



Art Long Term Plan



Independence &
Preparation for
Adulthood

Intent:

Through the Westbury Academy art curriculum, pupils are taught to develop their creativity and ideas, with increasing **Independence** and proficiency in their execution. Pupils develop a critical understanding of artists, architects, and designers, and are supported to express reasoned judgments that can inform their own work. Our curriculum prepares pupils to access GCSE art should they choose, but importantly, as **Preparation for Adulthood**, empowering pupils beyond the art curriculum.

Pupils are taught to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas, through a wide range of media, materials, techniques and processes, including drawing, painting, printing, model making and sculpture. We teach pupils to analyse and evaluate their own work, and that of others, to strengthen the visual impact or applications of their work.

Pupils learn about critical evaluation, questioning, connecting and developing ideas, and project management as they progress through the curriculum. Clear links to the national curriculum and extended advice from the National Society for Education in Art and Design ensure we maintain rigour in our offer to pupils.

Pupils are culturally enriched through exposure to wide range of art, artists and movements, language, heritage and how these have shaped the society they are part of. Trips to galleries and exhibition are woven throughout the curriculum and these experiences are extended through curriculum links to Personal Development and Careers.



Art: Westbury's Assessment Pathways

The Art curriculum at Westbury is designed and assessed through Westbury's Assessment Pathways. Each pathway ensures pupils access Art at a level suited to their individual needs and development.



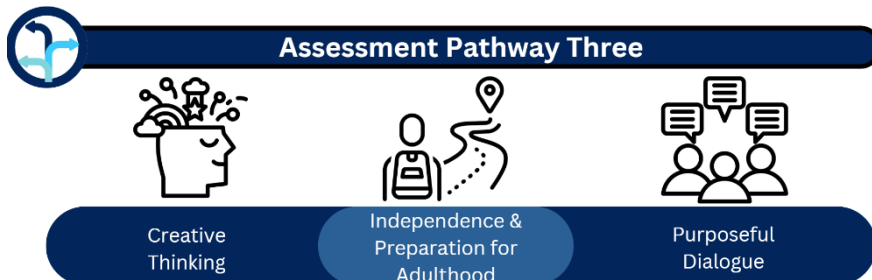
Pupils are supported to develop foundational skills in a range of art forms. We recognise that pupils may be in different stages in different areas of art.

- A focus on basic grip, mark-making, cutting and folding
- Repeated opportunities to practice skills through adult modelling and identification of misconceptions
- Obvious verbal and practical connections to stimulus



Pupils develop their skills in a range of art forms and make choices. We recognise that pupils may be in different stages in different areas of art.

- A focus on extending mark-making, controlling lines, 3D representation and observation
- Pupils are guided through investigation and relate work to prior knowledge
- Pupils use specialist vocabulary to offer insight into their work and decisions



Pupils refine their skills in a range of art forms and develop a preferred style. We recognise that pupils may be in different stages in different areas of art.

- A focus on use of observation and use of appropriate materials.
- Opportunities for self- and peer-assessment to promote reflection
- Purpose and intention in decision-making





Personal Development and Careers Links

The Art curriculum at Westbury Academy plays a key role in supporting pupils' Personal Development. Through carefully planned learning experiences, pupils build their critical reflection and evaluation skills, alongside their knowledge of art and cultural understanding.

Personal Development Links







- Resilience and self-belief: Art challenges pupils to persevere, reflect, and learn from mistakes.
- Problem-solving and critical thinking: Regular opportunities to respond to stimuli, generate ideas and investigation.
- Communication: Pupils are supported to articulate their intentions through their artistic responses.
- Confidence and curiosity: Pupils are encouraged to question, explore different media, materials, techniques and processes to form a response.
- Citizenship and responsibility: Engagement with art helps shape identity and community engagement.

Careers Links

- Exposure to art-based roles across sectors, including through lessons and phase assemblies (e.g. artist, graphic designer, digital games industry, architect, product designer).
- Use of real-life problem-solving scenarios including project and time management
- Opportunities for enterprise projects (e.g. Westbury Goes School, Christmas Fair).
- Engagement with external arts partners (e.g. ChalleNGe Nottingham, Nottingham Contemporary)
- Signposting arts-linked pathways in post-16 education, including apprenticeships and vocational routes.









Nurture – Maestro Curriculum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term	<p style="text-align: center;">Let's Explore Understanding the World (Geography)</p>  <p>This project introduces pupils to their local environment. Pupils work together to make use different cut out shapes to make pictures, draw or paint fantasy worlds and make simple prints using a variety of tools, including print blocks and rollers.</p>							<p style="text-align: center;">Marvellous Machines Understanding the World (History)</p>  <p>This project encourages pupils to explore how everyday machines work. Pupils explore patterns and pictures with machine related objects, design a robot and experience printing. Pupils create robots with malleable materials and tools.</p>						
Spring Term	<p style="text-align: center;">Starry Night Expressive Arts and Design (Creative)</p>  <p>This project helps pupils learn about light and dark, the moon and stars, shadows and night-time animals. Pupils create night skies with a variety of techniques including painting, punching constellations in card, and working with dough to cut star shapes.</p>							<p style="text-align: center;">Splendid Skies Understanding the World (Geography)</p>  <p>This project helps pupils observe and describe different types of weather, learn about seasonal change and investigate natural phenomena such as rain and wind. Pupils study the work of a selection of 19th Century artists and create works inspired by artist Berndnaut Smilde. Pupils also experience collage using textured materials.</p>						
Summer Term	<p style="text-align: center;">Memory Box Communication and Language/ Understanding the World (History)</p>  <p>This project helps pupils share memories, discuss their past and present, compare old and new objects. Pupils study a range of paintings that show different family occasions and celebrations, and create family portraits from memory, imagination or observation.</p>							<p style="text-align: center;">Paws, Claws & Whiskers Understanding the World (Creative)</p>  <p>Through engaging with this project pupils identify animal features through observation, making line drawings and digital studies, and exploring and comparing examples of art-themed work. Pupils work together on large-scale paintings and use hard and soft pencils to draw lines, exploring animal skin patterns.</p>						









Year 3/4 – Maestro Curriculum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term	<p>Land Ahoy! Geography</p>  <p>This project supports pupils in developing their knowledge about different modes of transport, maps and routes. Pupils experience drawing boats from observation using a range of materials, and researching and designing their own pirate flags.</p>							<p>Gods & Mortals History</p>  <p>This project introduces pupils to traditional stories, key characters and beliefs, developing their understanding of the past, storytelling skills, historical knowledge and appreciation of cultural heritage. Pupils create giant, 3-D heads of a chosen god or goddess and compare and contrast ancient Greek patterns.</p>						
	Spring Term	<p>Mighty Metals Creative</p>  <p>This project supports pupils in investigating materials, testing their strength and durability, understand how metals are used in everyday life. Pupils create embossed patterns, using a range of tools on a range of different coloured foils and use wire, metal beads, foils and clasps to make jewellery</p>							<p>Flow Geography</p>  <p>This project helps pupils investigate rivers, oceans and the water cycle, understand how water changes state. Pupils identify, mix and use contrasting coloured paints to create water patterns.</p>					
Summer Term		<p>Urban Pioneers History</p>  <p>This project helps pupils’ study urban environments, compare human and physical features. They draw, collage, paint or photograph an urban landscape and compare and contrast urban art, including historical and contemporary artworks.</p>							<p>Heroes and Villains Creative</p>  <p>This project helps pupils identify good and evil characters, explore narrative structure, develop storytelling skills, and use descriptive language to create and compare character in different texts. Pupils sketch, design and use clay to make a bust of their hero or heroine, and create a heroes and heroines gallery to exhibit their work.</p>					









Year 5/6 – Maestro Curriculum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term	<p>1066 (Norman Conquest) History</p>  <p>This project provides pupils with the opportunities to learn about the Battle of Hastings. Pupils will create detailed drawings of the Bayeux Tapestry, recreating sections with textiles and creating a group panel.</p>							<p>Road Trip USA Geography</p>  <p>This project provides pupils with the opportunities to study regions, compare places, landmarks and physical features of the United States. Pupils will design and make personal dreamcatchers and weavings using mixed materials.</p>						
	Spring Term	<p>Blue Abyss Creative</p>  <p>This project helps pupils investigate marine habitats. Pupils create a 3-D model of the ocean zones and use clay to create clay sculptures. They study and respond to the work of Anthony Gormley and investigate natural pattern and form to generate ideas and present their work.</p>							<p>Pharaohs History</p>  <p>This project supports pupils in learning about the role of pharaohs, daily life in ancient Egypt, beliefs, pyramids and burial practices. Pupils draw detailed, colourful pictures of decorative artefacts found in Tutankhamun's tomb and study and create clay pots. Pupils use images in books or online to investigate the famous ancient Egyptian headwear, the nemes.</p>					
Summer Term		<p>Alchemy Island Geography</p>  <p>This project provides pupils with the opportunities to explore maps, co-ordinates, and different landscapes through both imagination and real-world examples. Pupils use a paint or graphics package to design a new board game called Alchemy Island.</p>							<p>Burps, Bottom and Bile Creative</p>  <p>This project helps pupils learn how food travels through the body, understand the role of organs and investigate healthy lifestyles and the importance of digestion.</p>					



Year 7 – Maestro Curriculum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term	<p>Hola Mexico! Geography</p>  <p>This project explores Mexico’s culture, history, and geography. Pupils will create a 3-D Day of the Dead skull, create amazing stone carvings like the intricate Maya stelae and create a large 3-D form using Mexican pattern work.</p>							<p>Fallen Fields History</p>  <p>This project explores the First World War, its causes, and its impact on soldiers and families. Pupils will study war art by artists including John Nash and Percy Wyndham Lewis with a verbal presentation of thoughts, ideas and knowledge.</p>						
Spring Term	<p>Gallery Rebels Creative</p>  <p>This project explores bold and rebellious art, inspiring pupils to express themselves through painting and sculpture. Pupils will visit a gallery exhibition, use artistic language and record their observations. Looking closely at impressionism, expressionism and surrealism to inform their own work, pupils will curate and display their art.</p>							<p>Frozen Kingdom Geography</p>  <p>This project explores the planet’s coldest places, teaching pupils about the harsh environment, wildlife, and climate. Pupils will use digital cameras to photograph ice and snow, use dyes to create skyscape paintings of the Northern Lights and discover the beautiful artwork of the Inuit.</p>						
Summer Term	<p>Revolution History</p>  <p>This project takes pupils back to Victorian times to explore strict schools, famous inventions, and life for rich and poor. Pupils will study work by Sir David Wilkie, William Morris and Pre-Raphaelite artists, making detailed sketches for block printing and talking about art movements.</p>							<p>Tomorrow’s World Creative</p>  <p>This project teaches pupils about modern communication and technology. Pupils will study logos and create a final design using graphic painting software.</p>						



Year 8

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Autumn Term	Portraits							Coastal landscapes						
Spring Term	Animal patterns Multiculturalism							Drawing/ sketching skills						
Summer Term	Conflict in Art							Famous Artists (Diversity in art)						



Year 9

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9	Session 10	Session 11	Session 12
Autumn	Communicating with colour – Colour Theory						Communicating with colour – Artist Study: Lucy Stevens					
	Revisiting colour theory	Revisiting colour theory	Bridget Riley	Bridget Riley	Beatriz Milhazes	Beatriz Milhazes	Introduction to Lucy Stevens	Totem	Research Trip	Interpreting Data	Individual bird study – background	Individual bird study - foreground
Spring	Composition – Rules of Composition						Composition – Artist Study: Grayson Perry (Identity in Art)					
	Rule of Thirds	Rule of Odds	Horizon Line	Visual Path	Balance	Resolution and Consolidation	Introduction to Grayson Perry and 'Comfort Blanket'	Food and Drink	Icons	Landmarks	Words and Sayings	Arrange Composition

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8
Summer	Global Art Explorers – Each session, a new country is chosen on a map and pupils explore through art							
	Australia	Ecuador	Italy	India	Zimbabwe	Japan	Canada	Egypt



Year 10 and 11– GCSE

Individual project and skill development focus is reactive to need, inline with formative assessment of prior knowledge.

Exam specification: <https://www.ocr.org.uk/Images/220463-specification-accredited-gcse-art-and-design-j170-j176.pdf>

	Year 10	Year 11
Autumn	Themed project – focus on Develop and Explore	Portfolio
Spring	Themed project – focus on Refine and Select	Externally Set Task
Summer	Themed project – focus on Personal Response	

