


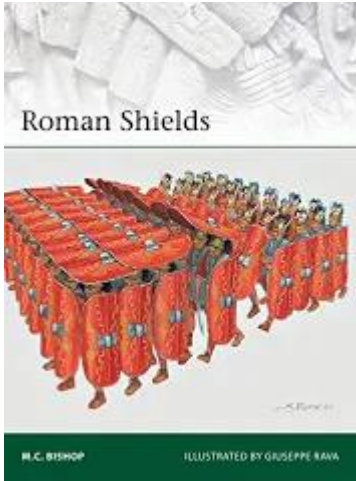


Curriculum Coherence – Year 4 Art and DT

Autumn **Sculpture – Creature Eyes** **Art Skills – Roman mosaics**

Values: co-operation, understanding, respect

Prior Learning/Starting Point: Children would have basic clay knowledge as they made Greek pots in Y3. They would have basic understanding of Roman life and history.

INTENT	IMPLEMENTATION	IMPACT
<p><b>KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>-Chn understand how mosaics were designed and made.</li> <li>-Chn to understand Romans’ design choice of colours and motifs.</li> <li>-Chn to understand the materials Romans used.</li> <li>-Chn to understand Anglo-Saxon mythical creatures.</li> </ul>	<p><b>ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>• Chn to research mosaics finding out about design and purpose.</li> <li>• Chn to understand the materials Romans used.</li> <li>• Chn to design their own mosaics.</li> <li>• Chn to make prototypes and experiment.</li> <li>• Chn to make small tiled mosaic with grout.</li> <li>• Chn to use appropriate tools safely to make their products.</li> <li>• Chn to evaluate their products and state improvements.</li> <li>• Chn to use clay to create mythical creature eyes.</li> </ul>	<p><b>OUTCOMES</b></p> <p><b>CHN will know</b></p> <ul style="list-style-type: none"> <li>- Chn to understand the materials Romans used.</li> <li>- Chn to understand the Romans’ design choice of colours and motifs.</li> </ul> <p><b>will be able to</b></p> <ul style="list-style-type: none"> <li>-Chn design and make mosaics and dragon eyes.</li> <li>-Chn will be able to use equipment safely.</li> <li>-Chn develop prototypes.</li> </ul> <p><b>will understand</b></p> <ul style="list-style-type: none"> <li>- how Roman’s used mosaics.</li> <li>-How to systematically develop a product.</li> </ul>
<p><b>VOCABULARY</b></p> <p>Existing products, analyse, design, cutting, colour choice, prototype Mosaic, tesserae, chisel and hardie, auxillary, legate, army, tortue, shield</p>	<p><b>READING OPPORTUNITIES:</b></p>  	<p><b>NC OBJECTIVES KS2:</b></p> <p>Chn 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. Chn should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• 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]</li> <li>• about great artists, architects and designers in history.</li> </ul>

## SKILLS

- Investigate existing products, including drawing them to analyse and understand how they are made.
- Plan a sequence of actions to make a product.
- Develop more than one design.
- Develop prototypes.
- Generate ideas using CAD.
- Identify strengths and weaknesses of their design ideas.
- Talk about how closely their finished product meets their design criteria and meets the need of the user.
- Take inspiration from design throughout history.
- To attach pieces of clay together using slip and score technique.

### CHALLENGE:

To use a range of tools to add a range of texture and depth to sculpture work. When painting clay, how to use shading to create depth.

### SUPPORT:

Work with an adult to ensure clay is stable and secure. Verbal guidance given so child can complete their work themselves. Repeating instructions if necessary.

### ASSESSMENT OPPORTUNITIES (AFL):

- Are chn able to research and design their own artwork?
- Are they using appropriate tools and techniques skillfully?
- Are they able to produce artwork of, at least, a good standard?

## NEXT STEPS IN LEARNING

- Chn to use surveys to inform design process.
- Chn to consider the views of others when evaluating their own work.
- Chn use a glue gun with close supervision.
- Join materials using appropriate methods. Use a hand drill to drill tight and loose fit holes.
- Cut materials with precision.
- Cut accurately and safely to a marked line using sharp tools.

## LINKS

History – Romans and invaders

Maths – Measuring

English – Reading – using high quality texts.

## SMSC

**Spiritual** – In Art the work of chn becomes a spiritual encounter as it develops from the initial learning of skills. They are introduced to the work of great Artists and experience wonder and awe at the achievements of these great works of art. They also experience great admiration and respect for their peers' work when they see the level of achievement and progress. Chn understand that this standard of work does not happen immediately but requires endurance.

**Moral** – Chn incorporate mutual respect and the consideration for others' work. Chn are encouraged to show compassion when assessing the work of others. Understanding how their comments can build up or destroy another's self belief. Displays around the school and in classrooms show a variety of different artwork from age groups and abilities. This promotes chn to be positive about their work and increases self esteem.

**Social** – Art and Design frequently requires all chn to work in pairs, groups or teams. Chn often work collaboratively requiring cooperation and communication linking to the values of trust, compassion and service.

**Cultural** - All units of work link with contextual themes involving various cultures and civilizations from around the world. They lead to a greater understanding of different ways of life and a respect for cultures that are very different from our own; how they can enrich our own lives. The fusion of art work between our own and other cultures leads to pupils incorporating designs, patterns and motifs in their own work developed by a deeper understanding of the culture. All key stages ensure that Art is taught as part of a topic and alongside other subjects to gain a greater understanding of different cultures.