**Year 4 Art Curriculum – Summer Term**

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| **Theme: Mosaics** | | | | | | | | | |
| **Curriculum objectives** | | | **Vocabulary** | | | | | | **Links across the curriculum** |
| - produce creative work, exploring their ideas and recording their experiences  - become proficient in drawing, painting, sculpture and other art, craft and design techniques  - evaluate and analyse creative works using the language of art, craft and design  -know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms | | | **Keyword** | Definition |  |  | | | **Geography** – Rome  **PSHE** –  **History – The Romans**  **English** –  **Science –** |
|  |  | **mosaic** | A **mosaic** is a pattern or image made of small regular or irregular pieces of coloured stone, glass or ceramic, held in place by [plaster](https://en.wikipedia.org/wiki/Plaster)/[mortar](https://en.wikipedia.org/wiki/Mortar_(masonry)), and covering a surface.[[1]](https://en.wikipedia.org/wiki/Mosaic#cite_note-1) Mosaics are often used as floor and wall decoration, and were particularly popular in the [Ancient Roman](https://en.wikipedia.org/wiki/Ancient_Rome) world. | | |
|  |  | **tesserae** | a small block of stone, tile, glass, or other material used in the construction of a mosaic: | | |
|  |  | **mural** | a painting or other work of art executed directly on a wall | | |
|  |  | **tint** | A **tint** is where an artist adds a colour to white to create a lighter version of the colour. An example of a **tint** is pink. | | |
|  |  | **shade** | I[n art, a shade is where an artist adds black to a color to darken it down](https://www.bing.com/ck/a?!&&p=5fd7bab73c64a174JmltdHM9MTcwNjQ4NjQwMCZpZ3VpZD0zOWY2MWFhZS0wNmI3LTYzZWItMjc2My0wOWQ5MDczOTYyMjQmaW5zaWQ9NTgwMg&ptn=3&ver=2&hsh=3&fclid=39f61aae-06b7-63eb-2763-09d907396224&psq=shades+in+art+definition&u=a1aHR0cHM6Ly93d3cuYmJjLmNvLnVrL2JpdGVzaXplL2d1aWRlcy96M2JxeWN3L3JldmlzaW9uLzk&ntb=1) | | |
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| **Prior Learning:** | | | | | **Future Learning:**  Year 5 – mixing tints and shades  Year 5 - mosaics | | | | |
| **Lesson Sequence** | | **Key Knowledge** | | | | | **Key Skills** | | |
| 1. •I can copy a picture of a sea creatures onto a grid  •I can describe how Roman mosaics were made and where they were used | | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * to create sketch books to record their observations and use them to review and revisit ideas | | | | | * I can copy an image onto a grid using light pencil marks * I can use an images of sea creatures to replicate on my grid * I can explain how Romans mosaics were made * I can describe where they were used | | |
| 2- I can use tints and shades | | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * To learn about great artists, architects and designers in history | | | | | * I can add white to make a tint * I can add black/blue to make a darker shade | | |
| 3. I can use tints and shades to create a picture | | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To learn about great artists, architects and designers in history. | | | | | * I can mix paints to represent an image * I can use watercolour to paint my line drawing * I can refer to the original picture to add details and colour | | |
| 4-I can cut a grid to make a mosaic | | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * To learn about great artists, architects and designers in history. | | | | | * I can cut a picture row by row along the grid lines. * I can stick down the pieces in order leaving a gap between each tessera * I can comment on others work using specific vocabulary learnt- | | |
| 4. •I can design my own mosaic | | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] * to create sketch books to record their observations and use them to review and revisit ideas * To learn about great artists, architects and designers in history | | | | | * I can design my own mosaic on a grid * I can add colour to my design * I can use the whole grid for my design | | |
| 5. I can create my own mosaic using squares of coloured paper | | * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials * to create sketch books to record their observations and use them to review and revisit ideas * To learn about great artists, architects and designers in history | | | | | * I can use coloured paper squares to create a mosaic. * I can copy my design * I can use a gap between each tessera * I can use colours like Roman mosaics – terracotta, white, blue, brown | | |
| **Themes and links from** | | | | | | | | | |
| **------ themes** | **Where these are covered:** | | | | | | | **Links across the Art curriculum** | |
| **Drawing** |  | | | | | | | |  |  | | --- | --- | | **EYFS** |  | | **2** |  | | **3** |  | | **4** |  | | **5** | Tints and shades/Mosaics | | **6** |  | | |
| **Painting** |  | | | | | | |
| **Sculpture** |  | | | | | | |
| **Collage** |  | | | | | | |
| **Textiles** |  | | | | | | |  | |
| **Printing** |  | | | | | | |  | |
| **Work of other artists** | Antoni Gaudi, Roman mosaics | | | | | | |  | |