

## ART & DESIGN

YEAR 4	<b>AUTUMN FOCUS</b> Egyptian Art (death masks, Canopic jars and pottery)  <b>VISIT/TRIP:</b> Ashmolean Museum, Oxford  <b>DISPLAY:</b> Display with art focus – hieroglyphics  <b>FINAL PRODUCT:</b> Tomb Painting incorporating hieroglyphics  <b>Opportunities for Exploring Diversity:</b> Enslavement within the Egyptian times – linked to labour, hieroglyphics and hierarchy in comparison to Pharaohs.	<b>SPRING FOCUS</b> Roman Mosaics  <b>VISIT/TRIP:</b> Verulamium Museum, St Albans  <b>DISPLAY:</b> Range of Roman Mosaic Tiles  <b>FINAL PRODUCT:</b> Roman Mosaic Tile  <b>Opportunities for Exploring Diversity:</b> Link to religious festivals in making mosaic patterns Holi Festival (Hindu Festival of Colour 19.03.22)	<b>SUMMER FOCUS</b> Tudor Blackwork  <b>VISIT/TRIP:</b> Hatfield House/ Hampton Court Palace  <b>DISPLAY:</b> Range of Tudor Blackwork from design and practice to finish  <b>FINAL PRODUCT:</b> Tudor Blackwork on Fabric  <b>Opportunities for Exploring Diversity:</b> China and the Silk Road (an ancient trade route that linked the Western world with the Middle East and Asia.) Moorish Design in Spain
Artist/Texts/websites	Mahmoud Mukhtar (Egyptian sculptor)  The Story of Tutankhamun – Patricia Cleveland-Peck  Horrible Histories – Awesome Egyptians  Horrible Histories – Fabulous Pharaohs	Gary Drostle – (mosaic specialist)  <a href="http://www.rome.mrdonn.org/mosaics.html">www.rome.mrdonn.org/mosaics.html</a>	Horrible Histories – Terrible Tudors  The Iron Man – Ted Hughes  <a href="http://www.horriblehistoriestv.wordpress.com/terrible-tudors/">www.horriblehistoriestv.wordpress.com/terrible-tudors/</a>
Skills	<b>Painting and modelling:</b> Make and match colours with increasing accuracy. Use more specific colour language, e.g. tint, tone and shade. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what is needed for the task. Some increasing independence and creativity with the painting process.  <ul style="list-style-type: none"> <li>Research death masks/portraits. Recreate images of them, showing year group appropriate maturity, e.g.</li> </ul>	<b>Ancient Art Forms:</b> Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work, understanding that it has been sculpted, modelled or constructed. Use variety of material to make marks and lines with a wide range of drawing implements. Use them to create different forms and shapes. Begin to show an awareness of objects having a third dimension.	<b>Drawing:</b> Consider art from history and how this can be recreated in the modern day world. Make informed choices in drawing, including paper and media. Alter and refine drawings and describe changes using art vocabulary. Experiment with ways in which surface detail can be added to drawings and consider other ways to recreate artwork, other than paper/pencil. Use sketchbooks to collect and record visual information from different sources. Produce creative work, exploring own and others' ideas and record own experiences

	<p>altering and refining, showing an awareness of 3D. Include information- what are we looking at?</p> <ul style="list-style-type: none"> <li>• Provide opportunities to work with different media developing children's ability to show, shade, tone, line and texture.</li> <li>• Plan, design and make model. Use sketchbook to refer to research and to revisit ideas – changing/improving design.</li> </ul>	<ul style="list-style-type: none"> <li>• Research artist and look at famous works.</li> <li>• Research architecture (linked with History). Recreate images incorporating variety of designs. Show maturity of drawing techniques, including shade, tone, line and texture.</li> <li>• Depending on chosen media, practise on small scale to create models (joins).</li> <li>• Plan, design and make model. Use sketchbook to refer to research and to revisit ideas – changing/improving design/colour awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• Record and review ideas in a sketchbook.</li> <li>• Provide an understanding of how to be successful, what are we looking for?</li> <li>• Discuss drawing and painting, including other mediums of art.</li> <li>• To improve mastery of art and design techniques, including drawing and painting.</li> <li>• Be able to discuss design and relevance.</li> </ul>
<p><b>Key Vocabulary</b> (<u>new vocabulary in bold</u>)</p>	<p><b>Egyptian, ancient, worship, enslavement, pyramid, Eye of Horus, jewellery, papyrus, hieroglyphs, pottery, queen, scribe, camel, Cleopatra, amulet, obelisk, Hatshepsut, scarab beetle, Egypt, River Nile, Amun, mummification, Canopic jars, Tutankhamun, afterlife, sarcophagus, Imhotep, Sphinx, goddess, king, tomb, canoe, dynasty, temple, god, mummy, Giza, Anubis, pharaoh, Egyptian culture</b></p>	<p><b>base, interstice, keystone, scoring, grout, mosaic, tesserae, tessera, mastic, opus, tile nipper, hammer and hardie, smalti, positive space, negative space, wheeled cutter, adhesive, back buttering, cartoon, casting frame, curing, glass gems, nuggets, key, mortar, sealing, imagery, realism, abstract</b></p>	<p><b>Historical, Tudor, black, silk, linen, period, blackwork, cross-stitch, pattern, thread, needle, hole, embroidery, monochromatic, warp, weft, fabric, uniform-stitch, design, edit, evaluate</b></p>
<p><b>Opportunities for Learning / Cross Curricular</b></p>	<p>History – Ancient Egypt</p> <p>English – Etymology: the study of the history of words through work on hieroglyphics</p> <p>Geography – Locating Egypt on a map</p> <p>PSHE – enslavement</p>	<p>History – Romans</p> <p>Maths – Mosaics and using squared paper/vocabulary (e.g. tessellation, symmetry...)</p> <p>RE – Create Rangoli patterns or link to Holi Festival (Hindu Festival of colour 19/03/22)</p>	<p>History – Tudors</p> <p>Geography – Locate the Silk Road route from the Western world with the Middle East and Asia.</p> <p>Maths – Counting stitches in rows and columns while creating pattern.</p>
<p><b>Learning Overview / WALTs</b></p>	<p><b>Week 1</b> WALT: Design a death mask based on Egyptian mythology. KQ: Why was the death mask so important to the Ancient Egyptians? Were death masks worn by all Egyptians, from the richest to the poorest?</p> <p><b>Week 2</b> WALT: Choose appropriate materials in order to make a death mask.</p> <p><b>Week 3</b> WALT: Make observational sketches of Egyptian artefacts.</p> <p><b>Week 4</b></p>	<p><b>Week 1</b> KW: What are the origins of mosaics and their meanings?</p> <p><b>Week 2</b> WALT: experiment with mixed media to create mosaic tiles How can we consider the Hindu Holi Festival when developing our mosaic colour techniques?</p> <p><b>Week 3</b> WALT: create a basic mosaic border with paper media</p> <p><b>Week 4</b> WALA: mosaic artist Gary Drostle</p>	<p><b>Week 1</b> WALT: Explore Tudor blackwork. How did Blackwork come to England? (Moors/Muslim via Spain, Catherine of Aragon)</p> <p><b>Week 2</b> WALT: Imitate Tudor blackwork patterns. (Pencil sketches in book.)</p> <p><b>Week 3</b> WALT: Use Tudor black patterns to create an image. (Practise their favoured patterns to fill the initial of their name.)</p> <p><b>Week 4 and 5</b></p>

WALT: Investigate the meaning of a range of hieroglyphics.  
How do hieroglyphics provide us with evidence about enslavement within the Egyptian times?

**Week 5**  
WALT: Make accurate representations of Egyptian Gods.

**Week 6**  
WALT: Create a tomb painting using skills that we have learnt.

**Week 5**  
KW: What has more impact – abstract or realism?

**Week 6**  
WALT: create a line drawing and mosaic our final design with similar Roman materials

WALT: Create Tudor blackwork patterns on fabric.  
(Cross stitch.)  
Where did cross-stitch originate? (Tang Dynasty China)

**Week 6**  
WALT: Finish and evaluate our work.