Blue Coat School
Year 7 Roman Art

What have we done so far June 2021
We have studied Roman Coins

Roman Coins

Julius Caesar's nephew, Augustus Caesar, became the first Emperor of Rome. Roman Emperors were very powerful men. They were worshipped like gods and temples were built all over the Roman Empire to honour them. Emperor's heads were stamped on coins. The same coins were used throughout the whole Roman Empire. There were gold, silver and brass coins.

The pictures on the coins often announced great events, just as our coins often show important events today. In those days, long before newspapers and television, Roman coins spread news of victories far and wide.

Roman coins weren't just used for buying things. Since Roman coins carried a portrait of the Emperor, they also showed the people of the Roman Empire what their Emperor looked like!

Learning objectives –
Students MUST apply cross hatching using a biro
Students SHOULD show a range tones, light, dark and mid tones
Students COULD apply white pencil to show highlights

Blue Coat Value - Hard Work. We want you to work hard to achieve your true potential.

Roman Coin Drawing - Biro
Roman Coin drawings
Roman Coin Clay

We made clay coins from our own designs based on research of Roman Phalarae
We studied The Staffordshire Hoard

- https://www.youtube.com/watch?v=bAAHhrVsf8s
- https://www.youtube.com/watch?v=xRvTMbH-A-M

What is the Staffordshire Hoard?

- The Staffordshire Hoard is the largest collection of Anglo-Saxon gold and silver treasure ever found. But its size is only one way in which it is extraordinary. Investigating the objects that make up the hoard reveals exceptional insights into Anglo-Saxon society in the 6th and 7th century AD – a time of profound change.

- Terry Herbert, 57, discovered the £3.3 million ancient gold and silver haul on 68-year-old farmer Fred Johnson's. Their find, dubbed the Staffordshire Hoard, was sold to museums after becoming an international sensation after the discovery on July 5, 2009 – leaving the men rich.
The Romans and Boudicca

The Roman 20th legion army were based at ‘The Lunt Roman Fort’ in Coventry (Baginton). This is the Roman army that defeated the British Celtic Queen Boudicca + near Coventry is a place called Mancetter where it is thought that the battle took place.

The Romans could be incredibly brutal when they did not get their own way. Queen Boudicca and the other British tribes were very conscious of this but the British tribes had their own ‘Culture’, ‘Currency’ and ‘Art’ Different cultures have symbols of identity. Queen Boudicca wore one of these Torcs as a symbol of her identity and may have worn it just outside Coventry when she fought the Romans.

Boudicca knew that if she was defeated by the Romans it would impact on the British way of life forever including their ‘Identity’, Art and Culture.... and they may even become enslaved as a people. Celtic Art is distinctive and often involves circles, cycles and spirals.

How would you feel if your Identity was under threat?

Boudicca wanted to stand up for her way of life and was willing to lose her life fighting for it.

We are going to create some ‘Celtic Torcs’ and use ‘Tin foil’ and remember that we have a past heritage that goes back 1000s of years.
We studied Boudicca

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The Cultural Meaning of Tors (neck-rings) in Pre-History

Tors were often worn by British Celtic Queens and Kings.

Romans adopted this style; they studied with the British and the result was a fusion of cultures.

A Torc was worn by Queen Boudicca when she revolted against Rome.

Tors are still found today – (Leek Frith Tors found a few years ago).

Over time some British and Romans adopted each others culture.

Cultures can influence each other and Art can play an important part.

Art can become something that is shared and brings people together.

Roman and British Pre-Historic Tors.

2 thousand years ago – Tors were symbols of identity and said something about how important you were. The British Queen Boudicca wore one.

- The Tors to the left are British but look to the right and you will see a ‘Roman’ wearing one (the Clas Roman). After the Romans invaded in 43CE, the Romans moved some of the British culture and the British adopted some of the Roman culture.

- It shows how Art and culture can become fused with different influences and how Art can be something that is shared.

Learning objectives – Students MUST look carefully at the Tors and understand how they are twisted and realise their importance. They were worn by royalty. Students SHOULD carefully fold tin foil in half 3/4 times. Students MUST use foil and cane to carefully twist and create a Torc.
We made Torcs

Creating Torcs – Tin foil.

Look at the different stages

1. Roll the sheet around a 5 cm (paper/pencil) stick to form a coil. Fold it back on itself, twist it a little, then stick it with sticky tape (black paper). You have to join 2 pieces together.

2. Look at the pictures (left to right) and inspect the Torc!!! This is a picture of a typical Celtic Torc, with its curved shape, decorated with leaves, flowers, and other motifs. The Torc was a symbol of wealth and power in ancient Celtic culture.

Learning objectives –
Students MUST learn about measurement including length and width. Students SHOULD develop the ability to manipulate materials including folding. Students MUST join thin strips together to make one long tin foil strip.

Taking Photos and Extension Task.

You must now wear your ‘Torc’ and take a photo using your phone, send it to your class email or personal email address.

Print out the pictures and bring them into school for homework. Mrs. Flanagan may request a photo so can see on the homework website or be part of an exhibition.

Extension Task – making a bolder more ambitious Torc. Look back and you will see it’s possible to create a larger ‘Torc’ by twisting new foil around a larger tube (don’t forget to join 2 pieces of foil together)!

The key thing is to thread your original ‘smaller Torc’ through the larger one (you will need to cut out of the cardboard). Look back! This will allow you to create a ‘Torc’ like the picture one.

Picture 1. (Left).

Picture 2. (Below).

Extension Task (left).

5 tips for successful ‘Torc Twisting’.....

A sheet giving 5 tips for a successful twisting and Torc creating.

1. Take your time!

2. Carefully twist the foil around the cane and try not to have any gaps.

3. Look Right, once you have twisted the foil around the cane – you have the basis for your Torc, carefully shape it by curving... and very slightly separate the twists – this can all be done easily by hand.

4. Look Right! You can see how the Terminal (the circular ends) are fitted on. You create a rounded shape and then shape the tin foil ball around the end of the Torc using your hands to sculpt with. Then attach a little celotape to fit.

5. Look Left and you can see what a basic Torc should look like – with 2 terminals. You can now wear your Celtic / Roman Torc. Be careful though – they are very fragile!
We studied the Mildenhall Treasure

The Mildenhall Treasure is a large hoard of 34 masterpieces of Roman silver tableware from the fourth century AD, and by far the most valuable Roman objects artistically and by weight of bullion in Britain. It was found at West Row, near Mildenhall, Suffolk, in 1942. It consists of over thirty items and includes the Great Dish which weighs over 8kg.

The collection is on view in the British Museum because of its immense importance and value, and replicas are on show in the local museum at Mildenhall.
We studied the Mildenhall Treasure

We listened to the Roald Dahl story whilst we worked.

https://www.youtube.com/watch?v=dbm9XJSx7q4
We studied Roman Pottery

**Roman Pottery**

**Origins:** Pottery was an important part of daily living in ancient Rome. As Roman used earthenware for most of the purposes, a huge quantity of utilitarian, cooking pots, amphorae and fine wares were produced. Many have since been discovered during excavation. These items provide a rare insight into Roman life and society.

Roman pottery was initially influenced by Etruscan and Greek style but later on established its own separate identity.

Unlike Greek pottery in which decorations were painted on the pottery, Romans preferred to engrave them. Roman pottery can be divided into two main categories, namely fine ware and coarse ware. Gaul, North Africa and several parts of present day Italy were known for their pottery all over the empire.

**Objectives:**

- Students will be introduced to Roman Pottery. They will learn about where they originated from, what they were used for and how they were made.
- Students will be challenged to identify similarities and differences between the style of pots and the designs.
- Students will recreate a pot of their own using the technique of **Sgraffito**.
- Students will identify appropriate colours to use for their pots.

**Roman Pot Shapess**

Tell me what you notice about the shapes and sizes of these pots.

**Sgraffito Roman Pot**

1. Choose the shape and size you would like to draw and paint a small shape on a piece of paper. Remember the size, symmetry and proportion of your pot.
2. Using three colours of oil paints, apply your colours to your pot. Make sure your pot is correctly black. Use should be made of careful use of lines to keep the next step.
3. Apply a thick layer of black to the back of your plate with a needle. This helps to cut the edges to keep it neat.
4. Carefully draw and scratch with a needle and remove a pattern from the plate and the oil paint underneath. Use the resource, imagination and think about symmetry.
We studied Roman Pottery
We made Salt dough Centurians

Homework – Salt dough

Objective:
- You must create a 3D form from salt dough.
- You should show understanding of size, shape and form.
- You could use line and texture to add details.
- You could research about the terracotta warriors.

Activity:
Students are to create a 3D Roman centurian using salt dough.
You need to use the recipe and mix some salt dough.

Date of completion:

Artist references:
Wayne Thibaud
Claes Oldenburg

The Formal Elements are the parts used to make a piece of art work:
- The art elements are line, shape, form, tone, texture, pattern, colour and composition. They are often used together, and how they are organized in a piece of art determines what the finished piece will look like.

You will use 6/8 of the formal elements to complete this homework.

Salt Dough

Notes: there are many variations on this simple recipe. Our advice is to experiment until you get exactly what you want.

Ingredients:
- 4 cups flour
- 1 cup salt
- 1x3/4 cups hot water (from tap)
- 2 teaspoons vegetable oil (optional)

Mix the salt and flour together, then gradually add the water until the dough becomes elastic. (Some recipes call for 2 teaspoons of vegetable oil at this point.) If your mixture turns out too sticky, simply add more flour. If it turns out too crumbly, simply add more water. Knead the dough until it's a good consistency—then roll out rolling pin, cups, bowls, straw, cookie cutter, plastic items, and let it sit begins!

Bake them at 200 degrees, baking time will vary depending on the size and thickness of the object, but make sure that all of it is hard. If the dough starts to darken before cooking is complete, cover with a aluminum foil.

You can store your salt dough in a sealed container in the refrigerator, but usually not more than a couple of days.

Example Salt Dough Sculptures

Get all ingredients out – this sculpture was made without the oil.
Sculpt your figure on a baking sheet as if it's lying down. It may be easier to put baking parchment down as well so it doesn't stick.
Make the basic shape then once it's a bit drier you can work into it. This person used a straw for circles and a honey dipper to roll lines.

Make sure the feet are flat and large to allow the figure to stand up.
We made Salt dough Centurians
We made Salt dough Centurians

We loved making them so much we made them into an Army! (with more than a little influence from Antony Gormley!)

We also looked at other Armies and studied the Terracotta Warriors.
We studied Roman Mosaic Art

We studied Mosaics that were a common feature of private homes and public buildings across the Roman Empire. We liked looking at mosaics related to them travelling overseas.

What is a Mosaic?

Mosaics have a long history, starting in the 3rd millennium BC in Mesopotamia (now Iraq, Kuwait, Turkey and Syria). Mosaics are usually a surface decorated with small squares of stone, mineral, glass, tile, or shell, usually 0.5cm to 1.5cm. The square pieces are stuck onto the surface to form part of a larger picture or design. Mosaics were traditionally used as decoration for floors and walls, becoming very popular across the Ancient Roman World. Mosaic was also widely used on religious buildings and palaces in early Islamic art. In modern times Mosaic now means any pattern or image made from many multiple pieces.

Roman Mosaics are made from geometric blocks called tesserae placed together to create the shapes of figures, motifs and patterns. Materials for tesserae were obtained from local sources and mostly used coloured shades of blue, black, red, white, yellow and earth colours (different shades of brown). Each mosaic could use thousands of pieces. Pictures of famous individuals or entertaining scenes are common on Roman mosaics. In addition to famous historical people, mosaics also depicted aspects of daily life.

Mosaics offer a vivid picture of ancient Roman life, providing a glimpse at who the Romans were, what they valued, and where they walked.
We studied Roman Mosaic Art

We studied Mosaics that were a common feature of private homes and public buildings across the Roman Empire. We translated this into depicting the Coventry elephant symbol.
We studied Roman Animal Mosaics

Roman Animal Mosaics - Printing

For this task we asked students to print using a block of wood.

Learning objectives –
Students MUST draw the animal shape first using a pencil
Students SHOULD control the printing of their mosaic squares; good definition, tiny gaps in between, and follow the "borderline" rule
Students COULD limit their colour choices to just 3: main, background, and highlight; to create their Roman printed mosaic.
We decided to develop the idea of Animal Mosaics

For this task we researched animals that have been in the local area. We found out that Coventry used to have a Zoo at Whitley which is less than 3 miles from the Lunt Roman Fort, Baginton. The entrance used to be a giant Zulu. We researched images of the zoo and found out that there used to be lions, camels, giant tortoises, hippos and dolphins.
We decided to develop the idea of Animal Mosaics

We have made a giant mosaic from glass mosaic tiles. It is 8 ft by 4 ft. We are just finishing this at the moment.
The final project

We have made a giant mosaic from glass mosaic tiles. It is 8 ft by 4 ft. We are just finishing this at the moment.

We are just working on the face and digging out a few tiles that became submerged.

Dolphins
Animals

He is standing on 2 hippos