

Y3 Art Week 2022-2023

Y3

Mosaics



Explore Roman architecture/mosaics throughout the historic/modern world.

Create mosaic designs in sketchbooks, then develop into collage with squares of coloured paper.

Create printed designs with a border and central focus image.

Create clay tile with mosaic squares.



<http://www.bbc.co.uk/learningzone/clips/roman-canterbury/3685.html>

<http://www.bbc.co.uk/learningzone/clips/the-remains-of-chedworth-villa/3708.html> - These 2 short film clips

explain how archaeology uncovers Roman remains including mosaics;

http://www.bbc.co.uk/history/ancient/romans/mosaics_gallery.shtml - This site has a gallery of close up images of Roman mosaics;

<http://gwydir.demon.co.uk/jo/mosaic/mkmosaic.htm> - This site allows you to design your own mosaic.

Day 1 am

- Look at Roman architecture through history – it's impact on other architecture globally/through different time periods.
- Explore and discuss mosaics as an art form brought to Britain by the Romans, looking particularly at borders.
- Explore and develop different border patterns to use for a large printed mosaic.
- Investigate Roman mosaics, discovering where they have been found and what they depicted.
- Understand the role of archaeologists in uncovering remains and how the past can be pieced together.

Look closely at roman mosaics in the architecture and found out how they were made, about the colours used and why they had them.



Explain to chn that today we will find out about some of the art that the Romans brought to Britain. Watch the BBC class clips [3685](#) & [3708](#). *What evidence of the Romans was found at Canterbury and Chedworth? What do we call people who study history by looking at remains buried in the ground and left by people long ago? Archaeologists. Think about the sorts of things archaeologists might find to piece together the past, e.g. pots, jewellery and tools as well as the pillars, walls and floors of buildings. What art was found? Mosaics. What are mosaics? Pictures and patterns made from tiny pieces of coloured stone called tesserae.* Look together at the [gallery](#) of photos of Roman mosaics. Discuss the images depicted in them and draw attention to the geometric designs and borders. Explain that *over the next few sessions we will explore mosaics and make our own designs through printing rather than sticking down tiles.* Show some finished printed designs created in this way, note the borders. Tell chn that today we will explore and design different borders and corners that can be made from 5 rows of squares and either 2 or 3 colours. Show the image of selected border examples – chequerboard, zigzags, castle top, etc. Take note that only 2 or 3 colours are used and each pattern repeats itself again and again.

Explore lines of symmetry in other mosaic architecture and ones that weren't symmetrical. Children then create their own designs using squared paper and focusing on 2 lines of symmetry (some chn just 1).

Day 1 pm – creating pattern with coloured paper

Once children have finalised their design, they can create their mosaic pattern using coloured squared pieces of paper. Try out lots of different designs and choose their favourite.

Children who have difficulties with things like fine motor skills can use this website to design their own mosaic.

<http://gwydir.demon.co.uk/jo/mosaic/mkmosaic.htm> - demonstrate how to create a 5 row border by filling in the 6th row in black to make an inner rectangle and an outer border of 5 rows. Show how tiles can be filled in, in different colours. Remind chn to stick to 2 or 3 colours on the border and to ensure that their design is a repeating pattern.

Day 2 – clay tiles

Children transfer their plan onto a clay tile. Teach clay skills (eg rolling out clay using batons, covering clay with damp cloth to preserve moisture). Children create their design on the clay laying mosaic tiles.

Day 3 am– printing

Recap of the historical background. Use the [weblink](#) above or Google images to remind the chn of what Roman mosaics were like. *Where were they found? In public buildings, e.g. bath houses and in private houses called villas. How were they made? By setting thousands of tiny tiles in mortar. Why did rich Romans want mosaics in their homes? To show off their wealth to their friends and neighbours. What could historians find out about the Romans by looking at their mosaics? Show the 3 images. What would historians learn from this mosaic?* Discuss each one in turn. Think about clothes, food, sport, weapons, etc. Explain that our printed mosaics will have a border with a repeated pattern and a central picture. *Today we will each decide on our border pattern. We will also practise our printing technique so that we become skilled at it.* Look at some of the borders from last session. Note the repeating motif and where possible name it, e.g. zigzag, stripes, chequerboard, castle top. Tell chn they will print a practise border in their chosen design (which could be the one they designed last session or another pattern they like). Demonstrate how to roll the paint to a thin, even layer in the tray and push the end of the printing stick into the paint. Show how to hold the paper down with the fingers of your free hand close to the place where you will print. Leave a small space between each printed square to represent the mortar of a Roman mosaic. Show how each successive print becomes fainter, so they will need to reload the stick with paint after 3 or 4 prints. When changing colour, wash the stick or change to clean one. **NB This is a bit like potato printing, but using small sections of 2 x 2 wood, which needs pre-preparing.**



Day 3 pm – printing border

Before the lesson set up tables ready to print. Each table will need 3 colours of paint, each in a tray with a roller, and printing sticks (as above). As the chn are working on large pieces of paper, you may have issues with the amount of space needed to have all the children printing at the same time. If so, consider running a parallel activity (it could be that some children do their paper design first, whilst half the class print, and then swap?)

Remind the chn that we are each going to print our own mosaic picture today beginning with the border. Show the 3 photographs of completed printed mosaics. *Do they look like Roman mosaics?* Draw attention to the different borders and the squares created at the corners. Demonstrate how to use a card border template to draw a 9cm border around the edge of a 60 X 45cm piece of sugar paper (a white pencil crayon shows up well). This marks the inner edge of the border. Show how to print a continuous line of “tiles” along the inside of the 4 drawn lines in a single colour. Stress the importance of remembering to hold down the paper with the fingers of the free hand and remind chn of the mantra - Keep in line, keep it close but leave a little gap. Look back at the photographs and identify the 4 border lines on each. Tell the chn that once they have printed their 4 border lines, they will be ready to begin printing their border and corners. Draw attention to the practice strips created last session to help finalise their choice of 3 colours and design.

Chn begin the task by marking their border using the card template and white pencil - this works well as a paired activity with one child holding down the template against the edge of the paper whilst their partner draws the border. Chn can then swap roles on the 2nd sheet of paper. Next they will print the 4 border lines as demonstrated and move onto printing their border. They will need to be reminded that when changing colour they should wash the stick or change to clean one. Some chn may wish to use a printing stick with a smaller end occasionally to give finer definition.



This is work by Year 4 children, not Year 3!



Day 4 – design/printing central image

Tell chn that in this session we will design and begin to print the central motif for our mosaic style picture. Use [this website](#) to recap what the Romans depicted on their mosaics. You can also look at a few on google images. Make a list: gods/ goddesses, birds, animals, flowers, mythical creatures. Remind them that historians have learnt a great deal about the Romans through studying the images on their mosaics. Hold up one of the completed borders to show the inner rectangle (42 X 27cm approx). *The Romans covered whole floors with mosaics but we only have a small rectangle. Because of this our designs will need to be quite simple.* Look at the 3 photographs of completed printed mosaics. Discuss the boldness and simplicity of the central motif.

Suggest that chn practise drawing the basic outline of their central motif in their sketch books first. When they are happy with their design, they should draw it in pencil on their rectangle, trying to make the best use of the space. Mistakes can be gently rubbed out. Once they are happy with the pencil design they should draw lightly over it with the white crayon to make it easier to see the lines. Now chn are ready to begin printing. Stress the importance of remembering to hold down the paper with the fingers of the free hand and remind chn of the mantra - Keep in line, keep it close but leave a little gap.

Once the design is drawn onto the rectangular space, encourage chn to first print around the inside edge of the drawn line in a neat row of squares. They should then begin to infill areas with printed squares. When changing colour, they should wash the stick or change to clean one. Some chn may wish to use a printing stick with a smaller end occasionally to give finer definition. A circular print using the end of a pencil can make a good eye. The final stage is to infill with a background colour. Encourage them to work systematically remembering the mantra!

