

Knowledge Organiser - Light (Art - Year Four)

Key Vocabulary	Definition
Form	Form means the 3d shapes in art. In a drawing or painting an artist can create the illusion that an object is 3d rather than flat.
Tone	How dark or light something is. Tones are created by the way light falls on a 3d object.
Shade/Shadow	The parts of an object which are darker.
Highlights	The parts of an object where the light is strongest or lightest.
Mid-tone	Tones between the highlights and shadows.
Cast shadow	Where an object makes a shadow on something else e.g. a table underneath it.
Tints/shades	A tint is a mixture of a colour with white, which increases lightness, and a shade is the mixture of a colour with black, which reduces lightness.
Chiaroscuro	An Italian word which means 'light-dark'. A technique which shows very clear tonal contrasts.
Ground	The background colour which is painted onto a surface before starting a painting.
Underpainting	A layer of paint showing the different tones of an object in a painting and painted on top of the ground layer. Underpainting will be painted over with other colours once it is dry.
Burnt Sienna	A deep reddish-brown colour.
Yellow Ochre	A yellowish-brown colour.

Art



Artist/Title

Caravaggio, Supper at Emmaus, 1601



Johannes Vermeer, The Milkmaid, c. 1658

Year 4

Art

Space

Lesson Series:

1. Introduction to space and dimensions
2. Exploring space in painting: foreground, middle ground and background
3. Identifying foreground, middle ground and background
- 4/5. Creating foreground, middle ground and background
6. Using colour and detail to show depth

What you need to know:

- Space in art means the distance within, between and around things.
- If an object is 3d it has 3 dimensions – height, width and depth. If an object is 2d it only has height and width. In 2d art artists can create the illusion that an object has 3 dimensions. An artist can use differences in tone to create the illusion that something is 3d despite working in 2 dimensions.
- Painters use foreground, middle ground and background to create an illusion of depth. Objects in the foreground will appear bigger than in the background. This is called foreshortening. Artists also use colour and detail to show depth of space in a painting. Colours in the foreground will be darker and get lighter towards the background. Objects will have more detail in the foreground.
- Millet shows depth of space in his painting **The Gleaners**. The painting is famous for featuring the lower peasant class in a sympathetic way and as such was received poorly by the French upper classes, who, in the wake of the French Revolution were uneasy with such a depiction. The painting's large size, 84x112 cm, was another reason for its poor reception when it was first exhibited: large scale paintings were usually reserved for important historical or mythological paintings. The painting is an example of realism in art, both in the choice of subject matter and in its execution.
- The Dutch painter Bruegel the Elder painted many pictures depicting peasant life and is known for his subtle and sympathetic treatment of his subjects. His painting **The Peasant Wedding** is considered to be an accurate portrayal of a 16th century peasant wedding. Many aspects of the painting show the hard life of the peasants. Bruegel's painting shows depth of space by making the people in the foreground appear bigger than those in the background

National Curriculum Coverage:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing with a range of materials for example, pencil, charcoal
- about great artists in history.

Multiple Choice Quiz (Assessment Tool)

Space			
1. If something is 3d it has:	A	Just width	
	B	Just height and width	
	C	Height, width and depth	
	D	Just height	
2. If something is 2d it has:	A	Just width	
	B	Just height and width	
	C	Height, width and depth	
	D	Just height	
3. Foreground means:	A	The mountains in a picture	
	B	The sea in a picture	
	C	The part of a view that is furthest away in a picture	
	D	The part of a view that is closest in a picture	
4. In his painting <i>The Gleaners</i> Millet painted:	A	People picking up left-over wheat	
	B	People picking strawberries	
	C	People picking apples	
	D	Soldiers	
5. Colours in the foreground will be	A	gold	
	B	darker	
	C	green	
	D	lighter	
6. You will see most detail in the	A	middle ground	
	B	foreground	
	C	background	
	D	underground	

Knowledge Organiser- Space (Art - Year Four)

Key Vocabulary	Definition
space	The distance within, around and between things in art.
dimension	A measurement.
height	The measurement of something from top to bottom. This is one of the dimensions.
width	The measurement of something from side to side. This is one of the dimensions.
depth	The measurement of something from front to back. This is one of the dimensions.
3d	Something 3d (3 dimensional) has height, width <i>and</i> depth – the three dimensions. You can touch it all the way around.
2d	Something 2d (2 dimensional) has only height and width – 2 dimensions. It is flat. In a drawing the object that is drawn has only height and width.
foreground	The part of a view that is closest to us in a picture.
background	The part of a view that is furthest away from us in a picture.
middle ground	Between the foreground and the background.
foreshortening	Where an object or a person is shown to be bigger in the foreground and smaller in the background to create an illusion of space.
detail	A small part in a work of art which is clearly shown e.g. a blade of grass.

Paintings

Millet, *The Gleaners* (1857)



Bruegel the Elder, *The Peasant Wedding* (1567)



Lesson 1: Introduction to space and dimensions

Teacher knowledge: In this lesson the children will be introduced to the idea of space in art and, in particular, to how objects are 2d and 3d. They will consider what makes something 3d, i.e. that it has height, width and depth and that drawings and paintings have only 2 dimensions i.e. height and width. They will look at how an artist can use differences in tone to create the illusion that something is 3d despite working in 2 dimensions. Differences in tone to create form should be familiar to the children from their previous work on light in unit 1.

Knowledge Objective	Task	Lesson Detail	Vocabulary
To understand that artists can create the illusion of three dimensions	<p>Task: To draw a 3d object</p> <p>Success Criteria:</p> <p>I can shade using different tones.</p> <p>I can draw a cast shadow.</p> <p>I can make my object look 3d.</p>	<p>Prior learning: Explain that this unit we will be studying space in art and how artists create space in their art. Establish prior knowledge about what we mean by 'space'. Read briefly through knowledge organiser and in particular the definition of 'space'.</p> <p>Vocabulary: Read through Knowledge Objective and vocabulary.</p> <p>Teach: Review children's knowledge about what we mean by 2d and 3d. Show them a jug/coffee pot. Show them an enlarged picture of the chocolate pot from <i>Still Life with Chocolate Pot</i> by Matisse (1900) – see resources. Which is 2d? Which is 3d? Go through definitions of dimension, height, width, depth, 2d and 3d on knowledge organiser. Ask them to show the height, width and depth of the 3d jug/coffee pot. Then ask them to show the height and width of the painting of the chocolate pot. Explain that the painting of the chocolate pot doesn't have depth because it is a 2d chocolate pot. <i>What does height/width/depth mean? Which 2 dimensions does a drawing have? Which 3 dimensions does an object have? What do I mean by 2d/3d?</i></p> <p>Talk Task: Show the children a drawn square and a circle on interactive whiteboard. Then show a cube and a sphere. Discuss which have 2 dimensions and which have three dimensions.</p> <p>Teach: Review L.O. for today. Explain that artists can use drawing/painting to create the illusion of three dimensions. Show a drawing of a cube and a sphere. <i>Is this 2d or 3d?</i> Explain that the drawings are 2d but that they are creating the illusion of 3d objects. <i>How does the artist make the object look 3d?</i> Explain that the artist uses different tones, light, shade and highlights which show where the light falls on the object to show the 3d form of the object. They are creating an illusion that the object has depth.</p> <p>Demonstrate/Task: Provide children with various different plastic 3d shapes to draw in their sketchbooks e.g. sphere, cube, pyramid, cylinder. These should be plain with no distracting patterns so children can clearly see the different tones when they draw. Objects should be placed on a white piece of paper in the middle of the table where all children can see. If spot lighting is available to shine from one angle then use this as it will make the tones more obvious and easier to notice and to draw. However, if this is not available switch off electrical lighting as a wash of electrical lighting tends to flatten the tones and makes them more difficult to read.</p> <p>Using soft pencils children to start by practising different grades of shading from light to dark, holding the pencil lightly. They should then draw one or more of the 3d objects using shading. They should start by drawing an outline of the object and cast shadow very lightly. They should then shade using different tones including the cast shadow and the surface which the object is sitting on. On an object with a curved surface like a sphere their shading from dark to light may change gradually. Remind them that they can use the white of the paper i.e. no shading, to show highlights.</p> <p>Partner teach/Plenary: Children to reflect on their drawings with a partner. <i>What is successful about your drawing? How have you made the object look 3d?</i></p>	<p>3d, 2d, height, width, depth</p>
<p>Knowledge goals</p> <p>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>Artists can make what they depict look three-dimensional, despite working in two-dimensions, by creating an illusion of depth.</p>		<p>Relevant Artists</p> <p>Matisse</p>	

Suggested resources: 3d shapes to draw, sketchbooks, pencils – 2-6b.

Lesson 2: Exploring space in painting: foreground, middle ground and background

Teacher knowledge: In this lesson the children will look at **The Gleaners** by Millet (1857) to explore how painters use foreground, middle ground and background to create an illusion of depth. The painting shows three peasant women gleaning. This means that they were collecting the stray bits of wheat after the harvest for their own use. The painting is famous for featuring the lower peasant class in a sympathetic way and as such was received poorly by the French upper classes, who, in the wake of the French Revolution were uneasy with such a depiction. The painting's large size, 84x112 cm, was another reason for its poor reception when it was first exhibited: large scale paintings were usually reserved for important historical or mythological paintings. The painting is an example of realism in art, both in the choice of subject matter and in its execution.

Knowledge Objective	Task	Lesson Detail	Vocabulary
<p>To understand how artists use foreground, middle ground and background to create depth.</p>	<p>Task: To draw the different layers of a landscape</p> <p>Success Criteria: I can do 2 thumbnail sketches showing the different layers in a landscape.</p> <p>In can draw simple shapes using an outline only.</p> <p>I can point to the foreground, middle ground and background.</p>	<p>Prior learning: Look at drawings of 3d shapes from last lesson. <i>Is the object 2d or 3d? What do I mean by 2d/3d? Does the object look 2d or 3d? How has the artist made the object look 3d?</i></p> <p>Vocabulary: Read through Knowledge Objective and vocabulary. Remind the children that we are looking at space and today we will look at how different object in a painting and the space between them can create an illusion of depth.</p> <p>Talk task: Show the children Millet's <i>The Gleaners</i> (1857). Ask: What can you see? Do you think the people in the painting look real? Why? Do they look 3d? Point out to the children that the women look 3d because of the different tones showing the curve of their arms, heads and bodies. Go through information shown in teacher knowledge above.</p> <p>Ask the children how many people they can see in the painting. Holding a pencil up to the picture and with their arm stretched out they should measure the biggest person they can see in the picture and then measure the smallest person they can see against the pencil. Ask: Why are the people different sizes?</p> <p>Teach: Explain that the people in the painting are different sizes because some are closer to us and some are further away. At the front the people are very large because they are closer to us. At the back the people are very small because they are further away. This is called foreshortening – go through term in knowledge organiser. Go through terms foreground, middle ground and background with knowledge organiser. Explain that artists will make objects larger and more detailed in the foreground to show that they are close to us and less detailed and smaller in the background to show they are further away from us. In this way artists create an illusion of depth of space in a painting. In particular, point out that in this painting in the foreground we can see individual blades of wheat, whereas in the background we cannot see such detail.</p> <p>Demonstrate/Task: Introduce project for the rest of the unit: the children will make cardboard landscapes in different layers using cardboard (see examples in resources). Today the children will make initial sketches of different layers of landscapes from photographs – see resources. In each photo ask the children to show you the foreground, middle ground and background. Explain to the children that today they will do line drawings to show the main shapes in the landscape and the different layers of the landscape. The children should start by doing 2 small scale sketches of the main shapes they see in the foreground, middle ground and background of different views. Model this first. Children should then do a larger version picking the landscape they would like to work on and do the same on A3 sugar paper. They should draw simple shapes using an outline only.</p> <p>Partner teach/Plenary: Children to reflect on their drawings. <i>What does foreground/middle ground/background mean? Show me the foreground/middle ground/background in your drawing.</i></p>	<p>foreground, background, middle ground, foreshortening</p>
<p>Knowledge goals</p> <p>Understand the following terms: foreground, middle ground, background</p> <p>Artists can use foreground, middle ground and background to create an illusion of depth.</p>			<p>Relevant Artists</p> <p>Millet</p>
<p>Suggested resources: Pencils, sketchbooks, A3 sugar paper.</p>			

Lesson 3: Identifying foreground, middle ground and background

Teacher knowledge: In this lesson the children will look at the painting **The Peasant Wedding** by the Dutch painter Bruegel the Elder. Bruegel painted many pictures depicting peasant life and is known for his subtle and sympathetic treatment of his subject. This picture is considered to be an accurate portrayal of a 16th century peasant wedding. The bride is in front of the green wall-hanging, with a paper-crown hung above her head. She is also wearing a crown on her head, and she is sitting passively, not participating in the eating or drinking taking place around her. The Bridegroom is not in attendance of the wedding feast in accordance with Flemish custom. Many aspects of the painting show the hard life of the peasants: The feast is in a barn in the summertime; Two sheaves of corn are shown on wall; Plates are carried on a door off its hinges; The food is bread, porridge and soup; A boy sits in the foreground licking a plate.

Knowledge Objective	Task	Lesson Detail	Vocabulary
To identify foreground, middle ground and background	Task: To identify the different layers of my drawing and cut out my background layer.	Prior learning: Look at <i>The Gleaners</i> by Millet from last lesson. Ask: What do you remember about this painting? <i>What is happening in the foreground/middle ground/background? Why are the people different sizes?</i> Vocabulary: Read through Knowledge Objective and vocabulary. Talk task/Teach: Look at Bruegel's <i>The Peasant Wedding</i> . Ask: What is happening in the picture? Explain what the picture shows (see teacher knowledge above). Ask: What, in the picture, shows you that the peasants had a hard life? (See details of how this is shown in teacher knowledge section above).	foreground, background, middle ground, foreshortening
Knowledge goals Understand the following terms: foreground, middle ground, background Artists can use foreground, middle ground and background to create an illusion of depth.	Success Criteria: I can identify the foreground, middle ground and background in my drawing. I can mark the different layers on my drawing. I can cut out my background layer.	Ask: Ask children to use their pencil to measure a figure in the foreground and a figure in the background. The figure in the foreground is much larger. Why? Explain that the different sizes give the appearance of depth in the painting, i.e. distance from front to back. Go over the term foreshortening again as shown in the Knowledge Organiser. Demonstrate/Task: Ask the children to identify the foreground, middle ground and background in their drawings from last lesson to their partners. Then, they should cut out the sky so the top of the drawing is the horizon line. Then, with differently coloured pencils lightly mark out 3 layers (foreground to background) of the drawing. Finally, draw around the shape they are left with onto cardboard and cut this out. This is their background layer. Partner teach/Plenary: Ask the children to show their partner the foreground, middle ground and background layers of their drawing.	Relevant Artists Millet Bruegel the Elder
Suggested resources: Drawings started last week, scissors, coloured pencils, cardboard – A3 (thin cardboard box type card is ideal).			

Lesson 4/5: Creating foreground, middle ground and background

Teacher knowledge: Over the course of two lessons the children will review what they have learnt so far about foreground, middle ground and background and then construct their cardboard landscapes, using a different layer of cardboard for each different layers they have identified in their landscape.

Knowledge Objective	Task	Lesson Detail	Vocabulary
To create foreground, middle ground and background	<p>Task: To create different layers of my picture.</p> <p>Success Criteria: I can compare measurements of an object using a pencil.</p> <p>I can cut out the different layers of my picture in cardboard.</p> <p>I can tape the different layers together.</p>	<p>Prior learning: Review what the children remember about Bruegel's painting <i>The Peasant Wedding</i> looked at last lesson. Using a pencil to measure against ask them to measure a person in the foreground and a person in the background and compare their measurements.</p> <p>Vocabulary: Read through Knowledge Objective and vocabulary.</p> <p>Talk task: Ask the children to look at the classroom from one end. Against a pencil ask them to measure an object in the foreground. Then move the same object further away and ask them to measure it in the background. What do they notice? This is foreshortening. Measuring objects in real life is an important skill which they should begin to use in their drawing.</p> <p>Review photographs from which the children have done their drawings. What is in the foreground? What is in the background? What is in the middle ground in between?</p> <p>Demonstrate/Task: Children will continue making their cardboard landscapes, following these instructions:</p> <ol style="list-style-type: none"> 1. Cut off the background layer from your drawing i.e. the top of the drawing. Throw this away. 2. Draw around what is left on cardboard and cut this out (this is their middle ground layer). 3. Cut off the next layer from your drawing (i.e. the middle ground). Throw this away. 4. Draw around what is left on cardboard and cut this out (this is their foreground layer). 5. Stick the layers together with masking tape, including the first cardboard background layer cut out in lesson 3. <p>Partner teach/Plenary: Children to identify the different layers, foreground, middle ground and background of each other's landscapes. Ask: <i>Describe the different steps you have used so far to make your picture. What does each layer show?</i></p>	<p>foreground, background, middle ground, foreshortening</p> <p>Relevant Artists Bruegel the Elder</p>
<p>Knowledge goals</p> <p>Understand the following terms: foreground, middle ground, background</p> <p>Artists can use foreground, middle ground and background to create an illusion of depth.</p>			
Suggested resources: Drawings from last lesson, scissors, lots of cardboard (thin cardboard box type card is ideal), masking tape.			

Lesson 6: Using colour and detail to show depth

Teacher knowledge: So far the children will have observed how size can indicate the difference between foreground and background, thereby producing the illusion of depth of space in a painting. In this final lesson they will consider how colour and the presence of detail can add to the sense of depth in a painting. Artists often use stronger, darker colours and more detail in the foreground of a painting. The background will use lighter, more washed out colour and less detail. Turner's landscape painting **Bonneville, Savoy, with Mont Blanc (1803)** is a good example of this. The children will use these techniques when painting their cardboard landscapes and finally adding detail in oil pastel.

Knowledge Objective	Task	Lesson Detail	Vocabulary
To understand that artists can use colour and detail to show depth	<p>Task: To add colour and detail to my cardboard picture.</p> <p>Success Criteria:</p>	<p>Prior learning: Ask: <i>What do I mean by background/foreground/middle ground?</i></p> <p>Vocabulary: Read through Knowledge Objective and vocabulary.</p> <p>Teach: Show the children Turner's <i>Bonneville, Savoy, with Mont Blanc (1803)</i> (see resources). Ask the children to identify what is in the foreground, middle ground and background. Ask: <i>Where are the darkest colours? Where are the lightest colours?</i> Tell children that artists often use colour to show depth in a painting and put darker colours in the foreground and lighter colours in the background. Ask: <i>Where can you see the most detail in the painting?</i> Explain that we see the most detail in the foreground because it is closer to use we are able to see more individual detail e.g. the plants and the people.</p> <p>Go through the same questions in relation to the Millet's <i>The Gleaners</i>. Point out that in the foreground of this painting we even see blades of grass (wheat) in the foreground.</p> <p>Demonstrate/Task: Explain that today children will finish their cardboard reliefs by painting them and using oil pastels to add detail. They should use the photographs of the landscapes as a guide for colour but ensure that they add darker colours in the foreground and lighter colours in the background. They should then add small details e.g. leaves on the trees, lines for bricks on the buildings in the foreground using oil pastels.</p> <p>Partner teach/Plenary: In a silent gallery children to look around the classroom at each other's cardboard landscapes. They should stand next to one which they think is successful. Ask: <i>Why do you think this is successful? Where are the lighter colours? Where are the darker colours? Where have they added detail?</i></p>	detail
<p>Knowledge goals</p> <p>Artists can use colour to show depth in a picture.</p> <p>Artists can use detail to show depth in a picture.</p>	<p>I can paint with darker colours in the foreground.</p> <p>I can paint with lighter colours in the background.</p> <p>I can add detail in the foreground.</p>		<p>Relevant Artists</p> <p>Millet Turner</p>
<p>Suggested resources: Cardboard landscapes made last lesson, acrylic paint – primary colours, burnt sienna, yellow ochre, white, brushes, water pots, mixing palettes, oil pastels</p>			

Resources

Lesson 1: Introduction to space and dimensions

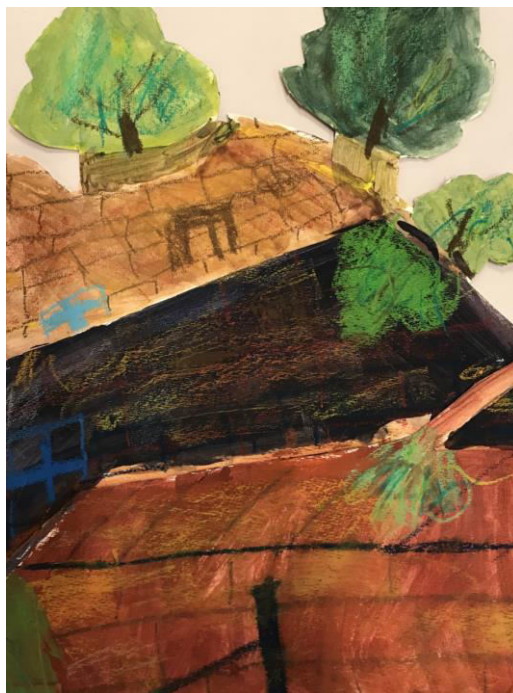
Still Life with Chocolate Pot by Matisse (1900)

For image see

<https://www.artsy.net/article/artsy-editorial-story-one-matisse-most-painted-objects>

Lesson 2: Exploring space in painting

Example cardboard landscapes



Lesson 2: Exploring space in painting (continued)

Landscape photographs



Lesson 6: Using colour and detail to show depth

Turner - Bonneville, Savoy, with Mont Blanc (1803)



Picture	Artist and Title
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Knowledge Organiser - Design (Art - Year Four)

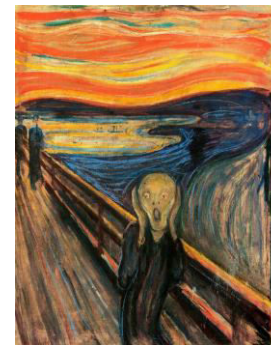
Key Vocabulary	Definition
elements of art	The different ingredients in art (colour, light, line, shape, form, space and texture) which are put together to make up a whole work of art.
design	How the different elements of art work together to make a piece of art.
composition	Another word for <i>design</i> in art.
collage	A picture that is created by sticking pieces of paper, or other materials, to a background.
cut out	The words Matisse used to describe his method of creating collages with scissors and coloured paper.
expressionism	A type of art where the elements of art, for example colour and line, create a work of art which shows strong emotions.
complementary colours	Any two colours which are opposite each other on the colour wheel, for example yellow and purple are complementary to each other.



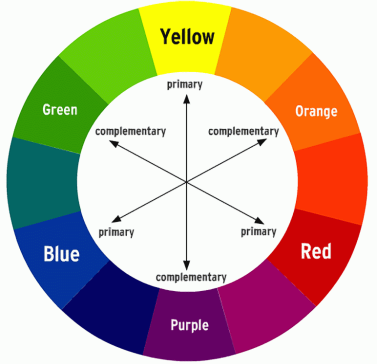
Matisse, *The Fall of Icarus*, 1947



Matisse, *Les Codomas (two famous trapeze artists)*, 1947







Munch, *The Scream*, 1893



Knowledge Organiser – Monuments of Ancient Rome (Art - Year Four)

Key Vocabulary	Definition
Monument	A building or place that is important in history
Ancient Rome	The ancient civilisation connected with Rome
Amphitheatre	An open building with a central space surrounded by seating to watch performances of drama or sport
Column	A tall, straight part of a building. Can hold up another part of the building or can stand alone. Columns are often decorated.
Dome	A rounded roof of a building with a circle-shaped base
Portico	A roof supported by columns attached as a porch to the front of a building
Arch	A curved part of a building that you can walk under, sometimes an arch holds up a bridge or a roof
In relief	Where sculptures stick out from a surface, rather than being made all the way around
In the round	Where sculptures are carved or built all around, from front to back
Frieze	A band of paintings or sculptures in relief

Monument	Name
	The Colosseum (80 AD)
	The Pantheon (126 AD) - Inside

Monument	Name
	Trajan's Column (113 AD)
	Relief from Trajan's Column (113 AD)