



## Visual Arts: Year 4

**Teachers:** In schools, lessons on the visual arts should illustrate important elements of making and appreciating art, and emphasise important artists, works of art, and artistic concepts. When appropriate, topics in the visual arts may be linked to topics in other disciplines. While the following guidelines specify a variety of artworks in different media and from various cultures, they are not intended to be comprehensive. Teachers are encouraged to build upon the core content and expose children to a wide range of art and artists, particularly those which may be locally accessible to the children and their carers.

### I. ELEMENTS OF ART: LIGHT, SPACE AND DESIGN

**Teachers:** The generally recognised elements of art include line, shape, form, space, light, texture, and colour. In Year 4, build on what the children have learned in earlier years as you introduce concepts of light, space and design.

#### A. LIGHT

- Observe how artists use light and shadow (to focus our attention, create mood, etc.) in:
  - Caravaggio, *Supper at Emmaus*, 1601 (National Gallery, London) [Explain that Caravaggio pioneered a very dramatic lighting contrasting dark shade with bright light, known as 'chiaroscuro', combining the Italian words for light and dark.]
  - Rembrandt van Rijn, *Belshazzar's Feast*, 1636 (National Gallery, London)
  - Johannes Vermeer, *The Milkmaid*, c. 1658 (Rijksmuseum, Amsterdam)
  - Joseph Mallord William Turner, *The Fighting Temeraire*, 1859 (National Gallery, London)

#### B. SPACE IN ARTWORKS

- Understand the following terms: two-dimensional (height, width), and three-dimensional (height, width, depth). [Note: perspective will be considered in Year 6.]
- Observe the relationship between two-dimensional and three-dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder.
- Observe how artists can make what they depict look three-dimensional, despite working in two-dimensions, by creating an illusion of depth. Also examine the foreground, middle ground, and background in paintings, including:
  - Pieter Bruegel the Younger, *The Peasant Wedding*, 1620 (National Gallery of Ireland, Dublin)
  - Jean-François Millet, *The Gleaners*, 1857 (Musée d'Orsay, Paris)

#### C. DESIGN: HOW THE ELEMENTS OF ART WORK TOGETHER

- Examine design—how the elements of art work together to create a balanced or coherent whole—in:
  - Henri Matisse (collage): *The Fall of Icarus (from Jazz)*, 1943 (Tate, London; Metropolitan Museum of Art, New York)

Additionally in:

- Edvard Munch, *The Scream*, 1893 (National Gallery, Oslo)
- Anthony van Dyck, *Portrait of Charles I, Henrietta Maria and their Children*, 1632 (Royal Collection, Buckingham Palace, London) [Cross-curricular links with Year 4 English History]

### II. TYPES OF ART: EMBROIDERY AND NEEDLEWORK

**Teachers:** Embroidery and needlework are important aspects of art and sewing is also a practical life skill for children to learn.

- Understand the basic principles of sewing techniques. Children can experiment with making their own cross-stitch design and appreciate the time and effort involved in needlework.
- Understand the basic principles of weaving.

- Recognise embroidery and tapestry and discuss examples:
  - Kate Farrer, *Icarus*, 2012 (Artist's Collection, now on display at the Royal School of Needlework at Hampton Court) [Cross-curricular connections with *Icarus* by Matisse and with Year 3 and Year 4 Language and Literature: Ancient Greek and Roman Mythology]
  - *Christ's Charge to Peter* tapestry commissioned by King Charles I and made in Mortlake (Forde Abbey, Boughton House, Belvoir Castle and Chatsworth House) and original cartoons by Raphael (Victoria and Albert Museum, London)
  - Norman Hartnell, Queen Elizabeth II's Coronation Robes (Royal Collection)
  - Royal School of Needlework, Queen Elizabeth II's Robes of Estate (Royal Collection)
  - Royal School of Needlework, Kate Middleton's Wedding Dress (Royal Collection)

### III. MONUMENTS OF ROME AND BYZANTIUM

[Cross-curricular links with Year 4 World History]

- Become familiar with the public monuments of ancient Rome such as:
  - Trajan's Column (113 AD) [Note: there is a cast in the Victoria and Albert Museum, London.]
  - The Pantheon (126 AD)
  - The Arch of Constantine (dedicated in 315 AD)
- Become familiar with the public monuments of ancient Byzantium such as:
  - Hagia Sofia (537 AD)
  - The Great Palace of Constantinople (330 AD)
  - The Walls of Constantinople (4th to 5th centuries AD)
- Explore how Emperors used and adapted these monuments to display their images, show power and represent history.
- Observe examples of Christian art works of the later Roman Empire (or Byzantium), such as the mosaics of Ravenna:
  - *Justinian I and Theodora*, mosaic panels in the apse of San Vitale, 548 AD (Ravenna, Italy)