

Medium Term Plan for Primary Art and Design		
Autumn 2 – Under the sea		Time allocation: 6 weeks
Coverage: Mosaics	<b>Links to topic:</b> - Under the sea topic theme - Science: everyday materials - Maths: shape and space	<b>Key Words:</b> Mosaic, tile, tessera/tesserae, interstices, glass, paper, design, pattern,
<b>Skills</b> <ul style="list-style-type: none"> <li>Learn about the work of a range of artists, craft painters and designers, describing the differences and similarities between different practices and disciplines between sketching, painting, water colour painting and collaging and making links to their own work (NCKS1);</li> <li>Learn about great artists, painters and designers in history (NCKS2)</li> <li>Using different techniques of drawing/painting to develop and share their ideas, experiences and imagination (NCKS1);</li> <li>Use a range of materials creatively to produce different art pieces through different techniques.</li> <li>Improve their mastery of art and design techniques, including drawing, painting and collaging with a range of materials (NCKS2)</li> <li>Develop a wide range of art and design techniques to create a product.</li> <li>Produce creative work, exploring their ideas and recording their experiences</li> <li>Evaluate and analyse creative works using the language of art, craft and design.</li> </ul> <b>EYFS objectives</b> <u>Expressive arts and design: exploring and using media and materials</u> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  <u>Expressive arts and design: being imaginative</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.  <u>Communication and Language- Speaking</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	<b>Suggested support materials &amp; resources</b>	
	<p><b>Week1:</b> <a href="https://blog.mozaico.com/the-most-famous-mosaic-artists/">https://blog.mozaico.com/the-most-famous-mosaic-artists/</a>, <a href="https://kids.britannica.com/students/article/mosaic/275944">https://kids.britannica.com/students/article/mosaic/275944</a> PowerPoint, a range of mosaic images, pencils, sketch books</p> <p><b>Week2:</b> PowerPoint, modelling clay or plasticine, modelling boards</p> <p><b>Week3:</b> Teacher generated example, pencils, shapes, cut out shapes for pupils who need support and a template to support, success criteria</p> <p><b>Week4-5:</b> Success criteria, card base, different coloured mosaic tiles (under the sea colours), glue</p> <p><b>Week6:</b> Completed mosaics, two stars and a wish evaluation sheet.</p>	
Content:	Learning objectives	

<p><b>Week 1</b></p>	<p>Introduce the unit and explain to pupils that we are using mosaics as our art and design project for this term. Review prior knowledge through focused questioning:</p> <ul style="list-style-type: none"> <li>• What is a mosaic?</li> <li>• Have you ever seen a mosaic? Where?</li> <li>• How are mosaics different from other art forms?</li> <li>• How are they made?</li> <li>• What materials are they normally made from?</li> </ul> <p>Go through the PowerPoint to provide some clarification about what a mosaic is and the different mosaic artists.</p> <p>Pupils to be given a range of pictures from a range of mosaic artists. Introduce the term ‘tesserae’ which is a small cube shaped tile which is set into wet cement. Ask the children to look at pictures of different kinds of mosaics and identify features of these. Ask the children what they notice about the mosaics – materials, colours, design, size. Pupils must pick their favourite design, stick it in their book and then write a sentence detailing why this was their favourite mosaic, differentiated according to the needs of the pupils.</p> <p><b>Challenge</b>  <b><i>Pupils to make rough sketches of designs that they might use in their own mosaic</i></b> (differentiated according to the needs of the pupils)</p>	<p>I can learn about great artists, painters and designers in history</p> <p>I can think about uses and purposes of a mosaic.</p>
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<p><b>Week 2</b></p>	<p>Discuss how mosaics are designed and made, referring to the images and PowerPoint used in the previous week. Focus on colours, patterns, simplicity of design.</p> <p>Teacher to select one picture and demonstrate making and using tesserae to reproduce a part of the image.</p> <p>Pupils to use modelling clay/plasticine to create their own tesserae and build these into small mosaics on modelling boards. Emphasize the importance of not muddling colours together and keeping tesserae slightly apart using a very small space in between which is known as <i>interstices</i>.</p> <p><b>Challenge</b> Pupils to discuss write a sentence about what they enjoyed about creating their mosaic and what they feel they could improve on when creating their own mosaics</p>	<p>I can improve mastery of art and design techniques.</p> <p>I can explore a variety of materials experimenting with function.</p>
<p><b>Week 3</b></p>	<p>Explain that we are going to design our own mosaics which we will then make based on the theme of under the sea. Explain the success criteria:</p> <ul style="list-style-type: none"> <li>▪ Under the sea theme</li> <li>▪ Mosaic should be simple enough to complete in the time allowed</li> <li>▪ Picture should be easily recognisable</li> <li>▪ No more than six colours to be used</li> <li>▪ Interstices should be visible between the tiles</li> </ul> <p>Teacher should model sketching and colouring a design of a mosaic. Pupils should then sketch and colour their own designs in their sketch books, clearly showing outlines and colour blocks of tiles to be used, differentiated according to the needs of the pupils.</p> <p>Designs should be very simple and use a limited colour palette.</p> <p><b>Challenge</b> Pupils to complete the self assessment part of the success criteria and then discuss or write a sentence detailing what they could do to make their mosaic even better.</p>	<p>I can develop a wide range of art and design techniques to design a mosaic.</p> <p>I can represent my own ideas through art.</p>

<b>Week 4-5</b>	<p>Recap on everything learnt about mosaic making to date through focused questioning. Ask children to recall the success criteria for their mosaics which is stuck into their art books from the previous week.</p> <p>Discuss next steps, allowing children to make suggestions as to how to create their mosaics.</p> <p>Teacher to demonstrate the techniques needed to carry out their project:</p> <ul style="list-style-type: none"><li>▪ Transfer of design onto card base</li><li>▪ Annotation of design with colours</li><li>▪ Application of glue and mosaic pieces (a small area at a time)</li></ul> <p>Pupils to create their own mosaic using their design.</p> <p>Lesson 1- pupils to transfer the design onto the card base</p> <p>Lesson 2- pupils to stick mosaic together using glue and mosaic pieces.</p> <p><b>Challenge</b> <i>Pupils will be challenged by the complexity of the designs created</i></p>	<p>I can use a range of materials to creatively design and make a mosaic.</p> <p>I can use what i have learnt about media and materials in original ways.</p>
<b>Week 6</b>	<p>Pupils to evaluate their effectiveness of their mosaic, using the success criteria. Pupils to discuss if they kept to their design and if they made any changes and why. Pictures to be taken of the pupils with their mosaics for display and art books. Pupils to complete two stars and a wish (two things that they have done well and one which they would improve if they were to do this again) to assess their sculpture.</p> <p><b>Challenge</b> If there is the opportunity pupils should share their mosaics with the class and discuss what they liked about their designs and why.</p>	<p>I can evaluate and analyse my mosaic</p> <p>I can express myself effectively, showing awareness of the listener</p>
<b>Assessment</b>	Art books, RAG assessment grids	