

Hopton C of E Primary Academy

Art Subject Overviews

EYFS/KS1

Title	<u>Sculpture</u> We will learn to make pinch pots.
Overview of Unit	In this EYFS/KS1 sculpture unit, pupils will explore clay through hands-on, playful experiences to create pinch pots. They will learn how to manipulate clay by rolling, kneading, and shaping, developing an understanding of basic form and structure. Pupils will experiment with creating simple 3D forms and explore how materials can be shaped and joined. They will be introduced to the idea of planning and designing, using simple drawings and ideas in sketchbooks. Through making and talking, pupils will begin to express their ideas and reflect on what they have created, building confidence and enjoyment in working with sculpture.
Key Vocabulary	clay, sculpture, pinch pot, shape, form, roll, knead, press, smooth, join, model, texture, design, make, change, talk
Key Learning Objectives	- I am learning to explore clay and playdough by rolling, kneading, and shaping it. - I am learning to practise making pinch pots using playdough and simple techniques. - I am learning to design my own pinch pot using drawings and ideas. - I am learning to use clay to make my final pinch pot using the pinch technique. - I am learning to evaluate my sculpture -
Key knowledge	1. Clay can be rolled, kneaded, pressed and shaped to make sculptures. 2. A pinch pot is made by pressing a thumb into clay and pinching the sides carefully. 3. Texture can be added to clay using tools or objects. 4. Clay pieces can be joined by scratching and smoothing the surfaces together. 5. Sketchbooks are used to draw ideas and plan artwork. 6. Sculptures are 3D because they have height, width and depth
Skills to be covered EYFS	Nursery ● Explore clay and playdough through sensory play (squeezing, rolling, pressing, poking). ● Begin to make simple shapes and forms. ● Talk about what they are doing and how materials feel. ● Observe and join in with adult modelling of simple techniques. Reception



	● Begin to use simple techniques such as pinching to make basic forms. ● Create simple pinch pots with support. ● Use simple drawings or marks to share ideas. ● Talk about their work and what they have made. ● Begin to describe what they like about their own and others' work.
Skills to be Covered KS1	Sketchbook ● Begin to and develop a sketchbook habit where chn are able to record individual responses (including drawing to discover and experiment, collecting and sticking & writing notes) Children will understand the use of this special book and begin to feel a sense of ownership. Generating ideas through looking and talking & Work of other artists - Children are given time and space to engage with the physical world and stimulus (visiting, seeing, holding & hearing). Children enjoy looking at artwork made by artists/craftspeople/ architects and designers and express opinions on their work. Generating ideas through playing/making – Children have handson, playful exploration of materials. Evaluating –Children enjoy listening to people's views about artwork made by others. Chn shared what they have liked about the process and the end result. Sculpture: ● Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. ● Explore sculpture with a range of malleable media, especially clay. ● Experiment with, construct and join recycled, natural and manmade materials. ● Explore shape and form. ● Manipulate clay to create pinch pots. ● Plan, design and make models.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What is a pinch pot? 2. Name two ways you can change the shape of clay. 3. What does texture mean in sculpture? 4. Why do artists use sketchbooks? 5. How can you join two pieces of clay together? 6. What does 3D mean?

Title	<u>Drawing</u> We will learn to sketch toys looking at tone and shade
Overview of Unit	In this EYFS/KS1 drawing unit, pupils will explore drawing through the familiar context of toys, developing early skills in observation, line, and tone. They will experiment with a range of materials such as pencil, chalk, pastel, wax, and charcoal, discovering how different tools create different marks. Pupils will begin to look closely at toys and represent what they see through simple



	drawings, gradually adding detail. They will explore how to make light and dark marks to begin showing tone and shading. Through playful experimentation and guided practice, pupils will build confidence in drawing, using sketchbooks to explore ideas, test techniques, and talk about their work.
Key Vocabulary	drawing, sketch, line, light, dark, tone, shade, pattern, texture, mark-making, pencil, pastel, charcoal, look, draw, detail, improve
Key Learning Objectives	- I am learning to explore a range of drawing materials and experiment with different marks, lines, and textures. - I am learning to observe objects closely and create simple observational drawings based on what I see. - I am learning to develop my drawings by adding more detail, pattern, and structure from observation. - I am learning to use light and dark marks to show tone and create depth in my drawings. - I am learning to evaluate and improve my drawings by refining detail, improving accuracy, and adding shading.
Key knowledge	1. Different drawing materials create different marks and textures. 2. Artists can use light and dark tones to show shape and depth. 3. Observational drawing means looking carefully at an object and drawing what you see. 4. Lines can be thick, thin, dark or light. 5. Shading can make drawings look more realistic. 6. Sketchbooks help artists practise and improve ideas.
Skills to be Covered EYFS	Nursery • Explore a wide range of mark-making tools and materials (crayons, paint, chalk, fingers, etc.) • Make simple lines, shapes, and patterns through exploratory drawing and mark-making • Enjoy drawing as part of play and begin to use marks to represent ideas • Talk about their drawings and what they have made with support • Look at objects and the world around them and begin to notice simple features • Respond to artwork and images with simple likes, dislikes, or feelings • Explore materials through sensory and playful experiences with no fixed outcome • Share and talk about their work with adults and peers Reception • Begin to use a simple sketchbook or drawing book to record ideas and drawings • Stick in or collect simple visual responses such as drawings, rubbings, or images • Develop increasing control when using different drawing tools and surfaces • Draw simple representations of familiar objects, people, and experiences • Begin to add simple detail such as lines, shapes, and features • Talk about their work and begin to say what they like about it • Look closely at objects and begin to notice simple features • Respond to artwork and begin to share simple opinions about their own and



	others' work
Skills to be Covered KS1	Sketchbook - Begin to and develop a sketchbook habit where children are able to record individual responses (including drawing to discover and experiment, collecting and sticking & writing notes) Children will understand the use of this special book and begin to feel a sense of ownership. Generating ideas through looking and talking & Work of other artists - Children are given time and space to engage with the physical world and stimulus (visiting, seeing, holding & hearing). Children enjoy looking at artwork made by artists/craftspeople/ architects and designers and express opinions on their work. Generating ideas through playing/making – Children have hands-on, playful exploration of materials. Evaluating – Children enjoy listening to people's views about artwork made by others. Children shared what they have liked about the process and the end result. Drawing: - Pencil, chalk, soft pastel, wax and charcoal. - Begin to explore a variety of drawing equipment and draw on different surfaces and coloured paper. pencil. - Understand and can demonstrate the different grades of pencil. - Complete observational drawings - Experiment with the different marks that can be made (e.g. dots and lines). Produce lines of different thickness and tone using a Pencil and drawing techniques of hatching, scribbling, stippling and blending are experimented with. - Shading is used to show light and shadow effects. - Investigate and are able to produce an expanding range of patterns and textures. - Show an awareness of objects having a third dimension and perspective. - Techniques taught enable children to create light and dark lines.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> - What is observational drawing? - Name two drawing materials you used in this unit. - What does shading help to show in a drawing? - How can you make a dark tone with a pencil? - What types of lines can artists create? - Why do artists use sketchbooks?

Title	<u>Painting</u> We are learning to mix colours and develop painting skills.
Overview of Unit	Children explore painting as a process of mixing, experimenting, and developing control. They learn how to use different brushes, tools, and surfaces to create



	a range of effects. Children develop confidence in colour mixing, beginning with primary colours and progressing to simple secondary colour creation. They build control over brushstrokes and begin to use painting to represent ideas, objects, and experiences. Opportunities to explore artists' work, talk about their own and others' paintings, and develop a sketchbook habit support children in developing curiosity, reflection, and ownership of their work.
Key Vocabulary	paint, painting, brush, bristles, stroke, mix, colour, primary colour, secondary colour, light, dark, shade, texture, thick, thin, control, blend, experiment, palette, surface, wet, dry, artist, observe
Key Learning Objectives	- I am learning to explore paint and different tools to make marks and experiment with colour - I am learning to use brushes and painting tools with increasing control on different surfaces - I am learning to mix primary colours to create new colours and use them in my painting - I am learning to develop control of brushstrokes to create different effects in a painting of an object or idea - I am learning to create, reflect on, and improve a finished painting by adding detail and refining colour choices
Key knowledge	1. The primary colours are red, blue and yellow. 2. Secondary colours are made by mixing two primary colours together. 3. Different brushes can create different marks and effects. 4. Artists can use thick or thin paint for different textures. 5. Brush control helps artists paint carefully and accurately. 6. Artists experiment with colours to create different shades and tones.
Skills to be Covered EYFS	Nursery ● Explore paint, colour, and mark-making using hands, brushes, and natural tools (e.g. fingers, twigs, sponges) ● Make simple marks and patterns with paint through free exploration ● Enjoy painting as part of sensory and playful experiences ● Explore mixing colours informally through play (no expectation of naming) ● Talk about what they are doing and the colours they are using with support ● Look at colours in the environment and begin to notice similarities and differences ● Respond to artwork using simple language (e.g. "I like it", "it is bright") ● Explore painting on different surfaces such as paper, card, and larger spaces Reception ● Begin to use paint and brushes with increasing control and intention ● Explore different brush sizes and mark-making tools to create effects ● Begin to mix colours through exploration and notice changes in colour ● Begin to recognise and name some primary colours ● Use painting to represent ideas, objects, and experiences ● Talk about their work and describe what they have made ● Look closely at colours in objects and begin to match or choose similar colours



	Begin to share opinions about their own and others' paintings.
Skills to be Covered KS1	Sketchbook - Begin to and develop a sketchbook habit where children are able to record individual responses (including drawing to discover and experiment, collecting and sticking & writing notes) Children will understand the use of this special book and begin to feel a sense of ownership. Generating ideas through looking and talking & Work of other artists - Children are given time and space to engage with the physical world and stimulus (visiting, seeing, holding & hearing). Children enjoy looking at artwork made by artists/craftspeople/ architects and designers and express opinions on their work. Generating ideas through playing/making – Children have hands-on, playful exploration of materials. Evaluating –Children enjoy listening to people's views about artwork made by others. Children shared what they have liked about the process and the end result. Painting - Different types and sizes of brushes, fingers, natural resources (e.g. twigs). Children use ready mixed paint, powder paint and textured paint. Children explore painting on different surfaces, i.e. coloured paper, sized and shaped paper. - Begin to control the types of marks made with media. - Mix and match colours to different artefacts and objects. - Recognise and name the primary colours used. Children predict and learn how to mix secondary colours.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> - What are the three primary colours? - How do you make a secondary colour? - What can different brushes help artists create? - What happens when you mix colours together? - Why is brush control important? - What is a shade in painting?

Title	<u>Materials and Textiles</u> We are learning to thread and plait materials and then weave materials together.
Overview of Unit	Children explore materials and textiles through hands-on making, developing skills in threading, plaiting, cutting, joining, and weaving. They experiment with a wide range of materials such as fabric, paper, plastic, and natural resources to create simple textile pieces and images. Children develop fine motor control and begin to understand how different materials can be joined and manipulated to create effects. They are encouraged to explore ideas through play, respond to artists and craftspeople, and reflect on their own making processes and outcomes.



Key Vocabulary	thread, threading, plait, plaiting, weave, weaving, fabric, textile, material, texture, cut, scissors, trim, glue, join, attach, needle, yarn, wool, ribbon, strip, pattern, design, collage, overlap, overlap, stitch, combine, assemble
Key Learning Objectives	- I am learning to explore different materials and ways of joining them through threading and plaiting - I am learning to use tools safely to cut, glue, and trim a range of materials - I am learning to develop threading and plaiting skills with increasing control - I am learning to explore weaving techniques to combine materials and create patterns - I am learning to create a finished textile piece using a range of materials and talk about what I like about my work and others' work.
Key knowledge	1. Textiles are materials such as fabric, wool and yarn. 2. Threading means putting thread or yarn through holes or objects. 3. Plaiting is made by weaving strands over and under each other. 4. Weaving combines materials together to make patterns. 5. Different materials can have different textures and appearances. 6. Scissors, glue and needles must be used safely.
Skills to be covered EYFS	Nursery ● Explore a wide range of materials such as fabric, paper, ribbon, and natural objects through sensory play ● Enjoy ripping, tearing, sticking, and manipulating materials freely ● Begin to explore simple joining using glue or pressing materials together ● Use hands and simple tools to investigate texture and materials ● Talk about what materials feel like and what they are doing ● Build simple constructions using blocks and loose parts ● Respond to making experiences with curiosity and enjoyment Reception ● Explore joining materials using glue, tape, and simple fastening techniques ● Begin to use threading with large beads, pasta, or similar materials ● Develop early cutting skills using scissors with support ● Begin to combine materials to create simple collages or textile pieces ● Talk about their creations and describe materials used ● Begin to make simple choices about materials and how they are used ● Explore weaving or interlacing materials through structured play
Skills to be Covered KS1	Sketchbook ● Begin to and develop a sketchbook habit where children are able to record individual responses (including drawing to discover and experiment, collecting and sticking & writing notes) Children will understand the use of this special book and begin to feel a sense of ownership. Generating ideas through looking and talking & Work of other artists - Children are given time and space to engage with the physical world and stimulus (visiting, seeing, holding & hearing). Children enjoy looking at artwork made by artists/craftspeople/ architects and designers and



	express opinions on their work. Generating ideas through playing/making – Children have hands-on, playful exploration of materials. Evaluating – Children enjoy listening to people's views about artwork made by others. Children shared what they have liked about the process and the end result. <u>Materials and Textiles</u> • Use a variety of techniques, e.g. threading, plaiting, weaving. • Learn how to cut, glue and trim material. • Learn how to thread a needle, cut, glue and trim material. • Create images from imagination, experience or observation. • Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What are textiles? 2. What does threading mean? 3. How is a plait made? 4. What is weaving? 5. Why might artists choose different materials? 6. Name one tool that must be used safely in textiles work.

Title	Printing We will be looking at Andy Warhol and printing fruits and vegetables and printing using a relief print.
Overview of Unit	Children explore printing through hands-on experimentation with a range of materials and tools, including natural and man-made objects. They investigate pattern, texture, and repetition by creating prints and rubbings. Children are introduced to relief printing, designing simple images before pressing into polystyrene tiles and printing. They study the work of Andy Warhol to inspire their own work. Children develop control, explore colour and composition, and begin to plan, make, and evaluate their printed outcomes.
Key Vocabulary	print, printing, printmaking, relief print, press, press down, pattern, repeat, repeating, texture, rubbing, ink, paint, roller, stamp, block, tile, polystyrene, design, press, transfer, image, composition, artist, Warhol
Key Learning Objectives	- I am learning to explore printing using different objects and materials to make marks and patterns - I am learning to create repeating patterns through printing and mark-making - I am learning to make rubbings and prints using a range of surfaces and materials - I am learning to design and create a simple relief print using a polystyrene tile



	- I am learning to evaluate my printmaking by talking about what I like and how I could improve it
Key knowledge	1. Printing creates repeated images or patterns. 2. Objects such as fruit, vegetables and sponges can be used for printing. 3. Relief printing uses a raised surface to transfer ink or paint. 4. Andy Warhol was an artist known for colourful repeated prints. 5. Rubbings can show the texture of a surface. 6. Patterns can repeat shapes, colours or lines.
Skills to be covered EYFS	Nursery ● Explore making marks using hands, objects, and natural materials ● Enjoy stamping, pressing, and rolling objects into paint or soft materials ● Make simple patterns and repeated marks through playful exploration ● Explore printing through sensory experiences (hands, sponges, objects) ● Talk about what they are doing using simple language ● Explore textures through rubbing and pressing materials ● Respond to printmaking experiences with curiosity and enjoyment Reception ● Use a range of tools and objects to make prints and marks ● Begin to create simple repeating patterns through printing ● Make rubbings using different textured surfaces ● Explore colour, shape, and pattern in printmaking ● Begin to plan simple ideas before printing with support ● Talk about their work and describe what they have made ● Begin to evaluate their prints by saying what they like ● Explore simple relief printing with support (pressing and transferring images)
Skills to be Covered KS1	Sketchbook ● Begin to and develop a sketchbook habit where chn are able to record individual responses (including drawing to discover and experiment, collecting and sticking & writing notes) Children will understand the use of this special book and begin to feel a sense of ownership. Generating ideas through looking and talking & Work of other artists - Children are given time and space to engage with the physical world and stimulus (visiting, seeing, holding & hearing). Children enjoy looking at artwork made by artists/craftspeople/ architects and designers and express opinions on their work. Generating ideas through playing/making – Children have handson, playful exploration of materials. Evaluating –Children enjoy listening to people’s views about artwork made by others. Chn shared what they have liked about the process and the end result. Printing



	• Make marks in print with a variety of objects, including natural and made objects. • Create repeating patterns in printing and in the environment. • Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. • Make rubbings • Carry out a relief print, designing it first before pressing into a polystyrene tile and printing. • Plan, do, evaluate.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What is printing? 2. Name one object you can use to make a print. 3. What is a relief print? 4. What was Andy Warhol famous for in his artwork? 5. What can a rubbing show? 6. What is a repeating pattern?

Title	<u>Collage</u> We are learning to create Great Fire of London pictures based on the work of Jan Griffier the Elder using a range of materials.
Overview of Unit	Children explore collage through creating artwork inspired by the Great Fire of London and the work of Jan Griffier the Elder. They use a variety of materials such as paper, fabric, and textured items to build images and represent ideas. Children develop skills in cutting, tearing, arranging, and combining materials to create simple compositions. They learn to select materials for effect, explore texture and colour, and begin to understand how different materials can be layered to create meaning in their work.
Key Vocabulary	collage, cut, tear, glue, stick, layer, overlap, arrange, composition, texture, material, fabric, paper, card, tissue, image, design, combine, mix, pattern, choose, effect, artist, Griffier, Great Fire of London, background, foreground
Key Learning Objectives	- I am learning to explore different materials and techniques to create simple collage images - I am learning to cut and tear materials to make shapes and build compositions - I am learning to select and combine materials for different effects and textures - I am learning to develop a collage inspired by the Great Fire of London using a range of materials - I am learning to evaluate my collage by talking about what I like and how I could improve it
Key knowledge	1. Collage is made by joining different materials together. 2. Materials can be cut, torn, layered and overlapped in collage. 3. Different materials create different textures and effects. 4. Artists choose materials carefully for colour and texture. 5. Jan Griffier the Elder painted scenes of the Great Fire of London.



	6. Foreground is the part of a picture closest to the viewer and background is further away.
Skills to be covered EYFS	Nursery • Explore a wide range of materials such as paper, fabric, tissue, and natural objects • Enjoy ripping, tearing, sticking, and arranging materials through sensory play • Make simple patterns and images through free collage exploration • Use glue and simple tools to join materials with support • Talk about materials and what they are doing using simple language • Explore texture and colour through hands-on play • Respond to collage-making with curiosity and enjoyment Reception • Use cutting and tearing to create simple shapes and forms • Explore arranging and sticking materials to create simple images • Begin to choose materials for colour, texture, and effect • Combine different materials to build simple compositions • Talk about their collage and describe what they have made • Begin to reflect on their work and say what they like • Explore ideas through making linked to stories, events, or experiences
Skills to be Covered KS1	Sketchbook • Begin to and develop a sketchbook habit where chn are able to record individual responses (including drawing to discover and experiment, collecting and sticking & writing notes) Children will understand the use of this special book and begin to feel a sense of ownership. Generating ideas through looking and talking & Work of other artists - Children are given time and space to engage with the physical world and stimulus (visiting, seeing, holding & hearing). Children enjoy looking at artwork made by artists/craftspeople/ architects and designers and express opinions on their work. Generating ideas through playing/making – Children have handson, playful exploration of materials. Evaluating –Children enjoy listening to people’s views about artwork made by others. Chn shared what they have liked about the process and the end result. Collage • Using cut and torn papers and other materials to make simple patterns and images. • Recognising that materials look and feel different, choosing the most suitable materials for an effect. • Mixing paper and other materials with different textures and appearances.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What is a collage? 2. Name two ways materials can be changed in collage work.



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3. Why do artists use different textures in collage?
 4. Who was Jan Griffier the Elder?
 5. What is the foreground in a picture?
 6. Why do artists layer materials in collage?

