



Yearly Overview- Year Four- Visual Arts

	Focus	Areas to cover	Resources
Autumn One	Elements of Art: Light, Space and Design	<p>Light Observe how artists use light and shadow (to focus our attention, create mood, etc.)</p>	<p>Light 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.]</p>
Autumn Two		<p>Space in Art Works Understand the following terms: two-dimensional (height, width), and three-dimensional (height, width, depth).</p> <p>Observe the relationship between two-dimensional and three-dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder.</p> <p>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.</p> <p>Design: How the elements of Art work together</p> <p>Examine design; how the elements of art work together to create a balanced or coherent whole.</p>	<p>Rembrandt van Rijn, Belshazzar's Feast, 1636 (National Gallery, London)</p> <p>Johannes Vermeer, The Milkmaid, c. 1658 (Rijksmuseum, Amsterdam)</p> <p>Joseph Mallord William Turner, The Fighting Temeraire, 1859 (National Gallery, London)</p> <p>Space Pieter Bruegel the Younger, The Peasant Wedding, 1620 (National Gallery of Ireland, Dublin)</p> <p>Jean-François Millet, The Gleaners, 1857 Musée d'Orsay, Paris)</p> <p>Design Henri Matisse (collage): The Fall of Icarus (from Jazz), 1943 (Tate, London; Metropolitan Museum of Art, New York) 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)</p>

<p>Spring One</p>	<p>Types of Art: Embroidery and Needlework</p>	<p>Understand the basic principles of sewing techniques:</p> <p>Children can experiment with making their own cross-stitch design and appreciate the time and effort involved in needlework.</p> <p>Understand the basic principles of weaving.</p> <p>Recognise embroidery and tapestry and discuss examples.</p>	<p>Kate Farrer, Icarus,2012 (Artist’s Collection, now on display at the Royal School of Needlework at Hampton Court)</p> <p>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)</p> <p>Norman Hartnell, Queen Elizabeth II’s Coronation Robes (Royal Collection)</p> <p>Royal School of Needlework, Queen Elizabeth II’s Robes of Estate (Royal Collection)</p> <p>Royal School of Needlework, Kate Middleton’s Wedding Dress (Royal Collection)</p>
<p>Spring Two</p>		<p>Become familiar with the public monuments of ancient Rome.</p> <p>Explore how Emperors used and adapted these monuments to display their images, show power and represent history.</p> <p>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)</p> <p>Christ as the Good Shepherd, mosaic in the Mausoleum of Galla Placidia, after 450 AD (Ravenna, Italy)</p>	<p>Trajan’s Column (113 AD) [Note: there is a cast in the Victoria and Albert Museum, London.]</p> <p>The Pantheon (126 AD)</p> <p>The Arch of Constantine (dedicated in 315 AD)</p>
<p>Summer One</p>	<p>Monuments of Rome and Byzantium</p>		
<p>Summer Two</p>			