**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_%28masonry%29), 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 shadesYear 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
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| 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
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| 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
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| 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-
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| 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
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| 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
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| **Themes and links from**  |
| **------ themes** | **Where these are covered:** | **Links across the Art curriculum** |
| **Drawing** |  |

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| **EYFS** |  |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** | Tints and shades/Mosaics |
| **6** |  |

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| **Painting** |  |
| **Sculpture** |  |
| **Collage** |  |
| **Textiles** |  |  |
| **Printing** |  |  |
| **Work of other artists** | Antoni Gaudi, Roman mosaics |  |