

**Art**  
**Year 3 and 4**  
**Autumn**

|   |  |   |  |   |   |   |
|---|--|---|--|---|---|---|
| <b>Topic</b> Ancient Rome- mosaics  |  |   |  |   |   |   |
| <b>Rationale</b><br>The children will have been learning about Romans and life during the Roman period in their History lessons. Using this cross-curricular link the children will learn about mosaics and how to make them. The children will learn about Roman mosaics, how tessellation can be used to create a pattern, the design process, how a mosaic can be constructed and also how to evaluate their finished product.   |  |   |  |   |   |   |
| <b>NC Objective</b><br>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.<br><br>To create sketch books to record observations.<br><br>To learn about great architects in history.  |  |   |  |   |   |   |
| <b>Links to other Subject/Topics.</b><br><b>History</b> – The Romans<br><b>Maths</b> – Shape - Tessellation   |  |   |  |   |   |   |
| <b>Inspiration for Aspiration,</b><br>artist, decorator, interior designer , printer, fabric/wallpaper designer   |  |   |  |   |   |   |
| <ul style="list-style-type: none"> <li>• <b>Key Content</b></li> <li>• What are mosaics?</li> <li>• Who were the great artists, architects and designers in history?</li> <li>• How are mosaic tiles created following Ancient Roman designs?</li> <li>• Design a Roman inspired mosaic tile.</li> <li>• How does my finished product meet expectations? (Evaluate)</li> </ul>  |  |   |  |   |   |   |
| <b>Concepts</b>   |  |   |  |   |   |   |
| <b>Art</b>  | 1  | 2 | 3  | 4 | 5 | 6 |
| <b>Drawing</b>  |  |   |  |   |   |   |
| <b>Colour</b>   |  |   |  |   |   |   |
| <b>Texture</b>  |  |   |  |   |   |   |
| <b>Form</b>   |  |   |  |   |   |   |
| <b>Printing</b>   |  |   |  |   |   |   |
| <b>Pattern</b>  |  |   |  |   |   |   |
| <b>Skills and Knowledge Year 2</b> <ul style="list-style-type: none"> <li>• Experiment with tools and surfaces</li> <li>• Observe patterns</li> <li>• Explore different textures</li> <li>• Awareness of natural and man-made forms</li> <li>• Decorative techniques</li> <li>• Create patterns</li> <li>• Repeating patterns</li> <li>• Replicate patterns and textures in a 3-D form</li> <li>• Print with a growing range of objects</li> <li>• Identify the different forms printing takes</li> </ul> | <b>Skills and Knowledge Year 3</b> <ul style="list-style-type: none"> <li>• Start to refer back to artists, architects and designers in history for inspiration or comparison.</li> <li>• Begin to use varied brush techniques to create shapes, textures, patterns and lines; suitable equipment for the task</li> <li>• - experiment colour mixing and matching; tint, tone, shade – - observe colours – - suitable equipment for the task – - colour to reflect mood</li> </ul> |   | <b>Skills and Knowledge Year 4</b> <ul style="list-style-type: none"> <li>• Continuously refer back to artists, architects and designers in history for inspiration or comparison.</li> <li>• use varied brush techniques to create shapes, textures, patterns and lines; suitable equipment for the task</li> <li>• - colour mixing and matching; tint, tone, shade – - observe colours – - suitable equipment for the task – - colour to reflect mood</li> </ul> |   |   |   |

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|--|---|--|
| <ul style="list-style-type: none"> <li>• Awareness and discussion of patterns</li> <li>• Natural and manmade patterns</li> <li>• Symmetry</li> </ul>   | <ul style="list-style-type: none"> <li>• Begin to learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; Explore environmental and manmade patterns.</li> <li>• Experience surface patterns / textures – Discuss own work and work of other sculptors</li> </ul> | <ul style="list-style-type: none"> <li>• learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage; Explore environmental and manmade patterns.</li> <li>• Experience surface patterns / textures – Discuss own work and work of other sculptors</li> </ul> |
| <p><b>Artistic Vocabulary</b><br/> texture,<br/> shape,<br/> form,<br/> pattern,<br/> mosaic<br/> tessellate.</p>  |   |  |
| <p><b>By the end of the topic the children will:-</b></p> <ul style="list-style-type: none"> <li>• Use sketch books to record observations.</li> <li>• Learn about historical architects.</li> <li>• Create mosaics using a variety of materials.</li> </ul> |   |  |
| <p><b>Assessment</b><br/> Teacher to assess finished pieces of work against skills taught in lessons.</p>  |   |  |