

Weaving
Understand the basic principles of weaving.

Sewing
Understand the basic principles of sewing techniques.

Embroidery & Tapestry examples
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)
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)

Visual Arts Unit Overview – Year Four
Types of Art: Embroidery and Needlework

Children can experiment with making their own cross-stitch design and appreciate the time and effort involved in needlework.

There are ideas for children's sewing projects on this [website](#).

Application of knowledge

Children can experiment with making their own woven design and appreciate the time and effort involved.

There are ideas for projects on [Pinterest](#).
[Instructions](#) for simple paper weaving.

Icarus has cross-curricular connections with Icarus by Matisse and with Year 3 and Year 4 Language and Literature: Ancient Greek and Roman Mythology.



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.

Light

Observe how artists use light and shadow (to focus our attention, create mood, etc.)

Examine artists' use of light and shadow 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)

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)

Core Knowledge

Visual Arts Unit Overview – Year Four

Elements of Art: Light, Space and Design

Application of knowledge

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)

The *Portrait of Charles I* has cross-curricular links with Year 4 English history.

Children to create their own artworks inspired by those they have studied.



The monuments of Byzantium

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)

The monuments of Rome

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)

Christian art works

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)
- [St. Catherine's Monastery](#), Mount Sinai (548 AD)

Core Knowledge

Visual Arts Unit Overview – Year Four

Monuments of Rome and Byzantium

Application of knowledge

- Explore how Emperors used and adapted these monuments to display their images, show power and represent history.
- Children to explore images of these monuments.
- Children to do observational drawings of details from the monuments

- Children can plan, design and make their own mosaics. A range of materials could be used. Detailed instructions on planning and making can be found [here](#).

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