



Year Group	3	Term	Autumn 1	Subject	Art	Topic	Craft - Mosaics
						Key Question	KQ - How can I make a mosaic?
Prior Learning and other Curriculum Links	<p>Year 1: Sculpture: To make structures by joining simple objects together and experiment with different materials to design and make products</p> <p>Year 2: Sculpture: To select particular techniques to create a chosen product and develop some care and control over materials and their use.</p>					Target Tracker statements (Skills)	<ul style="list-style-type: none">• Experiment with different materials to create a range of effects and use these techniques in the completed piece of work• Know about some of the great artists, architects and designers in history and describe their work• Compare and recreate form of natural and manmade objects• He/she is able to create a collage using overlapping and layering
Fundamentals	Sculpture: To create a collage using overlapping and layering					Key Facts/Sticky Knowledge	<ul style="list-style-type: none">• A mosaic is decoration of a surface with designs made up of closely set, usually variously coloured, small pieces of material such as stone, mineral, glass, tile, or shell.• Mosaics were used by the Romans in a variety of private and public buildings, on both floors and walls.• Ancient Roman mosaic makers used different sizes of cubic tiles of limestones, marbles, glass, ceramic or even precious stones to finish the finest mosaic creations.

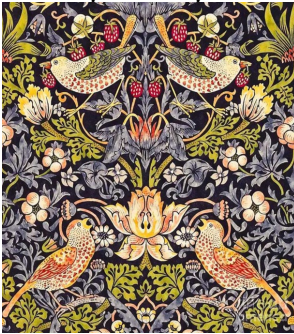
Our Curriculum Journey	We began our topic of mosaics by exploring the works of three different artists; Antoni Gaudi, William Morris and Paul Klee. We explored their use of symmetry and pattern. We then went on to introduce mosaics and link it to our Remarkable Romans topic. We explored the different patterns we could make and how to make them symmetrical. After looking at different mosaics and we choose our favourite one. We then completed our chosen mosaic. We then used all of our skills and knowledge of patterns and symmetry to create our mosaics. Finally we evaluated our mosaics, discussing what we are proud of and what we think we could improve on next.		
Key Vocabulary (revisited)	Tones, tools, techniques, fabrics, collage	Key Vocabulary (new)	complementary colours, materials, overlapping, layering, artists, architects, designers

Lesson 1	KQ1: How do artists use patterns and symmetry?	Lesson outcome:
	<p><u>Introduction:</u> An oracy starter- show children different works from all three artists (Antoni Gaudi, William Morris and Paul Klee). In trios answer questions such as; What do these pieces of art have in common? How do they make you feel?</p> <p><u>Main teaching:</u> Introduce each artist individually.</p> <p>Antoni Gaudi Gaudí decorated his city, Barcelona, using his graphic and whimsical imagination. Some say that his work is a constant search for aesthetic and harmony. He liked to use colourful mosaics made of small ceramic tiles to create unique patterns on his sculptures.</p> <p>The Park Güell by Gaudi Gaudí decorated his city, Barcelona, using his graphic and whimsical imagination. Some say that his work is a constant search for aesthetic and harmony. He liked to use colourful mosaics made of small ceramic tiles to create unique patterns on his sculptures.</p>	<p>Recourses: Sketchbooks Photos of work by Antoni Gaudi, William Morris and Paul Klee</p>



William Morris

William Morris (24 March 1834 – 3 October 1896) was an English architect, furniture and fabric designer, artist, writer, and socialist. He was born in Walthamstow in East London. He used symmetry when creating his patterns



Oracy Pairs;

- How has the design been arranged?
- Is the design symmetrical?
- Can you identify the lines of symmetry?


Paul Klee

He worked with a new technique: he painted with watercolours, with soft, pale colours, painted squares of colour next to each other, sometimes overlapping them in part.

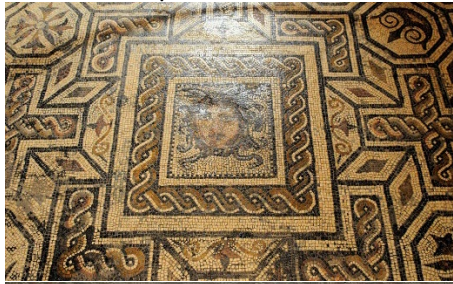


The Journey to Tunisia

	<p>Oracy Pairs; How does it make you feel? What can you see?</p> <p><u>Activities:</u></p> <p>Children will stick picture of piece of work from each artist and create a mind map with all their thoughts and feelings about each piece/artist.</p> <p><u>Plenary</u></p> <ul style="list-style-type: none"> - Children share their work to the class explaining what they have written for each artist. 	
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Lesson 2	KQ2: How can I use symmetry and patterns in a mosaic?	Lesson outcome:
	<p><u>Introduction:</u></p> <p>Recap artists Antoni Gaudi, William Morris and Paul Klee.</p> <p><u>Main teaching:</u></p> <p>The floors of Roman buildings were often richly decorated with mosaics. Mosaics were made from tiny coloured stones which they called tesserae.</p> <p>Mosaics have been found that show scenes of history, as well as everyday Roman life.</p>  <p>Mosaic floors were a statement of how wealthy and important you were. Poor people would not be able to afford them. The bigger and more detailed the mosaic, the more impressive. The mosaic would decorate the floor of the main room. These were stuck to the floor with mortar, a type of cement.</p>	<p>Recourses: Sketchbooks</p>

Show examples of different mosaics



Ask children to find the lines of symmetry in some of the mosaics
What do they notice about the patterns?
Do they like these mosaics.

	<p><u>Activities:</u></p> <p>Children should take a whole page in their sketch books to explore and create their own patterns. They should create patterns that are symmetrical and unsymmetrical.</p>	
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Lesson 3	KQ3: How can I recreate a mosaic?	Lesson outcome:
	<p><u>Main teaching:</u></p> <p>Recap the meaning of symmetry. <i>Something is symmetrical when it is the same on both sides. A shape has symmetry if a central dividing line (a mirror line) can be drawn on it, to show that both sides of the shape are exactly the same.</i></p> <p>On IWB play a game with the children where they have to identify which patterns are symmetrical and which are not. Move on to identifying the line of symmetry.</p> <p><u>Activities:</u></p> <p>Children are given half of a mosaic (cut down a line of symmetry), children then should create the missing half of the mosaics.</p> 	<p>Recourses:</p> <p>Sketchbooks</p> <p>Printed mosaic patterns cut down a line of symmetry.</p>

Lesson 4	KQ4: How can I use patterns and symmetry to create a mosaic?	Lesson outcome:
	<p><u>Introduction:</u> Recap - artists Antoni Gaudi, William Morris and Paul Klee.</p> <ul style="list-style-type: none"> - Roman mosaics, what were they made out of? Where were they place? <p><u>Main teaching:</u> Explain to children that they will be creating their own mosaic. This should be their own designs and not a copy of one they have seen. Demonstrate how to use the tiles and the glue in the tool kit</p> <p><u>Activities:</u> Create Mosaics. LA/SEN to have TA support in doing this. Grout mosaics and leave to dry</p> <p><u>Plenary</u> -</p>	<p>Recourses: Mosaic making kit</p>

Lesson 5	KQ5: How can I evaluate my mosaic?	Lesson outcome:
	<p><u>Introduction:</u> Recap all the sticky knowledge learnt during this topic.</p> <p><u>Main teaching:</u> Present children's work in front of them and ask them to talk to their partner about what they like about their mosaic and what they could improve. As the children to feedback from their talk partners. Children to think about which of the artists (Antoni Gaudi, William Morris and Paul Klee) their mosaic is inspired by.</p>	<p>Recourses: Sketchbooks Worksheet</p>

	<p>Activity: Task: Children to evaluate their work using questions on the sheet. SEN - Children to be supported by TA. Sentence starters given to support writing. Verbally rehearse sentences before writing.</p> <p>Plenary: Children to share 2 things they liked and one thing they would change. Recap all of the sticky knowledge that has been learnt during this topic.</p>	
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