

# Oak Class Art Outcomes - What have the Romans done for us? Mosaic Tiles

## Key objectives



Understand how artists and designers from historical periods (Romans) develop, express and represent their ideas.

Know how to cut tiles to create specific shapes and patterns.  
Making drawings into sketchbooks of initial ideas using artefacts and images as inspiration.  
Add notes where appropriate to communicate and review ideas.

Use patterns to create a mosaic tile which is based on cultural influences.



## Vocabulary

<b>Mosaic</b>	A picture or pattern produced by arranging together small pieces of stone, tile, glass, etc.
<b>Tile</b>	A thin object normally rectangular or square in shape. It is a hard-wearing material such as ceramic, stone, clay or glass, generally used for covering roofs, floors or walls.
<b>Tesserae</b>	a small block of stone, tile, glass, or other material used in mosaics.
<b>Depicted</b>	Represent by a drawing, painting or other art forms.
<b>Geometric</b>	Decorated with regular lines and shapes.
<b>Inspiration</b>	A feeling of enthusiasm you get from someone or something, which gives you new and creative ideas.
<b>Design</b>	To decide upon the look and functioning of something by making a detailed drawing of it.

## What I will know by the end of this topic

**What are mosaics?** A mosaic is a piece of art or image made from the assembling of small pieces of coloured glass, stone, or other materials

**What period were Roman mosaics made?** Late 2nd and early 1st centuries BC

**Where were mosaics displayed?** On the side of public buildings and bathhouses as well inside of houses as a sign of wealth and importance.

**What was commonly depicted in Roman mosaics?** As well as geometric patterns and designs, Roman mosaics frequently depicted divine characters or mythological scenes.

**What materials can be used to make a traditional mosaic?** Tiny broken coloured glass or tiles (tesserae).



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## Year 3

To develop ideas from starting points throughout the curriculum. To collect information, sketches and resources in a sketchbook.

To adapt and refine ideas and skills through the use of a sketchbook as they progress.

To create a 3D object from something observed, remembered or imagined.

To begin to use tools and techniques to create line, texture and pattern in clay.

To use slip and joining techniques to combine shapes when working with clay.

## Year 4

To develop ideas from starting points throughout the curriculum.

To collect information, sketches and resources in a sketchbook.

To adapt and refine ideas and skills through the use of a sketchbook as they progress.

To create a 3D object from something observed, remembered or imagined.

To use a range of tools and techniques to create line, texture and pattern in clay.

To use slip and joining techniques confidently to combine shapes when working with clay.

## Year 5

To develop ideas from starting points throughout the curriculum.

To collect information, sketches and resources in a sketchbook.

To adapt and refine ideas and skills through the use of a sketchbook as they progress.

To use a range of tools and techniques to create line, texture and pattern in clay.

To use slip and joining techniques accurately to combine shapes when working with clay.

To show life-like qualities and real-life proportions when working with different modelling materials.

To make imaginative use of a range of tools, techniques and materials, to express their own ideas and feelings.

## Year 6

To develop ideas independently from starting points throughout the curriculum.

To collect information, sketches and resources in a sketchbook and refine these as work progresses.

To show life-like qualities and real-life proportions when working with different modelling materials.

To make imaginative use of a range of tools, techniques and materials, to express their own ideas and feelings.

To work confidently and accurately with clay, joining and shaping effectively.

To critically evaluate their own work.