	<p>Knowledge, Understanding and Skills</p> <p>Understand abstraction.</p> <p>Understanding usage of poster paint, watercolour and acrylic paint. Emphasis on colour mixing & developing painting skills.</p> <p>Quality outcome. Refinement.</p> <p>Pop Art movement. Link to changes in society – consumerism. (Historical context). Artist research may include Andy Warhol, Roy Lichtenstein, and Peter Blake etc.</p> <p>Observational drawing skills. Scale, proportion, line, detail. Sweet wrappers. Lettering. Paint. Colour.</p> <p>Pop Art movement. In depth research of Andy Warhol.</p> <p>Use of technology in Art. IT. Digital photography. Digital imagery.</p>

In Year 6, pupils will learn about the importance of sketchbook work and how to develop it correctly, depicting their personal journeys, discoveries and progress in Art. They will be encouraged to take ownership of and pride in their sketchbooks, whilst documenting their creative development.

<p>Year 6</p> <p>Landscape – Impressionism</p> <p>Landscape – David Hockney</p> <p>British Artists</p>	<p>Knowledge, Understanding and Skills</p> <p>Understanding foreground, middle ground & background. Depth. Importance of a horizon.</p> <p>Mark-making with paint. In depth colour theory revision. Colour mixing. Layering paint. Using brush marks.</p> <p>Research Impressionist movement. Analysis. Writing about works of art.</p> <p>Investigating other works of art in the genre of Landscape art. Including British Artist, David Hockney. The use of IT in creating art. Ipad works. Produce works of art created with the aid of IT. Digital Art. Collaborative large scale painting.</p> <p>Investigate and research a variety of British Artists. Historical.</p>
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Sculpture - Henry Moore	<p>Produce a presentation and present findings to class. IT suite.</p> <p>Drawing. Large scale. Mixed media. Expressive. Intuitive work. Shape. Form. Scale. Proportion. Three-dimensional. Plaster of Paris. Modelling. Research Henry Moore. Peter Randall-Page.</p>
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Key Stage 3

In Year 7 & Year 8, the pupils' knowledge, understanding and skills will be reinforced. Projects will be expanded in length - so pupils understand the importance of developing, reviewing and refining their ideas to result in a final outcome or outcomes. They will also be stretched, challenged and expected to take risks in their work through experimentation. Vocabulary will be embedded through in depth analysis of contemporary art practice in readiness for the Senior School, expressing their own ideas and building in confidence. In other words, the pupils will be following the Art Pathway to GCSE and beyond.

<p>Year 7</p> <p>Natural Forms</p> <p>Patterns in Nature</p> <p>Printmaking</p>	<p>Knowledge, Understanding and Skills</p> <p>Enhance observational drawing skills. Form. Shape. Detail.</p> <p>A variety of objects – shells, seeds, pods etc. Ernst Haeckel. Charles Darwin drawings. Karl Blossfeldt photography.</p> <p>Discover patterns in nature and works by other artists such as Yellena James. Colour. Watercolour paint. Inks. Paint. Understanding washes of colour.</p> <p>Printmaking. Lino print. Relief print. Collage. Reworking. Refining. Stained glass window designs by Joan Vila-Grau at La Sagrada Familia. Mixed media final outcome.</p>
<p>Year 8</p> <p>Three-Dimensional Shapes/Still-Life</p> <p>Large collaborative work/Photorealism</p> <p>Self-Portrait</p>	<p>Knowledge, Understanding and Skills</p> <p>Drawing a sphere, cone, and cylinder. Rendering correctly.</p> <p>Negative/positive space. Form. Shape. Still Life. Giorgio Morandi. Observational drawing. Positive and negative spaces. Objects in a matchbox.</p> <p>Composition. Symbolism. Research genre of Still-Life. Specific artist analysis – Janet Fish & Giorgio Morandi. Drawing. Painting.</p> <p>Collage/Reproducing as a painting inspired by James Rosenquist. Create collage/composition/relationships of images. Abstraction. Message/meaning.</p> <p>Proportions of face. Grid referencing/method. Chuck Close. Photorealism. Digital photography.</p>



TSIMS Juniors

Key Stages 2 and 3

TSIMS Junior groups typically include students from Year 5 to Year 8. Pupils are taught by a subject specialist and have one lesson per week.

<p>Juniors</p> <p>The junior scheme of work varies from year to year and is adjusted to meet the needs of each cohort.</p> <p>Our topics introduce students to a wide range of art and artists from different times and cultures.</p> <p>Projects enable students to increase awareness of composition, perspective, line, shape, tone, colour and texture as well as develop their confidence in the handling of a wide range of materials and techniques.</p> <p>Students have the opportunity to express their own ideas as they respond to the themes set and develop their own work. Art at TSIMS also helps students to extend their use and understanding of English.</p> <p>As groups are of mixed ages and nationalities, lessons are taught with differentiated tasks ensuring all are able to access the curriculum and develop their skills in Art irrespective of their starting point.</p>	<p>Knowledge, Understanding and Skills</p> <p>According to the DfE:</p> <p>Key Stage 2</p> <p>Pupils should be taught to develop their technical skills (including their control and use of materials/techniques) through creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to create sketchbooks to record their observations and use them to review and revisit ideas - to improve their mastery of art and design techniques, including drawing, painting and sculpting with a range of materials - about great artists, architects and designers in history. <p>Key Stage 3</p> <p>Pupils should be taught to develop their creativity and ideas, plus increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas - to use a range of techniques and media, including painting - to increase their proficiency in the handling of different materials - to analyse and evaluate their own work as well as that of others, strengthening the visual impact and/or applications of their work - about the history of craft, design and architecture, including styles and major movements from ancient times up to the present day
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TSIMS Seniors

Key Stage 3 and Preparation for Key Stage 4

TSIMS Senior groups typically include students from Year 9 to Year 10. Pupils are taught by a subject specialist and have one lesson a week.

<p>Seniors</p> <p>The senior scheme of work varies from year to year and is adjusted to meet the needs of each cohort.</p> <p>Our topics introduce students to a wide range of art and artists from different times and cultures.</p> <p>Projects enable students to increase awareness of composition, perspective, line, shape, tone, colour and texture as well as develop their confidence in the handling of a wide range of materials and techniques.</p> <p>Students have the opportunity to express their own ideas as they respond to the themes set and develop their own work. Art at TSIMS also helps students to extend their use and understanding of English.</p> <p>As groups are of mixed ages and nationalities, lessons are taught with differentiated tasks ensuring all are able to access the curriculum and develop their skills in Art irrespective of their starting point.</p> <p>An important aspect of study at this stage is to prepare students for the option of studying Art and Design at GCSE and to be able to develop work more independently.</p>	<p>Knowledge, Understanding and Skills</p> <p>According to the DfE:</p> <p>Key Stage 3</p> <p>Pupils should be taught to develop their creativity and ideas, plus increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> - to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas - to use a range of techniques and media, including painting - to increase their proficiency in the handling of different materials - to analyse and evaluate their own work as well as that of others, strengthening the visual impact and/or applications of their work - about the history of craft, design and architecture, including styles and major movements from ancient times up to the present day <p>Foundation for GCSE</p> <p>Should students wish to study Art and Design for GCSE, they will need to meet four assessment objectives (developing ideas, using media and resources, recording ideas, and make a personal and meaningful response). The scheme of work at TSIMS prepares students to meet these objectives.</p>
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Taunton School International

Key Stage 4

At Taunton School International, GCSE Fine Art is an optional subject which is condensed into one year. Therefore, hard work and determination are essential for success. At a minimum, students will have five, one hour lessons per week and two preps. However, to better their chances of higher attainment, students are encouraged to attend an additional three after school lessons (three, one hour forty minute lessons.)

We follow Edexcel's GCSE Course in Art and Design: Fine Art. The course gives the students a firm artistic grounding as well as the opportunity to excel in the field of Fine Art. In addition, it provides a clear link/solid stepping stone to the A-Level and IB courses on offer in the sixth form.

In order to reach their full potential in one year, students need to demonstrate high levels of observational recording, idea development, practical experimentation, literacy, critical thinking, analysis, evaluation, creativity, imagination, risk-taking, independence, determination, resilience and personal commitment.

<p>GCSE Fine Art (Years 10 and 11) Students must develop work in at least one of the following areas of study: Drawing Installation Lens/Light-based media Mixed media Land art Printing Painting Sculpture</p> <p>Personal Portfolio (60%) (i.e. coursework consisting of both 2D and 3D outcomes) Externally Set Assignment (40%)</p>	<p>Knowledge, Understanding and Skills Assessment Objectives: AO1: Develop ideas through investigations, demonstrating critical understanding of sources AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3: Record ideas, observations and insights relevant to intentions as work progresses AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>
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Taunton Senior School

Key Stage 3

Continuing Key Stage 3, all Year 9 students have two lessons of Art and one prep per week.

According to the Department for Education (DfE): Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

<p>Year 9 During Year 9, we want all students to increase their artistic knowledge, understanding and skills, regardless of whether they wish to continue studying the subject for GCSE.</p> <p>The programmes of study and schemes of work vary from year to year and group to group. Said differently, we believe that variety makes our Year 9 course creative and exciting (e.g. by introducing a wide range of art and artists from different times and cultures). At the same time, we believe that pupils must be given a sound grounding in the fundamentals of art. In other words, all the projects are designed to increase the pupils' awareness/handling of the formal elements (e.g. line, shape, tone, colour, mark-making, composition, perspective, texture, form and volume) as well as key skills, materials, techniques and processes (e.g. drawing, painting, sculpting, evaluation, critical analysis and sketchbook presentation). Increasing the pupils' knowledge, understanding and command of Art specialist vocabulary is also essential.</p>	<p>Knowledge, Understanding and Skills According to the DfE:</p> <p>1) Pupils should be taught to develop their creativity and ideas, plus increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.</p> <p>2) Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas • to use a range of techniques and media, including painting • to increase their proficiency in the handling of different materials • to analyse and evaluate their own work as well as that of others, strengthening the visual impact and/or applications of their work • about the history of art, design and architecture, including periods, styles and major movements from ancient times up to the present day
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Key Stage 4

Fine Art is an optional subject at Key Stage 4 with four lessons and two preps per week. In addition, students are expected to make the most of art clubs, open studio times, individual tutorials, exam prep evenings and Art Scholar sessions.

We follow Edexcel's GCSE Course in Art and Design: Fine Art. The course gives the students a firm artistic grounding as well as the opportunity to excel in the field of Fine Art. In addition, it provides a clear link/solid stepping stone to the A-Level and IB courses we offer in the sixth form.

In order to succeed/progress, students need to demonstrate high levels of observational recording, idea development, practical experimentation, literacy, critical thinking, analysis, evaluation, creativity, imagination, risk-taking, independence, determination, resilience and personal commitment.

<p>GCSE Fine Art (Years 10 and 11) Students must develop work in at least one of the following areas of study: Drawing</p>	<p>Knowledge, Understanding and Skills Assessment Objectives: AO1: Develop ideas through investigations, demonstrating critical understanding of sources</p>
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<p>Installation Lens/Light-based media Mixed media Land art Printing Painting Sculpture</p> <p>Personal Portfolio (60%) (i.e. coursework consisting of both 2D and 3D outcomes) Externally Set Assignment (40%)</p>	<p>AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3: Record ideas, observations and insights relevant to intentions as work progresses AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</p>
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Key Stage 5

In the sixth form, students choose to study A-Level or IB. Within A-Level, where we follow the Edexcel exam board, the students can choose between Fine Art and/or Photography (eight periods per subject per week). Within IB Visual Arts, there are two options: Higher or Standard Level (HL/ SL). HL students have six lessons per week; whereas SL students have four lessons per week. In addition, students are expected to make the most of art clubs, open studio times, individual tutorials, exam prep evenings and Art Scholar sessions. Whichever option is pursued, both A-Level and IB demand very high levels of observational recording, idea development, practical experimentation, literacy, critical thinking, analysis, evaluation, creativity, imagination, risk-taking, originality, introspection, independence, determination, resilience and personal commitment.

<p>A Level Fine Art (Years 12 and 13) Students are required to work in one or more of the following disciplines: Painting and drawing Printmaking Sculpture Lens-based image making</p> <p>Personal Investigation (60%) including a Personal Study (i.e. an essay) Externally Set Assignment (40%)</p>	<p>Knowledge, Understanding and Skills Assessment Objectives: AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding. AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops. AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress. AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</p>
<p>A Level Photography (Years 12 and 13) Students are required to work in one or more of the following disciplines: Film-based photography Digital photography Film and video</p> <p>Personal Investigation (60%) including a Personal Study (i.e. an essay) Externally Set Assignment (40%)</p>	<p>Knowledge, Understanding and Skills Assessment objectives: Comparative Study: A) Analysis of formal qualities B) Interpretation of function and purpose C) Evaluation of cultural significance D) Making comparisons and connections E) Presentation and subject-specific language F) Making connections to own art-making practice Process Portfolio: A) Skills, techniques and processes B) Critical investigation</p>
<p>IB Visual Arts (Years 12 and 13) HL students should, as a minimum, experience working with at least three art-making forms; and SL students should, as a minimum, experience working with at least two art-making forms: 2D forms (e.g. drawing, painting, printmaking and graphics) 3D forms (e.g. sculpture, designed objects, site specific/ephemeral, textiles) Lens-based, electronic and screen-based forms (e.g. time-based and sequential art, lens media, digital/screen based, lens-less media)</p>	<p>Knowledge, Understanding and Skills Assessment objectives: Comparative Study: A) Analysis of formal qualities B) Interpretation of function and purpose C) Evaluation of cultural significance D) Making comparisons and connections E) Presentation and subject-specific language F) Making connections to own art-making practice Process Portfolio: A) Skills, techniques and processes B) Critical investigation</p>



Comparative Study (20%) (i.e. an essay) Process Portfolio (40%) Exhibition (40%)	C) Communication of ideas and intentions D) Reviewing, refining and reflecting E) Presentation and subject-specific language Exhibition: A) Coherent body of works B) Technical competence C) Conceptual qualities D) Curatorial practice
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