

Exploring and Developing Ideas		Evaluating and Developing Work			
<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 		<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in journal. 			
Drawing					
<ul style="list-style-type: none"> Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. 		<p>Lines and Marks</p> <ul style="list-style-type: none"> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. 	<p>Form and Shape</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. 	<p>Tone</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. 	<p>Texture</p> <ul style="list-style-type: none"> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.
Digital Media	Painting	Printing	Textiles	3-D	Collage
<ul style="list-style-type: none"> Record and collect visual information using digital cameras and video recorders. Present recorded visual images using software. Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision. Change the type of brush to an appropriate style. Create shapes by making selections to cut, duplicate and repeat. Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose. 	<p>Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <p>Colour</p> <ul style="list-style-type: none"> Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades. 	<ul style="list-style-type: none"> Create printing blocks using a relief or impressed method. Create repeating patterns. Print with two colour overlays. 	<ul style="list-style-type: none"> Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material. Develop skills in stitching, cutting and joining. Experiment with paste resist. 	<ul style="list-style-type: none"> Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. Use papier mache to create a simple 3D object. 	<ul style="list-style-type: none"> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary.

Design		Make	Evaluate
<ul style="list-style-type: none"> Develop more than one design or adaptation of an initial design. Plan a sequence of actions to make a product. Record the plan by drawing using annotated sketches. Begin to use cross-sectional and exploded diagrams. Use prototypes to develop and share ideas. Think ahead about the order of their work and decide upon tools and materials. Propose realistic suggestions as to how they can achieve their design ideas. Consider aesthetic qualities of materials chosen. Use CAD where appropriate. 		<ul style="list-style-type: none"> Prepare pattern pieces as templates for their design. Cut slots. Cut internal shapes. Select from a range of tools for cutting shaping joining and finishing. Use tools with accuracy. Select from techniques for different parts of the process. Select from materials according to their functional properties. Plan the stages of the making process. Use appropriate finishing techniques. 	<ul style="list-style-type: none"> Investigate similar products to the one to be made to give starting points for a design. Draw/sketch products to help analyse and understand how products are made. Research needs of user. Identify the strengths and weaknesses of their design ideas in relation to purpose/user. Decide which design idea to develop. Consider and explain how the finished product could be improved. Discuss how well the finished product meets the design criteria of the user. Investigate key events and individuals in Design and Technology.
Food	Textiles	Structures	Mechanical and Electrical Systems and ICT
<ul style="list-style-type: none"> Develop sensory vocabulary/knowledge using smell, taste, texture and feel Analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury). Follow instructions/recipes. Make healthy eating choices – use the <i>Eatwell plate</i>. Join and combine a range of ingredients. Explore seasonality of vegetables and fruit. Find out which fruit and vegetables are grown in countries/continents studied in Geography. Develop understanding of how meat/fish are reared/caught. 	<ul style="list-style-type: none"> Develop vocabulary for tools materials and their properties. Understand seam allowance. Join fabrics using running stitch, over sewing, blanket stitch. Prototype a product using J cloths. Use prototype to make pattern. Explore strengthening and stiffening of fabrics. Explore fastenings (inventors?) and recreate some. Sew on buttons and make loops. Use appropriate decoration techniques. 	<ul style="list-style-type: none"> Develop vocabulary related to the project. Create shell or frame structures. Strengthen frames with diagonal struts. Make structures more stable by giving them a wide base. Measure and mark square section, strip and dowel accurately to 1cm. 	<ul style="list-style-type: none"> Develop vocabulary related to the project. Use mechanical systems such as gears, pulleys, levers and linkages. Incorporate a circuit into a model. Use electrical systems such as switches bulbs and buzzers. Use ICT to control products. Use lolly sticks/card to make levers and linkages. Use linkages to make movement larger or more varied.

Possible Cross-curricular links, especially opportunities for English, Mathematics and Computing within teaching:	
English links	<ul style="list-style-type: none"> • Links to work carried out in reading sessions
Mathematics links	<ul style="list-style-type: none"> • Scale and measures
Computing links	<ul style="list-style-type: none"> • Repeating patterns digital patterns cross curricular
Other links	<ul style="list-style-type: none"> •
Possible Experiences including visits/visitors/other: Visit an art gallery	
Consider what could augment your planning to really enthuse the children in your class:	
<ul style="list-style-type: none"> ❖ Topic display up around the room ❖ Hands on experiences ❖ Allowing creativity and imagination to be explorative in their work and sometimes be OFF PLAN! 	
Display/Resources: paint, quality paper, clay , mosaic tiles	
Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:	
Links to topic on Romans	

Overview: 2 lessons per session

- ❖ Children will analyse and explore the mosaics that the ancient Romans would decorate their houses and buildings with. They investigate how they are made and the designs they used before designing and making their own Roman-style mosaic.
- ❖ Children look at different paintings depicting scenes from Roman myths. They are challenged to look carefully for different symbols such as light and dark to let them know what is being shown in the painting. The children then listen to the myth of Echo and Narcissus and are challenged to paint a picture to show a scene from the story.
- ❖ Children investigate different Roman artefacts and speculate what they could be used for. They look at the different artefacts shapes and designs and are challenged to recreate these features using clay.

- **Prepare pattern pieces as templates for their design.**
- **Cut slots.**
- **Cut internal shapes.**
- **Select from a range of tools for cutting shaping joining and finishing.**

- Use tools with accuracy.
- Select from techniques for different parts of the process.
- Select from materials according to their functional properties.
- Plan the stages of the making process.
- Use appropriate finishing techniques.

Ensure children have time to respond to their learning. They may need time to reflect using and evaluation sheet and against photos taken of their work.

Session	Key Objective from skills listed above (What is it that you want the children to learn?)	Possible Activities including use of Computing and other technologies, and showing at least 3 differentiations	Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
1	To be able to paint a scene from a Roman myth.	<ul style="list-style-type: none"> • How many Roman gods and myths do you know? Children to think, pair, share their ideas. • Show children the pictures on the slides depicting Romans gods/myths and describe the scene for each. Children to discuss what they can see in the picture and any similarities/differences between the styles of painting. • Look at the use of symbols in the paintings, e.g. light and dark, animals, etc. • Read the myth of Echo and Narcissus on the slides to the children, asking them to close their eyes to see what different images enter their heads as you are telling the story. What was the scene like? Who was there? What was happening? • How do you think you could paint a picture to portray the story of Echo and Narcissus? Children to think, pair, share their ideas. <p>Session1: Provide children with Picture Cards C and give them some time to study the style of the images. Children to then choose one of the scenes from</p>	<p>PLENARY: Create a class gallery showing the paintings the children have created. Ask children to write a label showing the title of their artwork to be displayed next to their painting. Give children some time to look at the other works of art and discuss what they think of them.</p> <p>ASSESSMENT QUESTIONS: <ul style="list-style-type: none"> • Can children describe work by other artists and say what they think and feel about them? • Can children use art to portray a Roman myth, god or goddess? • Can children evaluate their own work and the work of others? </p>	<ul style="list-style-type: none"> ▪ Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. ▪ Work on a range of scales e.g. thin brush on small picture etc. ▪ Create different effects and textures with paint according to what they need for the task. <p>Colour</p> <ul style="list-style-type: none"> ▪ Mix colours and know which primary colours make secondary colours. ▪ Use more specific colour language. <p>Mix and use tints and shades</p>

		<p>2A to paint either in the style of the other paintings or by putting their own modern twist on the scene.</p> <p>Homework-children can select a Roman god from home to use in session 2</p> <p>Session 2: Provide children with the Roman Gods and Goddesses sheet and ask them to choose one of the gods or goddesses to portray in a painting. Children to think carefully about how they can include all the symbols and characteristics of the god/goddess in their scene. Where will the scene take place? What will your god/goddess be doing? Who else will be in the painting? Children to plan their painting on Worksheet 2B then complete their painting from their plan.</p>		
2	<p>To be able to use clay to make a reproduction of an ancient Roman artefact.</p> <p>We have some artefacts in the history box in the resources room</p>	<ul style="list-style-type: none"> • How do you think we know so much about ancient Rome when the civilisation ended hundreds of years ago? Children to think, pair, share their ideas. • Explain that many artefacts survive from ancient Rome and it is from these that we are able to learn about their history and way of life. • Show the children the pictures of different artefacts on the slides. What do you think it is? What was it used for? • Explain that today they will be recreating one of these artefacts from modelling clay. What different techniques could we use to make these artefacts? Children to discuss their ideas as a class. Go through the slides showing suggestions for how to manipulate the clay. <p>Provide children with Picture Cards D and ask them to choose one of the artefacts to recreate. When their model is dry, children to paint it using colours as close to the original as possible. Challenge children to choose one of the more complicated artefacts, e.g. a vase or sculpture.</p>	<p>PLENARY: What was the hardest thing about creating your model? Which part did you enjoy most? How pleased are you with your finished artefact? What do you think you would do differently if you were to create your artefacts again? Invite children to share their ideas.</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Do children recognise that artefacts are a good way of finding out about the past? • Can children comment on ancient Roman artefacts and works of art? • Can children recreate a Roman artefact using modelling clay? 	<ul style="list-style-type: none"> ▪ Select from a range of tools for cutting shaping joining and finishing. ▪ Use tools with accuracy. ▪ Select from techniques for different parts of the process. ▪ Select from materials according to their functional properties. ▪ Plan the stages of the making process. ▪ Use appropriate finishing techniques. ▪ Develop more than one design or adaptation of an initial design. ▪ Plan a sequence of actions to make a product. ▪ Record the plan by drawing using annotated sketches. ▪ Think ahead about the order of their work and decide upon tools and materials. ▪ Propose realistic suggestions as to how they can achieve their design ideas. <p>Art</p> <ul style="list-style-type: none"> ▪ Consider aesthetic qualities of materials chosen.

				<ul style="list-style-type: none"> ▪ Plan, design and make models from observation or imagination. ▪ Join clay adequately and construct a simple base for extending and modelling other shapes. ▪ Create surface patterns and textures in a malleable material.
3	<p>To be able to create a Roman mosaic.</p>	<ul style="list-style-type: none"> • Can you explain what a mosaic is? Invite children to share their ideas. • Go through the slides explaining how the Romans made mosaics using tiny stones called tesserae and where mosaics were created. Show the examples on the slides. Which do you like best and why? • Tell children that today they will be designing their own mosaic picture or pattern. What different ways do you think we could do this? e.g using tiles or stones, cutting out squares of paper, using finger painting to create dots. Decide which method would be best depending on the time/resources available. • Go through the ideas on the slides e.g. creating a Roman pattern, creating a picture showing an aspect of Roman life, using mosaics to create a more modern work of art, etc. What kind of mosaic do you think you would like to make? Children to think, pair, share their ideas. <p>SESION 1: Provide children with worksheet 1A of 1B (dependent on ability) and ask them to use the squares to write out their names or initials, creating a border or pattern around the edge and thinking about which tiles will be what colour and how they will create a background. Children to use Picture Cards B for Ideas.</p> <p>SESSION 2: Children to design their own mosaic on a sheet of A4 paper and then use whichever method (stones, tiles, paper, etc.) to create their own mosaic .Use images from cards set A to support their designs.</p>	<p>PLENARY: Give children some time to study the work of other children and discuss what they think and feel about the mosaics they have created. Which ones work best and why? Which do you like best? How does the work of others compare to your own work?</p> <p>ASSESSMENT QUESTIONS:</p> <ul style="list-style-type: none"> • Do children know what mosaics are and how they were created by Roman craftsmen? • Can children design their own mosaics? • Can children create their own mosaics based on their design? 	<p>Designs can be created at home</p> <ul style="list-style-type: none"> ▪ Prepare pattern pieces as templates for their design. ▪ Cut slots. ▪ Cut internal shapes. ▪ Select from a range of tools for cutting shaping joining and finishing. ▪ Use tools with accuracy. ▪ Select from techniques for different parts of the process. ▪ Select from materials according to their functional properties. ▪ Plan the stages of the making process. ▪ Use appropriate finishing techniques. <p>■ Create repeating patterns.</p>

Year 34 B3 Art and DT - Romans Summer 2019

SUMMER YEAR B Roman Stephanie Head