



Sustainability Ambassadors



Literacy



Healthy Citizens



Cultural Explorers



Designers



Mathematics



Careers Pathfinders



Scientific Investigators



Digital Learners



Global Enquirers



Engineers

Subject: Art and Design Year Group: 3 Term: Spring 1

Medium Term Plan:

Roman Mosaics: How do artists use different materials?

Essential Vocabulary

*Colour
Mosaic
Pottery
Ceramic
Sculpture
Replicate*

Big Concepts

*Comparison
Replication
Collage
Sequencing
Composition
Experimentation
Collaboration*

Flag any content that might not have been covered during school closure

Be mindful that pupils have missed a considerable amount of their arts education. They may need time to revisit basic skills as part of this sequence of learning – tweak the time spent on each lesson within reason to account for this.

Spend time as needed recapping collage/ working with new materials.

Retrieve Essential knowledge to support learning of big unit concepts

Researching skills and how to critically evaluate new artists.

Subsequent National Curriculum Coverage

Year 3 Summer – Year 6 Summer: To create sketch books to record their observations and use them to review and revisit ideas.
(This NC objective should be continually covered throughout the whole academic year)

Year 4 Spring:

- To use colour to portray a character
- Evaluates the work of artists

Year 4 Autumn 1

- identifying what they like and dislike
- Begins to use different types of brushes for specific purpose and effect
- Draws familiar objects from a range of viewpoints

Mosaic Sequence of Learning

Notes: In Art and Design lessons, children should be encouraged to lead the artistic process. Sequence of learning should be used as a guide, but teaching staff will need to evaluate how long to spend on each part of the process. Pupils will have missed a significant amount of learning last year, and time may need to be dedicated to recapping prior knowledge.

1	EQ: What is Art?	<p>Pose this question to children. Often, they will reply with 'painting' or 'drawing'. Show pupils a variety of different styles of art, including ceramics, mosaic, sculpture, abstract art, typography.</p> <p>Children evaluate these images in their sketchbooks. Attempt to come up with their own definition of what art means.</p>
2	L.O: To compare an art form over time.	<p>Introduce mosaic as the topic for this term – it may be beneficial to spend some time in either Art or History lessons looking at the history of mosaics and Pompeii.</p> <p>Latest mosaic found in Pompeii, May 2020: https://www.bbc.co.uk/news/world-europe-52818746</p> <p>Show pupils examples of mosaics – both from the Roman period and modern (artists on following slide).</p> <p>Pupils annotate images with their thoughts on these. How are they similar and how do they differ? Can children pinpoint any specific features of modern or Roman mosaics? What do they like and dislike about each piece?</p>



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Mosaic Modern Art Examples



Laura Harris



Nathalie Vin
<http://www.nathalievin.com/>



Julie Richey
<http://www.juliericheymosaics.com>

Sequence of Teaching and Learning

Notes

3	<p>L.O: To research the mosaic artistic process.</p>	<p>Show children Julie Richey's website – they should already be familiar with her work from previous lesson. Talk through her artistic process for The Seton Madonna of Consolation: Recent Work — Julie Richey Mosaics (click through pictures to show how she starts with a 2D image, and layers tiles of the correct colour on top).</p> <p>Pupils replicate this process in their sketchbook, choosing images, and layering coloured paper on top.</p> <p>Evaluate the process. Was it easy or not? What did they find difficult?</p>
4	<p>EQ: How can we depict our lives through mosaic?</p>	<p>This EQ would span across more than one lesson and could be a sequence of learning.</p> <p>By now, children should be familiar with the mosaic artistic form. They should have an understanding through Art and History lessons of how mosaics represented everyday Roman life.</p> <p>Pupils design their own mosaic based on their life in their sketchbook. This should be a rough line drawing.</p> <p>Encourage simple designs – for example, a 'self portrait', items they use everyday, the school building.</p> <p>Layer paper squares to create mosaic style piece of art.</p>
5	<p>L.O:</p>	<p>Art Gallery style lesson – children show their work and talk through their artistic process. Which artists were they inspired by? Have they used any specific techniques in their art?</p> <p>This evaluation should be documented in sketchbooks, next to final mosaic piece.</p>

Skills for Life

Resilience

Communication

Being Safe

Team-working

Problem Solving

Self-motivation

Real World Links including pupil experiences:

Pupils will learn the skills required to be an artist. They will explore aspects of being a historian and a geographer.

Opportunity given to research artists and historical discoveries of mosaics.

Skills for Life/ Core Values:



Being safe – using equipment safely and correctly.

Problem Solving – tackling Enquiry Questions

Communication – expressing opinions on existing artwork.

Influential Figures:

Various artists, including (but not limited to):

Laura Harris
Julie Richey
Nathalie Vin

Plan for deliberate Reading opportunities:

Research opportunities for various artists studied.

Links to History and Geography curriculum and Romans unit of study.

News articles linking to recent Pompeii Mosaic discoveries.