



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

Reception and KS1 pupils receive two lessons of Art each week delivered by their class teacher. They produce creative work, exploring ideas and recording experiences. The provision of an engaging Art and Design Curriculum enables pupils to experience drawing, painting, sculpture, and other art, craft and design techniques. Work is centered on the curriculum topics and opportunity is given to learn about a range of artists and designers. Pupils are introduced to basic art vocabulary, enabling them to analyse creative works of art.

Reception, Years 1 & 2

During Reception and Year 1, opportunities are created for pupils to use a range of materials creatively. Pupils foster their enjoyment of the subject whilst developing their artistic skills. They are guided in their choice of materials and gain practical confidence when using materials creatively to design and make.

Pupils use a variety of drawing tools and are encouraged to produce more accurate outcomes. They explore colour naming, mixing and experimenting with primary colours. Pupils are provided with a range of sensory experiences, manipulating and handling materials which explore texture. They use a range of materials to construct, shape, model, build and destroy. Pattern is explored through printmaking and rubbing, creating repeat designs and simple symmetry.

Pupils have the opportunity to explore how famous artists work, for example by thinking about art in nature and how materials can be used. They explore a range of cultural art by looking at festivals from around the world.

In Year 2, pupils build on their early foundations, further developing their drawing skills, exploring collage, and making puppets. They experiment with more formal painting techniques and undertake relief printing activities. They continue to manipulate a range of materials and explore textures, for example by creating clay forms.

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

Knowledge, Understanding and Skills

According to the DfE:

Key Stage 1

A high-quality Art education should engage, inspire and challenge pupils, equipping them with the knowledge, understanding 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.

The National Curriculum for Art and Design at KS 1 aims to ensure all pupils:

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space
- know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Taunton Preparatory School

Key Stage 2

KS2 pupils are provided with an engaging and challenging Art and Design Curriculum. Years 3 and 4 are taught by a class teacher and receive one double lesson per week. They are equipped with the knowledge and skills required to investigate and create their own works of art. Work is centered around their understanding of the formal elements exploring line, colour, pattern, shape, form, texture, pattern and composition within the context of their learning. Years



5 and 6 have a specialist teacher and receive one double lesson per week plus prep. They will be encouraged to think critically and continue to develop a visual vocabulary. They will demonstrate greater understanding of Art and Design, using sketchbooks to reflect upon the culture, creativity and heritage of the world around us.

<p>Years 3, 4, 5 and 6</p> <p>During KS2, we want to help students develop their artistic knowledge, understanding, and skills – as well as their practical confidence when using materials creatively to design and make.</p> <p>In Years 3 and 4, pupils will utilise the formal elements in order to use materials creatively when designing and making outcomes. Where possible, appropriate links will be made with other curriculum areas in order to develop pupil understanding. Drawing is fundamental to all learning and students will be taught to record their experiences using a range of techniques and media, including through the use of sketchbooks. Pupils will work creatively with a range of processes (e.g. drawing, painting, printmaking, sculpture, and collage). They will be taught Art specialist vocabulary to begin to develop their understanding and enable them to evaluate the work of artists from different times and cultures.</p> <p>In Years 5 and 6, pupils begin to work from a variety of stand-alone art units to develop their creativity and engagement. They will refine their knowledge and understanding of how the formal elements inform their artwork using sketchbooks with increasing proficiency. They will explore critical thinking and improve their mastery of a range of skills/processes, including drawing, painting, printmaking, sculpture, collage, mixed media, digital art and textiles. Pupils will be taught increasingly complex Art specialist vocabulary, enabling them to analyse artwork with greater maturity in order to inform and develop their own outcomes.</p>	<p>Knowledge, Understanding and Skills</p> <p>According to the DfE:</p> <p>Key Stage 2</p> <p>A high-quality Art education should engage, inspire and challenge pupils, equipping them with the knowledge, understanding 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.</p> <p>The National Curriculum for Art and Design at KS2 aims to ensure all pupils:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
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Key Stage 3

At KS3 all pupils are taught by a specialist teacher and receive one double lesson per week plus prep. They continue to be inspired by an exciting and challenging Art and Design Curriculum which we believe will enable them to become effective critical thinkers. Throughout Years 7 and 8, pupils will develop their understanding of the creative process: developing, refining, recording and creating art from a number of different starting points. They will continue to refine their awareness of the formal elements, using line, colour, tone, texture, shape, form, pattern and composition in increasingly complex ways. Pupils are encouraged to apply the skills and techniques introduced at KS2 and demonstrate an increasing aptitude to draw, paint, print and create sculpture using more complex materials.

<p>Years 7 and 8</p> <p>During Years 7 and 8, we want students to work with increasing confidence and independence to refine their understanding of key skills, materials and techniques.</p> <p>They are encouraged to take risks; problem solve and work with new materials to further develop</p>	<p>Knowledge, Understanding and Skills</p> <p>According to the DfE:</p> <p>Key Stage 3</p> <p>A high-quality Art education should engage, inspire and challenge pupils, equipping them with the knowledge, understanding and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to</p>
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their ability to create art. Effective observation is an essential element of all learning and a continued emphasis on drawing is evident in each unit studied.

Pupils are actively encouraged to develop their ideas independently. Regular use of sketchbooks is a key component in ensuring pupils record initial ideas, experiment with media, and refine work to produce proficient outcomes demonstrating a competent handling of the formal elements (e.g. line, shape, tone, colour, mark-making, composition, perspective, texture, form, volume and pattern).

Pupils will demonstrate an understanding of Art specialist vocabulary building on the language introduced at KS2. They will utilise this language to explore an increasingly diverse range of artists whilst gaining contextual understanding of work from different times and cultures. Pupils will work creatively with processes like painting, printmaking, sculpture, digital media and collage, demonstrating an increasing ability to evaluate and refine their work.

think critically and develop a more rigorous understanding of art and design.

The National Curriculum for Art and Design aims to ensure all pupils:

- use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- use a range of techniques, including drawing and painting
- increase their proficiency in handling materials
- analyse and evaluate their own work as well as that of others, strengthening the visual impact and/or applications of their work
- are introduced to the History of Art, Design and Architecture, including periods, styles and major movements from ancient times to present day

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.

Juniors

The junior scheme of work varies from year to year and is adjusted to meet the needs of each cohort.

Our topics introduce students to a wide range of art and artists from different times and cultures.

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.

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.

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.

Knowledge, Understanding and Skills

According to the DfE:

Key Stage 2

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.

Pupils should be taught:

- 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.

Key Stage 3

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,



	<p>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</p> <p>AO3: Record ideas, observations and insights relevant to intentions as work progresses</p> <p>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>AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.</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)</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</p>



<p>Lens-based, electronic and screen-based forms (e.g. time-based and sequential art, lens media, digital/screen based, lens-less media) Comparative Study (20%) (i.e. an essay) Process Portfolio (40%) Exhibition (40%)</p>	<p>B) Critical investigation 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</p>
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