

Hopton C of E Primary Academy

Art Subject Overviews

UKS2

Title	<u>Drawing</u> We will experiment with creating silhouettes, use line, shape and contrast to tell a greek myth story on a greek vase panel.
Overview of Unit	In this UKS2 art unit, pupils will explore how stories from Ancient Greek mythology were told visually through traditional vase paintings. They will study examples of Greek vases to understand how artists use silhouette, line, shape, and contrast to communicate narrative without words. Pupils will experiment with drawing techniques such as pencil, pen, and charcoal to create strong silhouette figures and expressive poses. They will plan and design their own composition within a vase-shaped panel, carefully considering scale, placement, and focal points to tell a clear story. Over a series of lessons, pupils will develop a sustained final artwork inspired by a Greek myth, refining their use of line and contrast to improve clarity and impact. Throughout the unit, sketchbooks will be used to explore ideas, record observations, test materials, and evaluate progress, helping pupils develop confidence and independence as artists.
Key Vocabulary	silhouette, contrast, composition, narrative, mythology, Ancient Greece, vase painting, outline, shape, line, tone, texture, pattern, proportion, scale, focal point, shading, storytelling, refine, evaluate
Key Learning Objectives	- I am learning to understand how Greek vase art tells stories using images instead of words. - I am learning to create silhouette drawings to show figures and movement. - I am learning to plan a composition that tells a story within a vase-shaped design. - I am learning to use drawing techniques to develop a clear and detailed final artwork. - I am learning to evaluate and improve my artwork using reflection and feedback.
Key Knowledge	1. Ancient Greek vase paintings were used to tell stories from mythology and daily life using pictures instead of words. 2. A silhouette is a dark outline shape used to show people, objects, or movement clearly. 3. Artists use composition to arrange figures and objects so the viewer's eye follows the story. 4. Contrast between light and dark helps important parts of an artwork stand out. 5. Perspective, scale, and proportion help drawings appear balanced and realistic. 6. Sketchbooks are used to test ideas, practise drawing techniques, and refine compositions before creating a final piece.
Skills to be Covered	Sketchbook The link between the sketchbook and outcomes become understood, there is a cycle of raising questions from sketchbook ideas which are explored within and outside the sketchbook.



	Generating ideas through looking and talking & Work of other artists and craftspeople - Children look critically at examples of artists/craftspeople work and discuss the artists intention and individual response. Art forms beyond the visual arts are explored (e.g.literature, drama, music, film) and how they relate to the visual art form. Children make links to other artists and art forms/pieces. Generating ideas through making – Children use a secure knowledge of how materials and mediums act to help develop ideas. Chn explore how the medium (i.e. drawing in pencil or charcoal) translates and develop. Evaluating – Children critically discuss the process and the end result, they discuss problems, how they were solved. Children reflect upon artists and their works influence and how their work fits into a larger context. Regular evaluation occurs as a class, in smaller groups and one on one. Drawing • Pencil, graphite, pen and charcoal. • Draw independently for a sustained period of time, over a number of sessions working on one piece. • Techniques are now embedded (e.g. shading & hatching) and chn select these independently, understanding what works well in their work and why. • Develop simple perspective in using a single focal point and horizon. Develop an awareness of composition, scale and proportion. • Children develop their own style of drawing through: line, tone, patterns and texture.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What is a silhouette in art? 2. Why did Ancient Greek artists use images on vases? 3. How does contrast help an artwork? 4. What does composition mean in drawing? 5. Why do artists use sketchbooks before creating a final piece? 6. Which drawing materials can be used to create tone and texture?

Title	Printing: Children will learn to carve, ink and print using lino, developing control, precision and understanding of repeat patterns. We will look at William Morris and compare with Sybil Andrews, a local printmaking artist.
Overview of Unit	In this UKS2 lino printing unit, pupils will explore the process of designing, carving, inking, and printing using lino to create bold and effective printed images. They will learn how to plan a design carefully through sketchbook drawing before transferring it into lino, using tools safely and with increasing control and precision. Pupils will develop an understanding of how line, shape, and pattern are used in printmaking, and how designs need to be simplified for successful printing. They will experiment with repeated patterns and explore how ink can be applied to create clear, high-quality prints. Throughout the unit, pupils will refine their work by evaluating and



	modifying their designs, improving detail, composition, and clarity. They will work increasingly independently, developing confidence in the lino printing process from initial idea through to finished print.
Key Vocabulary	lino, relief print, block, carving, tool, safety, design, sketch, transfer, ink, brayer, roller, printing plate, pattern, repetition, symmetry, motif, texture, registration, print run, evaluate, refine
Key Learning Objectives	- I am learning to understand how lino printing is created using relief techniques. - I am learning to design a print using pattern, shape, and repetition. - I am learning to transfer a design and safely carve it into lino using appropriate tools. - I am learning to ink and print my lino block to create clear and effective prints. - I am learning to evaluate and refine my printmaking by improving detail, clarity, and technique.
Key Knowledge	1. Lino printing is a type of relief printing where raised surfaces hold the ink. 2. Artists carve away sections of lino so only the remaining raised areas print onto paper or fabric. 3. Printmakers use rollers or brayers to spread ink evenly across a printing block. 4. Repetition and pattern are important features in many printed designs. 5. William Morris used repeated natural patterns in his decorative print designs. 6. Sketchbooks help artists plan, test, and refine print ideas before carving.
Skills to be Covered	Sketchbook The link between the sketchbook and outcomes become understood, there is a cycle of raising questions from sketchbook ideas which are explored within and outside the sketchbook. Generating ideas through looking and talking & Work of other artists and craftspeople - Children look critically at examples of artists/craftspeople work and discuss the artists intention and individual response. Art forms beyond the visual arts are explored (e.g.literature, drama, music, film) and how they relate to the visual art form. Children make links to other artists and art forms/pieces. Generating ideas through making – Children use a secure knowledge of how materials and mediums act to help develop ideas. Chn explore how the medium (i.e. drawing in pencil or charcoal) translates and develop. Evaluating – Children critically discuss the process and the end result, they discuss problems, how they were solved. Children reflect upon artists and their works influence and how their work fits into a larger context. Regular evaluation occurs as a class, in smaller groups and one on one. Printing • Explain a few techniques of printing - relief, string, lino. • Be able to plan a design through sketching, before carving into line using appropriate tools. • Build up layers and colours/textures • Organise their work in terms of pattern, repetition, symmetry or random printing



	styles. • Choose inks and overlay colours • Describe varied techniques. • Be familiar with layering prints. • Be confident with printing on paper and fabric. • Alter and modify work. • Work relatively independently.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What is relief printing? 2. Why do artists carve parts away from lino? 3. What tool is used to roll ink onto a printing block? 4. What does repetition mean in printing? 5. Why is it important to plan a design before carving lino? 6. Name one artist linked to printmaking in this unit.

Title	<u>Painting</u> Children will develop their sketching skill and watercolour painting skills to create paintings of the antarctic based on Edward Wilson.
Overview of Unit	In this UKS2 painting unit, pupils will develop their sketching and watercolour painting skills to create Antarctic-inspired artworks based on the work of Edward Wilson. They will explore how artists capture mood, texture, and environment through colour, tone, and brushwork. Pupils will learn to select appropriate brushes and control watercolour techniques, including mixing colours, adjusting water levels, and creating different effects and textures. They will develop their ideas through sketching before painting, using drawing as a starting point for composition and design. Pupils will experiment with light and dark tones, complementary colours, and expressive mark-making to build atmosphere in their work. Throughout the unit, they will evaluate and refine their paintings, reflecting on artistic choices and how effectively they communicate the Antarctic environment and mood.
Key Vocabulary	Antarctic, Edward Wilson, watercolour, sketch, brush, wash, blend, mix, tone, tint, shade, light, dark, composition, texture, mark-making, pigment, water control, complementary colours, refine
Key Learning Objectives	- I am learning to explore Antarctic imagery and develop sketching ideas to plan a painting. - I am learning to develop a detailed sketch and begin planning composition for my painting. - I am learning to control watercolour techniques including mixing, blending, and brush control. - I am learning to use tone, colour, and texture to build atmosphere and develop my painting. - I am learning to evaluate and refine my painting by improving detail, colour, and composition. -



Key Knowledge	1. Watercolour paint is mixed with water to create light washes and blended effects. 2. Artists control the amount of water to change the strength and texture of colour. 3. Tone is created by making colours lighter or darker. 4. Complementary colours are opposite colours on the colour wheel that create contrast. 5. Edward Wilson painted Antarctic scenes to capture atmosphere, light, and environment. 6. Sketching helps artists plan composition and structure before painting.
Skills to be Covered	Sketchbook The link between the sketchbook and outcomes become understood, there is a cycle of raising questions from sketchbook ideas which are explored within and outside the sketchbook. Generating ideas through looking and talking & Work of other artists and craftspeople - Children look critically at examples of artists/craftspeople work and discuss the artists intention and individual response. Art forms beyond the visual arts are explored (e.g.literature, drama, music, film) and how they relate to the visual art form. Children make links to other artists and art forms/pieces. Generating ideas through making – Children use a secure knowledge of how materials and mediums act to help develop ideas. Chn explore how the medium (i.e. drawing in pencil or charcoal) translates and develop. Evaluating – Children critically discuss the process and the end result, they discuss problems, how they were solved. Children reflect upon artists and their works influence and how their work fits into a larger context. Regular evaluation occurs as a class, in smaller groups and one on one. Painting ● Children select the correct brush needed depending on the task. Chn to explore with watercolour. ● Children will sketch before painting. ● Confidently control the types of marks made and experiment with different effects and textures. ● Start to develop a painting from a drawing. ● Be proficient in colour mixing. ● Be able to use the correct amount of water or the purpose. ● Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What happens when more water is added to watercolour paint? 2. What is tone in painting? 3. Why do artists sketch before painting? 4. What are complementary colours? 5. How did Edward Wilson show atmosphere in his paintings? 6. Why is brush control important in watercolour painting?



Title	Materials and Textiles We will be sewing geometric patterns using squares and circles inspired by Islamic art to create a textile piece and learning the art of Arabic calligraphy.
Overview of Unit	In this UKS2 textiles unit, pupils will design and create a stitched textile piece inspired by Islamic art, using geometric patterns based on shapes such as squares and circles. They will learn and apply key sewing techniques including running stitch and backstitch, developing increasing control, accuracy, and confidence when using needles, thread, and fabric. Pupils will explore how pattern, symmetry, colour, and texture are used in Islamic design, and they will be introduced to Arabic calligraphy as an additional source of visual inspiration. Throughout the unit, pupils will plan and refine their ideas in sketchbooks, explore materials and techniques, and develop their work through experimentation. They will evaluate and adapt their designs as they progress, making informed choices about how to improve their final textile outcome.
Key Vocabulary	materials, textiles, fabric, thread, needle, stitch, sewing, running stitch, backstitch, join, applique, pattern, texture, colour, design, template, construct, evaluate, refine, adapt, combine
Key Learning Objectives	- I am learning to explore different textile techniques and develop ideas for a design. - I am learning to use materials, colour, and texture to plan a textile piece. - I am learning to join fabrics using different stitching techniques safely and accurately. - I am learning to develop and extend my sewing techniques to improve control and accuracy. - I am learning to evaluate, adapt, and refine my textile work to improve my final outcome.
Key Knowledge	1. Islamic art often uses repeating geometric patterns and symmetry. 2. Running stitch and backstitch are sewing techniques used to join fabric pieces together. 3. Different needles and threads are used for different sewing purposes. 4. Texture, colour, and pattern help create interesting textile artwork. 5. Arabic calligraphy is decorative writing used in Islamic art and design. 6. Artists refine and adapt textile work as they develop their final design.
Skills to be Covered	Sketchbook The link between the sketchbook and outcomes become understood, there is a cycle of raising questions from sketchbook ideas which are explored within and outside the sketchbook. Generating ideas through looking and talking & Work of other artists and craftspeople - Children look critically at examples of artists/craftspeople work and discuss the artists intention and individual response. Art forms beyond the visual arts are explored (e.g.literature, drama, music, film) and how they relate to the visual art form. Children make links to other artists and art forms/pieces. Generating ideas through making – Children use a secure knowledge of how materials and mediums act to help develop ideas. Chn explore how the medium (i.e. drawing in pencil or charcoal) translates and develop.



	Evaluating – Children critically discuss the process and the end result, they discuss problems, how they were solved. Children reflect upon artists and their works influence and how their work fits into a larger context. Regular evaluation occurs as a class, in smaller groups and one on one. <u>Materials and Textiles</u> • Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • Extend their work within a specified technique. • Awareness of the potential of the uses of material. • Use different techniques, colours and textures etc when designing and making pieces of work. • To be expressive and analytical to adapt, extend and justify their work
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What is symmetry in art? 2. Name two sewing stitches used in this unit. 3. Why do artists use different threads and needles? 4. What is Arabic calligraphy? 5. How can texture improve a textile piece? 6. Why do artists refine their work during the making process?

Title	<u>Collage</u> We are learning to make viking ships using collage.
Overview of Unit	In this UKS2 collage unit, pupils will create Viking ship artworks using a range of collage techniques. They will explore how to select, cut, tear, layer, and combine materials to build texture and form. Pupils will develop their understanding of composition by working on painted, printed, or drawn backgrounds and adding collage elements to extend their ideas. They will study Viking imagery to help inform their designs and ensure their final piece clearly communicates a theme. Throughout the unit, pupils will experiment with materials and techniques, refining their work to improve detail, structure, and visual impact.
Key Vocabulary	collage, Viking, ship, longship, background, layering, materials, texture, colour, composition, glue, cut, tear, overlap, combine, contrast, design, refine, evaluate
Key Learning Objectives	- I am learning to explore Viking ship designs and record ideas in my sketchbook. - I am learning to plan a collage composition that communicates a clear theme. - I am learning to create collage materials using cutting, tearing, and layering techniques. - I am learning to assemble and build a final collage composition with structure and detail.



	- I am learning to evaluate and refine my collage work to improve my outcome.
Key Knowledge	1. Collage is created by layering and combining different materials onto a surface. 2. Artists choose materials carefully to create texture, contrast, and detail. 3. Backgrounds can be painted, printed, or drawn before collage materials are added. 4. Composition helps organise shapes and materials to communicate a clear theme. 5. Viking longships were designed with curved shapes and decorative details. 6. Artists refine collage work by adjusting layers, colour, and placement.
Skills to be Covered	Sketchbook The link between the sketchbook and outcomes become understood, there is a cycle of raising questions from sketchbook ideas which are explored within and outside the sketchbook. Generating ideas through looking and talking & Work of other artists and craftspeople - Children look critically at examples of artists/craftspeople work and discuss the artists intention and individual response. Art forms beyond the visual arts are explored (e.g.literature, drama, music, film) and how they relate to the visual art form. Children make links to other artists and art forms/pieces. Generating ideas through making – Children use a secure knowledge of how materials and mediums act to help develop ideas. Chn explore how the medium (i.e. drawing in pencil or charcoal) translates and develop. Evaluating – Children critically discuss the process and the end result, they discuss problems, how they were solved. Children reflect upon artists and their works influence and how their work fits into a larger context. Regular evaluation occurs as a class, in smaller groups and one on one. Collage • Choosing the most appropriate materials to fit the purpose. • Conveying a definite theme that is apparent to any viewer. • Add collage to a painted, printed or drawn background. • Use a range of media to create collages. • Use different techniques, colours and textures etc. when designing and making pieces of work. • Use collage as a means of extending work from initial ideas.
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. What is collage? 2. Why do artists layer materials in collage work? 3. What is a composition? 4. How can texture improve a collage? 5. What was special about Viking longships? 6. Why do artists refine and adjust collage work?

Title	<u>Sculpture</u>
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	We will be studying the work of Henry Moore during the war, creating clay sculptures based on the human figure.
Overview of Unit	In this UKS2 sculpture unit, pupils will study the work of Henry Moore, focusing on how he represented the human figure through simplified and abstract forms during the wartime period. They will develop their understanding of how sculpture can express emotion, movement, and structure in three dimensions. Pupils will learn and apply clay techniques such as slabs, coils, joining, and modelling to create their own human figure sculptures. They will use tools to add detail and texture, and develop control when shaping and refining their work. Throughout the unit, pupils will use sketchbooks to explore ideas, plan designs, and reflect on their progress, developing increasing independence as sculptors.
Key Vocabulary	Henry Moore, sculpture, clay, figure, human form, abstract, 3D, form, shape, structure, proportion, texture, modelling, slab, coil, slip, score, join, tool, refine, evaluate
Key Learning Objectives	- I am learning to explore Henry Moore's sculptures and develop ideas through sketchbook drawing and discussion. - I am learning to plan a sculpture by developing sketches that show shape, form, and structure. - I am learning to manipulate clay using techniques such as slabs, coils, and joins to create a figure. - I am learning to refine my sculpture by adding detail, texture, and improving form using tools. - I am learning to evaluate and adapt my sculpture to improve my final outcome and explain my ideas. -
Key Knowledge	1. Henry Moore created sculptures inspired by the human figure using simplified and abstract forms. 2. Sculpture is three-dimensional artwork with height, width, and depth. 3. Clay can be shaped using techniques such as slabs, coils, scoring, and slipping. 4. Texture and detail can be added using tools. 5. Artists consider shape, form, space, and proportion when creating sculptures. 6. Sketchbooks are used to plan sculptures and develop ideas before modelling in clay.



Skills to be Covered	Sketchbook The link between the sketchbook and outcomes become understood, there is a cycle of raising questions from sketchbook ideas which are explored within and outside the sketchbook. Generating ideas through looking and talking & Work of other artists and craftspeople - Children look critically at examples of artists/craftspeople work and discuss the artists intention and individual response. Art forms beyond the visual arts are explored (e.g. literature, drama, music, film) and how they relate to the visual art form. Children make links to other artists and art forms/pieces. Generating ideas through making – Children use a secure knowledge of how materials and mediums act to help develop ideas. Children explore how the medium (i.e. drawing in pencil or charcoal) translates and develop. Evaluating – Children critically discuss the process and the end result, they discuss problems, how they were solved. Children reflect upon artists and their works' influence and how their work fits into a larger context. Regular evaluation occurs as a class, in smaller groups and one on one. Sculpture • Manipulate clay in a variety of ways to create models with more intricate details. • Be able to use tools to create detail and texture. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Develop skills in using clay eg. slabs, coils, slips, etc. • Create sculpture and constructions with increasing independence
End of assessment quiz	<i>Each quiz should also revisit two questions from previous units</i> 1. Who was Henry Moore? 2. What makes sculpture different from drawing or painting? 3. What are coils and slabs used for in clay work? 4. Why do artists score and slip clay before joining pieces? 5. How can tools help improve a sculpture? 6. Why is planning important before creating a sculpture?