

Art & Design Year 4 - Medium Term Planning

Craft and Design: Roman Jewellery

National Curriculum Objective

National Curriculum:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example soft metals & modelling clay]
- about great artists and designers in history from the Ancient Roman period

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Learning intention	To be completed	To be completed	To be completed	To be completed	To be completed	To be completed
Recall and Retrieval	To be completed	To be completed	To be completed	To be completed	To be completed	To be completed
Key Knowledge <i>Sequence of knowledge throughout the lesson</i>	<ul style="list-style-type: none"> How to use basic shapes to form more complex shapes and patterns. (Shape) 	<ul style="list-style-type: none"> Know how to use texture more purposely to achieve a specific effect or to replicate a natural surface. (Texture) 	<ul style="list-style-type: none"> Know that patterns can be irregular and change in ways you wouldn't expect. (Pattern+) 	<ul style="list-style-type: none"> Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. (Colour) 	<ul style="list-style-type: none"> Know that designers can make beautiful things to try and improve people's everyday lives. (Knowledge of Artists) 	
Key Skills	<ul style="list-style-type: none"> Use sketchbooks to purposefully improve understanding, develop ideas and plan for an outcome. (Using Sketchbooks) 	<ul style="list-style-type: none"> Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. <p>Making Skills</p>	<ul style="list-style-type: none"> Use hands and tools confidently to cut, shape and join materials for a purpose. <p>Making Skills</p> <ul style="list-style-type: none"> Know how to create a design from a live source e.g. animals, snakes etc. 	<ul style="list-style-type: none"> Use more complex techniques to shape and join materials, such as carving and modelling wire. Understand how artists use art to convey messages through the choices they make. (Knowledge of Artists) 	<ul style="list-style-type: none"> Use their own experiences of techniques and making processes to explain how art works may have been made. (Knowledge of Artists) Discuss art, considering how it can affect the lives of the viewers or 	<ul style="list-style-type: none"> Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. (Generate ideas)

		<ul style="list-style-type: none"> Know how to work with flexible air-dry modelling clay. 	<ul style="list-style-type: none"> Know how to use tools safely to cut soft metals. Know how to twist and shape soft metals and foam modelling clay. 	Making Skills <ul style="list-style-type: none"> Know how to emboss and engrave soft metals. Know how to add embellishments. 	users of the piece. (Evaluate/Analyse) Making Skills <ul style="list-style-type: none"> Know how to add an attachment to secure the jewellery piece. 	
Disciplinary Knowledge <i>Evaluate/Analyse</i>		<ul style="list-style-type: none"> Know that artists make work to explore right and wrong and to communicate their own beliefs. 			<ul style="list-style-type: none"> Know that art, craft and design affect the lives of people who see or use something that has been created. 	<ul style="list-style-type: none"> Know that artists may hide messages or meaning in their work.
Main teaching activity: <i>Summary</i>	Success Criteria <ul style="list-style-type: none"> I can use shapes to create simple 3D drawings. I can describe the shapes and why they were chosen. I can..... 	Success Criteria Add in here	Success Criteria Add in here	Success Criteria Add in here	Success Criteria Add in here	Success Criteria Add in here
Scaffolding	Add in here	Add in here	Add in here	Add in here	Add in here	Add in here
Challenge	Add in here	Add in here	Add in here	Add in here	Add in here	Add in here
Key vocabulary:	Jewellery, ring, torc,	bracelet, collar, pendant,	design, intaglio, precious stone,	engraving, embossing,	Semi-precious stone, melting,	
End of Unit Outcomes:	<ul style="list-style-type: none"> Use familiar shapes to create simple 3D drawings and describe the shapes they use. Draw a simple design with consideration for how its shape could be moulded from clay. Transfer a drawn idea successfully to a jewellery. Successfully bend wire to follow a simple template, adding details for stability and aesthetics. Make informed choices about their use of tools. 					
Resources						

[Ivory Bangle Lady](#) Roman Africans in York For Romans skin colour didn't determine your place in society.

Watch video about Ivory bangle Lady
<https://www.youtube.com/watch?v=yUNPIIGDji0>

Know how much of Roman jewelry designs and materials were inspired by the people and cultures of countries they invaded. Across history and today we benefit from other cultures sharing their knowledge, skills and designs.

Ancient Rome's [jewels, gems and intaglio](#)

