

Hopton C of E Primary Academy

History Subject Overviews

LKS2

Title	<u>Sculpture</u> Egyptian masks using wire and modroc
Overview of Unit	In this LKS2 sculpture unit, pupils will explore Ancient Egyptian art by designing and creating Egyptian masks using wire and Modroc. They will study examples of Egyptian masks and artefacts to understand their symbolic and decorative features, considering how shape, pattern, and form were used to represent identity and status. Pupils will develop skills in manipulating wire to create a 3D structure and applying Modroc to build and shape their final form. They will plan and design their masks in sketchbooks, exploring ideas through drawing, testing materials, and refining their designs. Throughout the unit, pupils will evaluate their work continuously, discussing what is successful and how they can improve, developing increasing confidence in sculpture techniques.
Key Vocabulary	Ancient Egypt, mask, sculpture, wire, Modroc, structure, form, shape, 3D, model, texture, pattern, design, decorate, layer, construct, refine, evaluate
Key Learning Objectives	- I am learning to explore Egyptian masks and develop ideas through sketchbook drawings and discussion. - I am learning to plan a mask design using shape, pattern, and symbolic features. - I am learning to manipulate wire to create a 3D structure for a mask. - I am learning to apply Modroc to build, shape, and refine my sculpture. - I am learning to evaluate and improve my sculpture through reflection and feedback.
Key Knowledge	1. Ancient Egyptian masks used patterns and symbols to show identity and status. 2. Wire can be bent and shaped to create a 3D sculpture structure. 3. Modroc is layered over a frame to build and strengthen sculptures. 4. Texture and decoration can make sculptures more detailed and realistic. 5. Sketchbooks help artists plan, test and refine ideas. 6. Artists evaluate sculptures to improve shape, structure and design.
Skills to be Covered	Sketchbook ● There is a strong sense of ownership of the sketchbook. Each child works at their own pace and follows their own exploration. There is a greater range of responses in the ● sketchbook (including exploring and testing ideas, reflecting & thinking forwards, ● adapting and refining ideas) Generating ideas through looking and talking & Work of other artists and craftspeople - Children look at a variety of inspirational artists and their work (these include images on a screen, images in books and on websites). Children look closely, describe what they can see, find similarities and differences, consider how it makes them feel and consider how it might inspire them in their own artwork.



	Generating ideas through making – Children use a growing knowledge of how materials and mediums act to help develop ideas. Children use their previous knowledge and experience to influence their process. Evaluating –Children evaluate throughout the process as a class, in small groups and one on one with the teacher. Suggestions are made for improvement as well as strengths. Evaluation of the process and the outcome are of equal importance. Sculpture • Manipulate wire to create a product • Be able to layer modroc to create an effective model suitable for purpose. • Plan, design and make models. • Talk about their work understanding that it has been sculpted, modelled or constructed.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. Why did Ancient Egyptians decorate masks with symbols and patterns? 2. What is the purpose of using wire in sculpture? 3. How is Modroc used in sculpture? 4. What does 3D mean in art? 5. Why do artists use sketchbooks before making final pieces? 6. How can artists improve their sculptures during the process?

Title	Painting Prehistoric painting: Looking at cave art and making our own paints
Overview of Unit	In this LKS2 painting unit, pupils will explore prehistoric cave art and the earliest forms of painting, using this as inspiration to create their own artwork. They will investigate how early humans used natural materials to make paint, and they will experiment with creating their own paints using simple ingredients. Pupils will develop their painting skills by exploring a range of brushes, marks, and techniques, including layering, texture, and colour mixing. They will learn how to control tone by lightening and darkening colours without using black or white, and begin to understand how colour can be built through gradual mixing. Throughout the unit, pupils will use sketchbooks to explore ideas, test materials, reflect on their process, and refine their work, developing increasing independence and confidence as painters.
Key Vocabulary	prehistoric, cave art, pigment, paint, natural materials, texture, brush, mark-making, layering, mix, blend, tone, shade, tint, colour, light, dark, refine, evaluate
Key Learning Objectives	- I am learning to explore prehistoric cave art and develop ideas through sketchbook drawing and discussion. - I am learning to experiment with making my own paints using natural materials. - I am learning to control brushes and explore different mark-making techniques in painting. - I am learning to use colour, texture, and layering to develop my painting skills.



	- I am learning to evaluate and improve my painting by refining colour, tone, and technique.
Key Knowledge	1. Prehistoric people used natural materials to make paint pigments. 2. Cave art often showed animals, hunting scenes and symbols. 3. Layering paint can create texture and depth. 4. Artists can lighten or darken colours by mixing tones. 5. Different brushes and tools create different marks and effects. 6. Artists refine paintings by improving colour, tone and detail.
Skills to be Covered	Sketchbook • There is a strong sense of ownership of the sketchbook. Each child works at their own pace and follows their own exploration. There is a greater range of responses in the sketchbook (including exploring and testing ideas, reflecting & thinking forwards, adapting and refining ideas) Generating ideas through looking and talking & Work of other artists and craftspeople - Children look at a variety of inspirational artists and their work (these include images on a screen, images in books and on websites). Children look closely, describe what they can see, find similarities and differences, consider how it makes them feel and consider how it might inspire them in their own artwork. Generating ideas through making – Children use a growing knowledge of how materials and mediums act to help develop ideas. Children use their previous knowledge and experience to influence their process. Evaluating –Children evaluate throughout the process as a class, in small groups and one on one with the teacher. Suggestions are made for improvement as well as strengths. Evaluation of the process and the outcome are of equal importance. Painting • Continue to use a wide range of brushes for different purposes, discussing these with the chn. • Children to create their own paints. • Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture. • Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks. • Lighten and darken without the use of black or white. Begin to mix colour shades and tones.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What materials did prehistoric people use to make paint? 2. What types of images were often painted in cave art? 3. What does layering mean in painting? 4. How can artists change the tone of a colour? 5. Why might artists use different brushes? 6. How can artists improve a painting?



Title	<u>Drawing</u> Developing drawing skills (tone, composition) through the context of Titanic.
Overview of Unit	In this LKS2 drawing unit, pupils will develop their drawing skills through the historical context of the Titanic. They will explore how artists use tone, composition, and detail to create powerful and expressive images. Pupils will work from a variety of sources including photographs, observational drawings, and digital images to build accuracy and confidence in their work. They will experiment with a range of media such as pencil, graphite, charcoal, pastel, pen, wax, and chalk, developing control over line, mark-making, and shading. Pupils will also explore perspective and the idea of drawing in three dimensions, using sketchbooks to test ideas, refine techniques, and reflect on their progress. Throughout the unit, they will build independence and sustain drawing over longer periods of time, improving both technical skill and visual awareness.
Key Vocabulary	Titanic, drawing, tone, composition, observation, sketch, line, mark-making, shading, graphite, pencil, charcoal, pastel, wax, pen, contrast, perspective, texture, detail, refine, evaluate
Key Learning Objectives	- I am learning to explore the Titanic as a context and develop ideas through sketchbook drawing and discussion. - I am learning to use line, mark-making, and tone to develop observational drawings. - I am learning to use a range of drawing materials to create texture, detail, and tone. - I am learning to develop composition and perspective in my drawings from different sources. - I am learning to evaluate and refine my drawings by improving tone, detail, and composition.
Key Knowledge	1. Observational drawing involves looking carefully at a source before drawing. 2. Tone is created using light and dark shading. 3. Different drawing materials create different textures and effects. 4. Perspective helps drawings appear more realistic and 3D. 5. Composition is the arrangement of objects in artwork. 6. Artists refine drawings by improving detail, tone and accuracy.
Skills to be Covered	Sketchbook • There is a strong sense of ownership of the sketchbook. Each child works within at their own pace and follows their own exploration. There is a greater range of responses in the • sketchbook (including exploring and testing ideas, reflecting & thinking forwards, • adapting and refining ideas) Generating ideas through looking and talking & Work of other artists and craftspeople - Children look at a variety of inspirational artists and their work (these include images on a screen, images in books and on websites). Children look closely, describe what they can see, find similarities and differences, consider how it makes them feel and consider how it might inspire them in their own artwork.



	Generating ideas through making – Children use a growing knowledge of how materials and mediums act to help develop ideas. Children use their previous knowledge and experience to influence their process. Evaluating –Children evaluate throughout the process as a class, in small groups and one on one with the teacher. Suggestions are made for improvement as well as strengths. Evaluation of the process and the outcome are of equal importance. Drawing ● Pencil, graphite, pen, chalk, soft pastel, wax and charcoal. ● Develop intricate patterns and marks with a variety of media. ● Pencil and drawing techniques are revisited and children can use these confidently. ● Draw for a sustained period of time at an appropriate level. ● Further opportunities are drawing in the third dimension and perspective. ● Use drawing techniques to work from a variety of sources including observation, photographs and digital images. ● Further develop close observational skills. ● Children are able to create lines, marks and develop tone, demonstrating an understanding of their suitability.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What is observational drawing? 2. How do artists create tone in drawings? 3. Name two materials used in this unit. 4. What does perspective help show in a drawing? 5. What is composition? 6. How can artists refine their drawings?

Title	<u>Materials & Textiles</u> We will be creating mosaic artwork based on Roman art.
Overview of Unit	In this LKS2 materials and textiles unit, pupils will explore Roman mosaic art and create their own mosaic-style artworks. They will study examples of Roman mosaics to understand how artists use colour, shape, pattern, and repetition to create detailed images and decorative designs. Pupils will collect visual information from a range of sources and use sketchbooks to explore ideas, test arrangements, and plan their compositions. They will develop practical skills in cutting, joining, and sequencing materials to build effective mosaic designs. Pupils will experiment with arranging tiles to create pattern and imagery, refining their work as they go. Throughout the unit, they will evaluate their choices, use appropriate vocabulary to describe their work, and develop increasing confidence in constructing and adapting their designs.
Key Vocabulary	Roman, mosaic, tile, pattern, repetition, symmetry, design, composition, colour, texture, arrange, cut, join, sequence, shape, layout, refine, evaluate



Key Learning Objectives	- I am learning to explore Roman mosaics and develop ideas through sketchbook drawing and discussion. - I am learning to plan a mosaic design using pattern, colour, and composition. - I am learning to cut, arrange, and sequence materials to create a mosaic effect. - I am learning to join and refine my mosaic work using appropriate tools and techniques. - I am learning to evaluate and improve my mosaic artwork using art vocabulary and reflection.
Key Knowledge	1. Roman mosaics were created using small pieces called tiles. 2. Patterns and repetition are important features of mosaics. 3. Materials can be cut and arranged to create detailed designs. 4. Symmetry can help create balanced mosaic patterns. 5. Artists refine mosaics by changing layout and arrangement. 6. Sketchbooks are used to test and develop mosaic ideas.
Skills to be Covered	Sketchbook • There is a strong sense of ownership of the sketchbook. Each child works within at their own pace and follows their own exploration. There is a greater range of responses in the • sketchbook (including exploring and testing ideas, reflecting & thinking forwards, • adapting and refining ideas) Generating ideas through looking and talking & Work of other artists and craftspeople - Children look at a variety of inspirational artists and their work (these include images on a screen, images in books and on websites). Children look closely, describe what they can see, find similarities and differences, consider how it makes them feel and consider how it might inspire them in their own artwork. Generating ideas through making – Children use a growing knowledge of how materials and mediums act to help develop ideas. Children use their previous knowledge and experience to influence their process. Evaluating –Children evaluate throughout the process as a class, in small groups and one on one with the teacher. Suggestions are made for improvement as well as strengths. Evaluation of the process and the outcome are of equal importance. <u>Materials and Textiles</u> • Name the tools and materials they have used. • Sequence materials in a mosaic tile to give effect. • Develop skills in cutting and joining. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. • Experimenting with ceramic mosaic techniques to produce a piece of art.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What are Roman mosaics made from? 2. Why are patterns important in mosaics? 3. What does symmetry mean?



	4. How can artists create a mosaic effect? 5. Why do artists refine their mosaic designs? 6. How do sketchbooks help artists?
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Title	Printing We will be creating string relief prints, famous in the Tudor period.
Overview of Unit	In this LKS2 printing unit, pupils will explore string relief printing inspired by Tudor printmaking techniques. They will study historical examples of prints to understand how artists use pattern, shape, and positive and negative space to create bold and effective designs. Pupils will design their own print ideas in sketchbooks, experimenting with pattern and composition before creating a string relief printing block. They will learn how to apply string to build raised surfaces, then use rollers and paint to produce printed images. Throughout the unit, pupils will refine their designs through testing and evaluation, developing increasing control and understanding of the printing process from design to final print.
Key Vocabulary	printing, relief, Tudor, string print, block, pattern, shape, design, composition, positive space, negative space, ink, paint, roller, texture, repeat, motif, refine, evaluate
Key Learning Objectives	- I am learning to explore Tudor string relief prints and develop ideas through sketchbook research and discussion. - I am learning to design a print using pattern, shape, and an understanding of positive and negative space. - I am learning to create a string relief printing block using appropriate materials and techniques. - I am learning to apply ink and print my relief block using rollers to create clear prints. - I am learning to evaluate and refine my printmaking by improving detail, technique, and outcome.
Key Knowledge	1. Relief printing uses raised surfaces to transfer ink or paint. 2. String can be attached to a block to create raised printing lines. 3. Positive space is the main image and negative space is the background around it. 4. Rollers help spread ink or paint evenly across a printing block. 5. Repeating patterns are common in printmaking. 6. Artists test and refine prints to improve clarity and detail.
Skills to be Covered	Sketchbook • There is a strong sense of ownership of the sketchbook. Each child works at their own pace and follows their own exploration. There is a greater range of responses in the sketchbook (including exploring and testing ideas, reflecting & thinking forwards, adapting and refining ideas) Generating ideas through looking and talking & Work of other artists and craftspeople - Children look at a variety of inspirational artists and their work (these include images on a screen, images in books and on websites). Children look closely, describe what they can see, find similarities and differences, consider how it makes them feel and consider how it might inspire



	them in their own artwork. Generating ideas through making – Children use a growing knowledge of how materials and mediums act to help develop ideas. Children use their previous knowledge and experience to influence their process. Evaluating –Children evaluate throughout the process as a class, in small groups and one on one with the teacher. Suggestions are made for improvement as well as strengths. Evaluation of the process and the outcome are of equal importance. Printing • Print using a variety of materials, objects and techniques including layering with rubbings. • Talk about the processes used to produce a simple print. • Explore pattern and shape, creating designs for printing. • Research the string printing style in the tudor period. • Research, create and refine a print using a variety of techniques. • Children can articulate positive and negative space. • Create a string print and print using rollers and paint to create a relief print.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What is relief printing? 2. How is string used in string printing? 3. What is positive space in art? 4. Why are rollers used in printing? 5. What is a repeating pattern? 6. Why do artists refine their prints?

Title	Collage We will be learning how to make a collage from recycled materials.
Overview of Unit	In this LKS2 collage unit, pupils will explore how recycled materials can be used to create imaginative and expressive artwork. They will study examples of collage artists and consider how different materials can be combined to create contrast in texture, colour, and pattern. Pupils will experiment with layering, arranging, and joining recycled materials to develop their own compositions. They will use sketchbooks to explore ideas, test materials, and refine their designs, returning to their work to improve and develop final outcomes. Throughout the unit, pupils will evaluate their choices and develop increasing confidence in using collage techniques to communicate ideas creatively and sustainably.
Key Vocabulary	collage, recycled, materials, texture, layering, composition, contrast, colour, pattern, cut, tear, arrange, join, background, refine, evaluate
Key Learning Objectives	- I am learning to explore collage techniques using recycled materials and develop ideas in my sketchbook. - I am learning to use colour, texture, and pattern to plan a collage composition.



	- I am learning to select, cut, and arrange recycled materials to create a collage artwork. - I am learning to develop and refine my collage by improving layering, contrast, and composition. - I am learning to evaluate and improve my collage work using reflection and feedback.
Key Knowledge	1. Collage artwork is made by combining different materials together. 2. Recycled materials can be reused to create art sustainably. 3. Layering materials creates texture and depth in collage. 4. Contrasting colours and patterns can make artwork more interesting. 5. Composition is the arrangement of materials in artwork. 6. Artists evaluate and refine collage work to improve the final piece.
Skills to be Covered	Sketchbook • There is a strong sense of ownership of the sketchbook. Each child works at their own pace and follows their own exploration. There is a greater range of responses in the • sketchbook (including exploring and testing ideas, reflecting & thinking forwards, • adapting and refining ideas) Generating ideas through looking and talking & Work of other artists and craftspeople - Children look at a variety of inspirational artists and their work (these include images on a screen, images in books and on websites). Children look closely, describe what they can see, find similarities and differences, consider how it makes them feel and consider how it might inspire them in their own artwork. Generating ideas through making – Children use a growing knowledge of how materials and mediums act to help develop ideas. Children use their previous knowledge and experience to influence their process. Evaluating –Children evaluate throughout the process as a class, in small groups and one on one with the teacher. Suggestions are made for improvement as well as strengths. Evaluation of the process and the outcome are of equal importance. Collage • Using collage to explore wider art themes. • Returning to work using a range of techniques to develop the final image • Experimenting with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What is collage? 2. Why can recycled materials be useful in art? 3. How does layering improve a collage? 4. What does contrast mean in art? 5. What is composition? 6. How can artists improve their collage artwork?



