



Knowledge Organiser – Style (Art - Year Five) (for example see with images see

<https://www.wlfs-primary.org/Curriculum/Knowledge-Organisers/>)

| Key Vocabulary | Definition |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Style | How a piece of art looks. Style is often divided into the style of a period of time in history, a country, a group of artists, art which is about a particular idea or how an artist creates a work of art. |
| technique | A way of doing something, like painting a picture. |
| brushstroke | The mark made by a paintbrush. |
| Rococo | A style of art and design from the 1700s which uses elaborate decoration, curvy lines and light colours. The style is light-hearted and pretty. |
| Asymmetrical | Not symmetrical, different on one side of the design to the other. |
| Modernist | A style of art and design starting in the 1850s that rejected previous artistic styles, was often abstract, experimental and focussed on materials. |
| Abstract | Art that doesn't try to look like something, but uses shapes, colours, lines and form to achieve an effect. |
| Colour theory | Information about how to create different colours by mixing (e.g. how to mix primary colours to make secondary colours) and the effect of different colour combinations (e.g. what happens when you put two complementary colours next to each other). |
| Complementary colours | Any two colours which are opposite each other on the colour wheel, for example yellow and purple are complementary to each other. |

| Rococo Style | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
|  | Antoine Watteau, <i>The Pilgrimage to the Isle of Cythera</i> , (1717) |
| For image see https://collections.vam.ac.uk/item/O75898/chair-chippendale-thomas-sr/ | Thomas Chippendale, <i>Ribbon-backed Chair</i> , (designed 1754) |

| Modernist Style | | | |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
|  | Theo van Doesburg, <i>Contra-Composition of Dissonances XVI</i> , (1925) | For image see https://collections.vam.ac.uk/item/O114197/club-chair-model-b3-armchair-breuer-marcel-lajos/ | Marcel Breuer, <i>Wassily Chair</i> , (1925-1926) |

Year 5

Art

Islamic Art and Architecture

Lesson Series:

1. Introduction to Islamic art and architecture
2. Elements of Islamic art
3. Elements of Islamic architecture
4. The Alhambra
5. The Taj Mahal
6. The influence of Islamic art

What you need to know:

- *Islamic art/architecture relates to the religion of Islam or the Islamic world.*
- *Islamic design has four main components: geometric patterns, vegetal patterns, calligraphy and figural elements. Figural art does not appear in religious buildings but is used in other contexts in the Islamic world. Geometric designs in Islamic art are often built on combinations of repeated squares and circles, which may be overlapped and interlaced, to form intricate and complex patterns. They are supposed to symbolise eternity because they go on and on.*
- *Islamic architecture is often referred to as “architecture of the veil”, meaning that it is hidden. Focus is on detail and decoration on the inside. This is shown by courtyards inside traditional palaces and domestic buildings as well as interior decoration of domes and mosques. Common types of Islamic buildings are mosques, palaces and tombs. Common features of Islamic architecture are domes, minarets, arches and muqarnas.*
- *The Dome of the Rock is an Islamic shrine in Jerusalem. It shows examples of Islamic style including calligraphy, geometric and vegetal patterns. It was built in 688-691 by the Muslim ruler Abd el-Malik and is thought to be one of the oldest existing Islamic buildings (although it is not a mosque, as many people mistakenly assume). Its original function and purpose are still debated by scholars. The rock over which the shrine was built is sacred to Muslims, Jews and Christians. The Prophet Muhammad is believed to have ascended into heaven from the site. In the Judeo/Christian tradition it is believed that the rock is the site where Abraham prepared to sacrifice his son Isaac.*
- *The Alhambra is a group of buildings including a fortress, palaces and gardens built by Muslims in Spain over many years. The Nasrid Palaces in the Alhambra show examples of arches, muqarnas, courtyards and fountains. The Court of the Lions is a famous courtyard in the Nasrid Palaces. The decoration of the Nasrid Palaces shows common features of Islamic art.*
- *The Taj Mahal is a mausoleum built by Shah Jahan for his wife, Mumtaz Mahal in the 17th century. It is made of white marble and precious stones, is based on the dimension of a cube and is symmetrical. It shows features of Islamic art/design including calligraphy, geometric and vegetal patterns.*
- *Rana Begum is a London-based abstract artist who produces minimalist architecture, painting and sculpture. Begum was born in Bangladesh and moved to England when she was 16. She is said to be inspired by childhood memories of the geometric patterns of traditional geometric Islamic art and architecture.*

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 improve their mastery of art and design techniques, including drawing, paintings and sculpture with a range of materials for example, pencil, paint, clay

-about great artists, architects and designers in history.

Multiple Choice Quiz (Assessment Tool)

| Islamic Art and Architecture | | | |
|-----------------------------------------------------------|---|--------------------------------|--|
| 1. Islamic art is known for using | A | sculptures of people | |
| | B | geometric patterns | |
| | C | patterns using spots | |
| | D | faces | |
| | | | |
| 2. A vegetal pattern is: | A | a pattern showing vegetables | |
| | B | a pattern using triangles | |
| | C | a pattern showing plants | |
| | D | a pattern using stripes | |
| | | | |
| 3. Calligraphy is: | A | tile decoration | |
| | B | decorative paintings of plants | |
| | C | a way of gardening | |
| | D | decorative handwriting | |
| | | | |
| 4. Islamic art is known for | A | landscape painting | |
| | B | tilework | |
| | C | woodwork | |
| | D | computer designs | |
| | | | |
| 5. The Alhambra is famous for a courtyard which contains: | A | elephants | |
| | B | lions | |
| | C | dragons | |
| | D | polar bears | |
| | | | |
| 6. The Taj Mahal is made from | A | wood | |
| | B | marble | |
| | C | butter | |
| | D | granite | |

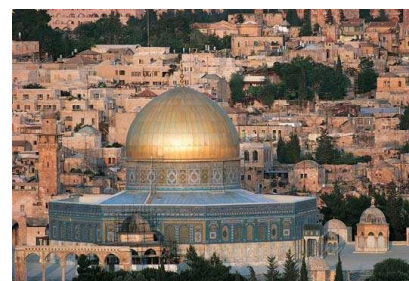
Knowledge Organiser – Islamic Art and Architecture (Art - Year Five)

| Key Vocabulary | Definition |
|--------------------------|--------------------------------------------------------------------------------------|
| Islamic art/architecture | Art or architecture which relates to the religion of Islam or the Islamic world. |
| mosque | A place of worship for Muslims. |
| minaret | A thin tower, usually part of a mosque, from which a person calls Muslims to prayer. |
| dome | The hollow, upper half of a sphere, often used in Islamic architecture. |
| calligraphy | Decorative handwriting. |
| geometric patterns | A pattern made out of geometric shapes such as triangles, squares, circles. |
| vegetal patterns | A pattern made out of shapes and lines which represent plants. |
| figural | Art work showing humans or animals. |

Lesson 1: Introduction

Architecture

The Dome of the Rock (691 - Jerusalem)



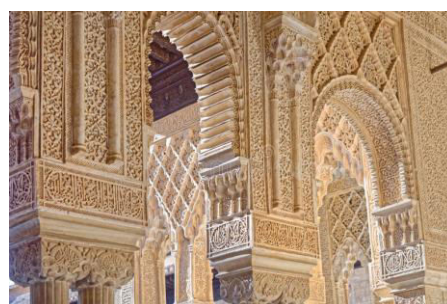
The Taj Mahal (1632 – Agra, India)



The Alhambra – (Granada, Spain)



Court of the Lions, Nasrid Palaces, (1300s)



Plasterwork - Nasrid Palaces (1300s)



Geometric tilework - Nasrid Palaces (1300s).



Plasterwork calligraphy - Nasrid Palaces showing arabic writing which reads, "There is no victor but God."

Introduction to Islamic art and architecture

Teacher knowledge: *The Dome of the Rock is an Islamic shrine in Jerusalem. It was built in 688-691 by the Muslim ruler Abd el-Malik and is thought to be one of the oldest existing Islamic buildings (although it is not a mosque, as many people mistakenly assume). Its original function and purpose are still debated by scholars. The rock over which the shrine was built is sacred to Muslims, Jews and Christians. The Prophet Muhammad is believed to have ascended into heaven from the site. In the Judeo/Christian tradition it is believed that the rock is the site where Abraham prepared to sacrifice his son Isaac. The building is influenced by Byzantine art and architectural design (in particular the dome's structure and interior mosaic decoration) as well as representing the early stages of the emergence of a distinct Islamic style. The decoration of the shrine does not show any human or animal forms as Islamic law forbids this in religious buildings. Instead it shows Arabic script, vegetal and geometric patterns. The outer walls of the shrine are in the shape of an octagon and are decorated with Turkish tiles. The original dome was made of gold but is now aluminium covered with gold leaf.*

| Knowledge Objective | Task | Lesson Detail | Vocabulary |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| To know that Islamic art and architecture relate to the religion of Islam or the Islamic world. | <p>Task: To draw a geometric design</p> <p>Success Criteria:</p> <p>I can follow instructions</p> | <p>Prior learning: Establish prior knowledge Islam and Islamic art and architecture – <i>What is Islam? What is a Muslim? What do you know about Islam/Muslims? What does architecture mean? What do you know about Islamic art/architecture?</i> Read briefly through knowledge organiser.</p> <p>Vocabulary: Read through Knowledge Objective and vocabulary. In particular point out that Islamic art/architecture means art or architecture that relates to the religion of Islam <i>or the Islamic world</i>. This means that the art/architecture does not need to have a religious significance but can be Islamic in style.</p> <p>Talk task: Show children pictures of the outside of The Dome of the Rock (see Knowledge Organiser). Ask them to describe to their partner, in detail what they can see.</p> | Islamic, architecture, geometric patterns |
| <p>Knowledge goals</p> <p>Islamic art/architecture relates to the religion of Islam <i>or</i> the Islamic world.</p> <p>The Dome of the Rock is an Islamic shrine in Jerusalem.</p> <p>The Dome of the Rock shows examples of Islamic style including calligraphy, geometric and vegetal patterns.</p> | <p>I can accurately use a compass/ruler and draw straight lines</p> <p>I can draw construction lines lightly</p> <p>I can draw heavier lines to show the pattern</p> | <p>Teach: Show children a map of the world showing the position of Jerusalem, the outside of the Dome of the Rock and the interior view showing the rock (see resources). Go over details about the shrine as detailed in teacher knowledge above.</p> <p>Explain to the children that the decoration of The Dome of the Rock shows key features of Islamic art/design – geometric patterns, vegetal patterns and calligraphy. Go over the meaning of these terms with Knowledge Organiser and point out examples shown in the decorated sections of the building (see resources).</p> <p>Demonstrate/Task: Explain to the children that over the next few lessons they will be drawing, and painting with inks a geometric design in an Islamic style. They will follow specific instructions using compasses and a ruler. Today they will draw one box of the design and then extend the design next lesson so it fills 4 boxes. See extract from <i>Islamic Geometric Patterns</i> by Eric Broug (published Thames and Hudson) p28 for the Great Mosque at Cordoba (see resources) for instructions. Their paper should be folded in 4 to provide 4 square boxes in which to do their designs. They should use a coloured pencil to draw the star pattern without the construction lines.</p> <p>Partner teach/Plenary: Ask the children to review: <i>What can you tell me about The Dome of the Rock? How does The Dome of the Rock show Islamic style? What makes a pattern geometric?</i> Describe how you drew your geometric design.</p> | <p>Relevant Art/Architecture</p> <p>The Dome of the Rock</p> |
| Suggested resources: Instructions for drawing, square watercolour paper roughly 50x50cm, sharp hard pencils (hb or h), ruler, compass, colouring pencils. | | | |

Lesson 2: Elements of Islamic art

Teacher knowledge: Islamic design has four main components: geometric patterns, vegetal patterns, calligraphy and figural elements. Figural art does not appear in religious buildings but is used in other contexts in the Islamic world. The vegetal patterns in *The Dome of the Rock* are made from mosaics and are influenced by Byzantine art. Calligraphy decorates buildings, using words from the Quran. Geometric designs in Islamic art are often built on combinations of repeated squares and circles, which may be overlapped and interlaced, to form intricate and complex patterns. They are supposed to symbolise eternity because they go on and on. Calligraphy and geometric patterns in the Alhambra demonstrate how decoration is made out of tiles and plaster.

| Knowledge Objective | Task | Lesson Detail | Vocabulary |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| To understand that Islamic art uses calligraphy, geometric and vegetal patterns | Task: To complete four geometric designs to create a pattern and elaborate my design | <p>Prior learning: Show children pictures of the Dome of the Rock looked at last lesson. Ask: <i>What can you tell me about this building?</i></p> <p>Vocabulary: Read through Knowledge Objective and vocabulary.</p> <p>Talk task/Teach: Show children pictures of calligraphy from Dome of the Rock and the Alhambra (see resources). Ask:</p> <ul style="list-style-type: none"> What can you see? Where do the words come from? (The Quran) What do the words say (Alhambra example: There is no victor but God) What are they made from (tile and plasterwork). <p>Briefly explain that calligraphy (go over definition in Knowledge Organiser) is an important part of Islamic art and will show words from the Quran. Plasterwork and tilework are common in Islamic art.</p> | calligraphy, geometric patterns, vegetal patterns, figural, tilework, plasterwork, mosaic, symmetrical |
| <p>Knowledge goals</p> <p>Islamic art uses calligraphy, geometric and vegetal patterns</p> <p>In religious buildings Islamic art does not show humans or animals</p> | <p>Success Criteria:</p> <p>I can complete four identical geometric designs</p> <p>I can mark on more detail and elaborate my design.</p> | <p>Show children pictures of vegetal patterns from The Dome of the Rock (see resources). Ask:</p> <ul style="list-style-type: none"> What can you see? What are these patterns made from (mosaics)? <p>Briefly explain that vegetal patterns (go over definition in Knowledge Organiser) are common in Islamic art and in the Dome of the Rock are made from mosaics. The Dome of the Rock is influenced by Byzantine art and this is shown in the vegetal designs made out of mosaics (refer to Year 4 unit on Byzantine art).</p> <p>Show children pictures of geometric patterns from The Dome of the Rock and the Alhambra (see resources). Ask:</p> <ul style="list-style-type: none"> What can you see? What are these patterns made from? (tilework and plasterwork) How are they symmetrical? (Remind the children of the meaning of this word) <p>Briefly explain that geometric patterns (go over definition in Knowledge Organiser) are common in Islamic art. Explain that Geometric designs in Islamic art are often built on combinations of repeated squares and circles, which may be overlapped and interlaced, to form intricate and complex patterns. They are supposed to indicate eternity, because they go on and on.</p> <p>Demonstrate/Task: In this lesson the children will complete the pencil drawing of their geometric designs by extending it to fill all four boxes on their paper. They should use a coloured pencil to draw the star pattern without the construction lines. They can then elaborate their design, keeping it the same in each box with simple additions e.g. curves, circles etc. They should make sure that their elaborations are symmetrical.</p> <p>Partner teach/Plenary: Ask the children to consider: <i>What can you tell me about Islamic design? What is calligraphy/ a geometric/vegetal pattern? How have you drawn your pattern?</i></p> | <p>Relevant Art/Architecture</p> <p>The Dome of the Rock The Alhambra</p> |
| <p>Suggested resources: Instructions for drawing used last lesson, designs started last week, sharp hard pencils (hb or h), ruler, compass, colouring pencils. For further information on elements within Islamic design see https://www.metmuseum.org/toah/hd/orna/hd_orna.htm</p> | | | |

Lesson 3: Elements of Islamic architecture

Teacher knowledge: In this lesson the children will start to consider the features of Islamic architecture. They will do this by looking at two buildings they have already studied, the Dome of the Rock, the Hagia Sofia (studied in year 4 in unit on Byzantine art) and two buildings which they will look at over the next few sessions, the Alhambra and the Taj Mahal. Islamic architecture is often referred to as “architecture of the veil”, meaning that it is hidden. Focus is on detail and decoration on the inside. This is shown by courtyards inside traditional palaces and domestic buildings as well as interior decoration of domes and mosques.

| Knowledge Objective | Task | Lesson Detail | Vocabulary |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To know common features of Islamic architecture | Task: To add colour to my geometric design Success Criteria: I can use three colours I can keep the colours the same within the pattern I can use smooth accurate brushstrokes | <p>Prior learning: Show children examples of Islamic designs which are vegetal, geometric and calligraphy (see resources). Ask them to match these words to the designs.</p> <p>Vocabulary: Read through Knowledge Objective and vocabulary. Clarify the meaning of architecture (the art of designing buildings).</p> <p>Talk task/Teach: Show children pictures of the Hagia Sofia, the Dome of the Rock, the Alhambra and the Taj Mahal (see resources). Ask: <i>What is similar about these buildings?</i> Clarify where each building is in the world (Istanbul, Jerusalem, Spain and India). Explain that these buildings are different types of buildings: ask the children to match the words to the buildings – mosque, palace, tomb. Establish any prior knowledge. Explain that the Dome of the Rock is a very holy building but not a mosque and the Hagia Sofia was originally a church, then a mosque but is now a museum. The Taj Mahal is a tomb which includes a mosque and gardens. The Alhambra is a palace</p> <p>Show the four buildings again and ask the children to match the words to the pictures: dome, minaret, courtyard. Explain these are features of Islamic architectures – elements of architecture which are commonly seen in Islamic architecture. Ask what the features are for:</p> <ul style="list-style-type: none"> • Dome – provides a large interior space, which is often highly decorated. • Minaret – tall tower next to a mosque from which a person sings the call to prayer five times a day. • Courtyard – an enclosed, outside space, often with a fountain in the middle providing space to sit, relax and contemplate. In the Alhambra these are places where people could get away from the intense heat of the day. <p>Explain to the children that Islamic architecture is often called “architecture of the veil” – see above for explanation. <i>What does “architecture of the veil” mean?</i></p> <p>Show the children images from the Alhambra of two types of arches and muqarnas (see resources). Ask them to compare the different shapes of the arches – how are they different? One type is a horseshoe arch (a simple curve) the other is pointed. Explain to them that muqarnas are a way of decorating the inside of an arch or a dome with 3d sculptural patterns. They are often referred to as making a pattern like a honeycomb. <i>What different types of buildings have we looked at and what are they for? Name and describe two different features of Islamic architecture.</i></p> <p>Demonstrate/Task: In this session the children will paint their elaborated geometric design with inks. Inks provide vivid colours. Explain that they should use 3 colours, so that the design does not become too complicated. The children should ensure that they add colour in the pattern in a symmetrical way. They should use a medium size brush in larger areas and a smaller brush in small areas and focus on using smooth accurate brushstrokes. They should aim to use the same colour patterns in each square they have drawn to ensure that the design has the feel of continuing, and interlocking.</p> <p>Partner teach/Plenary: Ask: <i>Explain how you have created your geometric design. What do you like about it? What would you do differently next time?</i></p> | mosque, palace, tomb, minaret, dome, minaret, arch, muqarnas Relevant Art/Architecture The Dome of the Rock Hagia Sofia The Alhambra The Taj Mahal |
| Knowledge goals Islamic architecture is often referred to as hidden, or “architecture of the veil”. Common types of Islamic buildings are mosques, palaces and tombs. Common features of Islamic architecture are domes, minarets, arches and muqarnas. | | <p>Suggested resources: Completed pencil designs from last lesson, coloured inks, small and medium soft brushes, water pots. For further information about Islamic architecture see http://www.bbc.co.uk/religion/religions/islam/art/architecture.shtml and https://mymodernmet.com/islamic-architecture/</p> | |

Lesson 4: The Alhambra

Teacher knowledge: Muslims invaded what is now Spain in the early 700s CE. They eventually conquered much of the land and set up several separate kingdoms. For many years the Muslim rulers battled local rulers. They built a fortress on the site of the Alhambra in Granada sometime before 1100. In 1238 new rulers of the Muslim kingdom of Granada made the Alhambra their home and began building a palace. By the late 1200s the Christians had recaptured most of Spain, but Granada remained a Muslim stronghold until 1492. After expelling the last of the Muslims, the Christian conquerors destroyed much of the interior of the Alhambra. The Spanish ruler Charles I, who reigned from 1516 to 1556, rebuilt portions of the palace. Restoration of the building was undertaken in 1828 and continued throughout the 1900s.

| Knowledge Objective | Task | Lesson Detail | Vocabulary |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To understand the Alhambra shows features of Islamic art and architecture. | Task: To shape clay to make a tile Success Criteria: I can roll a slab of clay 1.5cm deep I can shape my tile using a ruler and a knife | <p>Prior learning: Ask the children to match the words to pictures. Show pictures of the Dome of the Rock, Hagia Sofia, Taj Mahal and Alhambra (see resources). Have these words on whiteboard - <i>Mosque, Palace, Minaret, Tomb, Dome, Courtyard</i> – children to match words to the pictures to show their understanding from last lesson.</p> <p>Vocabulary: Read through Knowledge Objective and vocabulary.</p> <p>Teach: Show the children a picture of the Alhambra showing that it is made up of various different buildings on top of a hill in front of mountains (see resources). Show a map showing where it is within Spain (see resources). Explain that the Alhambra contains a fortress, palaces and gardens. Briefly explain the history of the Alhambra as presented in teacher knowledge above.</p> <p>Explain that the Alhambra is most famous for the Nasrid Palaces built in the 1300s, named after the last Muslim dynasty in Spain. It is renowned for its intricate and highly decorated rooms and beautiful gardens. It is an example of “<i>architecture of the veil</i>” - focus is on the detail and decoration on the inside of the buildings. <i>What is the Alhambra?</i></p> <p>Talk task: Show children pictures of the Court of the Lions, arches and muqarnas from the Alhambra (see resources). Explain that the Court of the Lions is the most famous part of the Nasrid Palaces. In the middle of it is a fountain made of 12 marble lions. Children to match the words to the pictures: <i>courtyard, arch, muqarnas, fountain</i>. <i>What features of Islamic architecture can you see? What is the Court of the Lions?</i></p> <p>Next show children the interior decoration of part of the Nasrid palaces (see resources). Ask children <i>What features of Islamic art/design can you see?</i> (geometric design and calligraphy). Explain that there are also examples in the Alhambra of Vegetal design. <i>What are the designs made from?</i> (plasterwork and tilework).</p> <p>Demonstrate/Task: Part of the art in the Alhambra is the decorated, geometric tilework which often covers the bottom half of the walls. In this lesson the children will start making a tile of their own. Provide them with a 6-pointed star template roughly 20cm wide. They should roll a slab of clay roughly 1.5cm deep, using wooden batons either side of the clay to guide the thickness (see picture in resources). They should place their paper template on top of the clay and use a ruler and a knife to cut out the shape neatly. The rolling and cutting should be done on a wooden board and then a plastic bag placed around the board and clay so that the clay remains moist to work on in the next lesson. New Clay should be used – this is air drying clay (as opposed to kiln fired clay) which can be moistened and worked on at a later date.</p> <p>Partner teach/Plenary: Ask: <i>What is the Alhambra? What features of Islamic art and architecture does it show?</i></p> | <p>arches, fountain, courtyard, muqarnas, calligraphy, geometric, vegetal, tilework, plasterwork,</p> <p>Relevant Art/Architecture</p> <p>The Alhambra</p> |
| Suggested resources: 6-pointed star template in paper (roughly 20cm wide), new clay, modelling tools including knives, rolling pins, wooden boards, wooden batons for rolling, rulers, plastic bags to wrap tiles in. | | | |

Lesson 5: The Taj Mahal

Teacher knowledge: The Taj Mahal in Agra, Northern India was built in the 17th century as a mausoleum for his wife by the Mughal emperor Shah Jahan. A mausoleum is an impressive building housing a single, or multiple tombs. Both Shah Jahan and his wife, Mumtaz Mahal are buried there. The Taj Mahal consists of the tombs, a mosque and gardens. It took 20,000 men, 20 years and 1000 elephants to build it. Much of the building of it was personally managed by Shah Jahan. The building is made of white marble and is decorated with many precious stones. It is known for its symmetry. The main structure is cube shaped and looks the same from each side. On each corner there is a minaret.

| Knowledge Objective | Task | Lesson Detail | Vocabulary |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| To understand the Taj Mahal shows features of Islamic art and architecture. | <p>Task: To add detail to my tile</p> <p>Success Criteria:</p> <p>I can add water to my clay tile to ensure it is soft enough to work on</p> <p>I can add detail by scratching clay away or by adding clay</p> <p>When I add clay, I can cross hatch the surface and smooth down the edges so all pieces are firmly stuck down.</p> | <p>Prior learning: Show the children a picture of the front of the Taj Mahal (see resources). This is such a famous building that some children may already have some prior knowledge about it, and it has briefly been discussed in lesson 3. Looking at the picture ask them: What can you see? What do you know about it? What can you guess about it?</p> <p>Vocabulary: Read through Knowledge Objective and vocabulary.</p> <p>Talk task/Teach: Show the children the picture of the Taj Mahal again and ask: What features of Islamic architecture can you spot? Go over the information in teacher knowledge above, in particular, pointing out the architectural features. Go over the meaning of mausoleum.</p> <p>Show the children examples of decoration on the interior and exterior of the Taj Mahal (see resources). Ask: What can you see? What features of Islamic art/design can you spot? Point out that in one picture you can see geometric tilework, surrounded by vegetal patterns, also made from tiles. In the other picture you can see vegetal designs and calligraphy inlaid into the marble.</p> <p>Demonstrate/Task: Today the children will start adding detail to their tiles by carving patterns or adding clay. They first need to add small amounts of water to the top of the clay to make sure it is soft enough to work. They will need to make sure that if they add clay they cross hatch the surface of where they are adding it to and slightly dampen it, to make sure that it sticks. Children should keep their designs symmetrical and may choose to follow patterns which they created in their painted designs during lessons 1-3. For examples of clay designs and Islamic tile designs see resources. Children may choose to use vegetal-type patterns and/or geometric shapes.</p> <p>Partner teach/Plenary: Ask: What can you tell me about the Taj Mahal? What designs have you used to decorate your tile? How have you added the patterns to your tile?</p> | <p>mausoleum, mosque, minaret, dome, arch, vegetal, geometric, calligraphy, tilework</p> |
| <p>Knowledge goals</p> <p>The Taj Mahal is a mausoleum built by Shah Jahan for his wife Mumtaz Mahal in the 17th century.</p> <p>It is made of white marble and precious stones and is based on the shape of a cube and is symmetrical.</p> <p>It shows features of Islamic art/design including calligraphy geometric and vegetal patterns.</p> <p>It shows features of Islamic architecture.</p> | | <p>Relevant Art/Architecture</p> <p>The Taj Mahal</p> | |
| <p>Suggested resources: Tiles created last lesson, water pots, clay modelling tools, extra New Clay. For more information for children about the Taj Mahal see https://www.dkfindout.com/uk/history/mughals/taj-mahal/ and http://www.fun-facts.org.uk/wonders_of_world/taj-mahal.htm</p> | | | |

Lesson 6: The Influence of Islamic art

Teacher knowledge: In this lesson the children will complete the multiple-choice quiz and reflect on the success of the work they have produced in this unit. They will also learn that Islamic art has influenced artists throughout history, including William Morris (see the year 6 unit on this Victorian designer) as well as present-day artists. In this lesson they look at the work of Rana Begum (already studied in the year 4 unit about light), a London-based abstract artist who produces minimalist architecture, painting and sculpture. Begum was born in Bangladesh and moved to England when she was 16. She is said to be inspired by childhood memories of the geometric patterns of traditional geometric Islamic art and architecture.

| Knowledge Objective | Task | Lesson Detail | Vocabulary |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| To understand Begum's work is influenced by Islamic art and architecture | <p>Task: To paint my tile</p> <p>Success Criteria:</p> <p>I can use three colours to decorate my tile with appropriate colours</p> <p>I can use accurate smooth brushstrokes</p> <p>I can cover with mod podge to glaze my tile</p> | <p>Prior learning: Children to complete multiple choice quiz to demonstrate their understanding of this unit.</p> <p>Vocabulary: Read through Knowledge Objective and vocabulary.</p> <p>Talk task: Show children Painting No. 680 by Rana Begum. Ask them to write bullet points around a small picture of the painting stuck into their books and ask them to say what they see, know and guess.</p> <p>Teach: Go over information about Begum in teacher knowledge above.</p> <p>Talk task: Ask children: How can you see that Begum is influenced by Islamic art from this painting? (It is made up of geometric patterns within small panels that are repeated again and again, rather like Islamic tiles). Ask children: How is the painting different from traditional Islamic art?</p> <p>Self-reflection: Children to look at their painted geometric designs and write answers to the following questions: What do I like? What would I do differently next time?</p> <p>Demonstrate/Task: In this lesson the children will paint their tiles with 3 colours. They should pick appropriate colours using tiles shown in resources as a guide. Their colours should be symmetrical within the patterns they have created. They should concentrate on mixing their colours thoroughly in the palette and using smooth accurate brushstrokes. Once the paint has dried they should cover their tile with mod podge to glaze it.</p> <p>Self-reflection: Children to look at their tiles and write answers to the following questions: What do I like? What would I do differently next time?</p> | All previously covered |
| <p>Knowledge goals</p> <p>Islamic art and architecture has influenced art throughout history.</p> <p>The work of Begum is influenced by Islamic art and architecture.</p> <p>This is shown in her use of geometric patterns.</p> | | | <p>Relevant Artists</p> <p>Begum</p> |
| <p>Suggested resources: Medium and small brushes, water pots, acrylic paints in primary colours and white, mixing palettes, mod podge for glazing. For further information on Rana Begum see https://www.royalacademy.org.uk/art-artists/name/rana-begum-ra .</p> | | | |

Resources



Lesson 1: Introduction to Islamic Art and Architecture

Images of the inside of the Dome of the Rock and Map

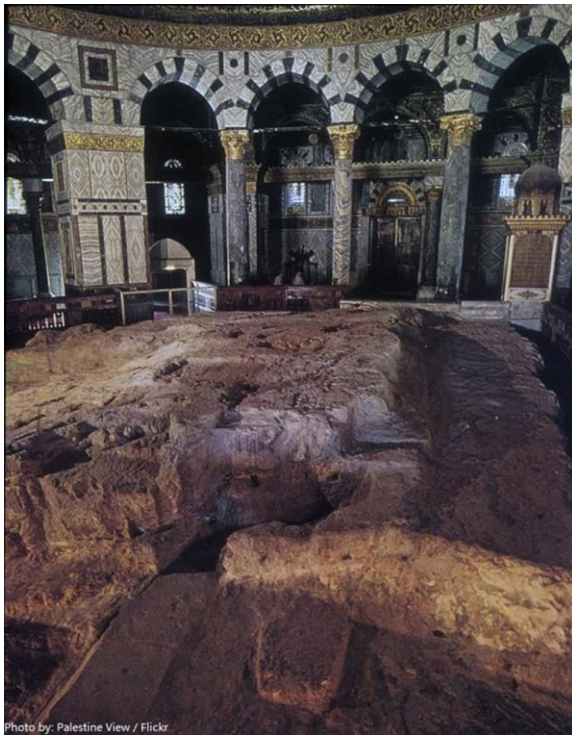
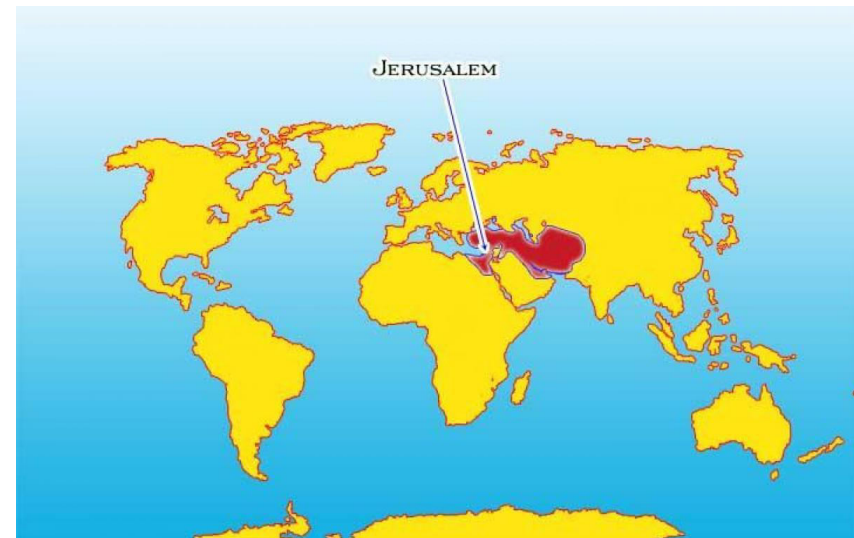


Photo by: Palestine View / Flickr



Lesson 1: Introduction to Islamic Art and Architecture

and Architecture (continued)

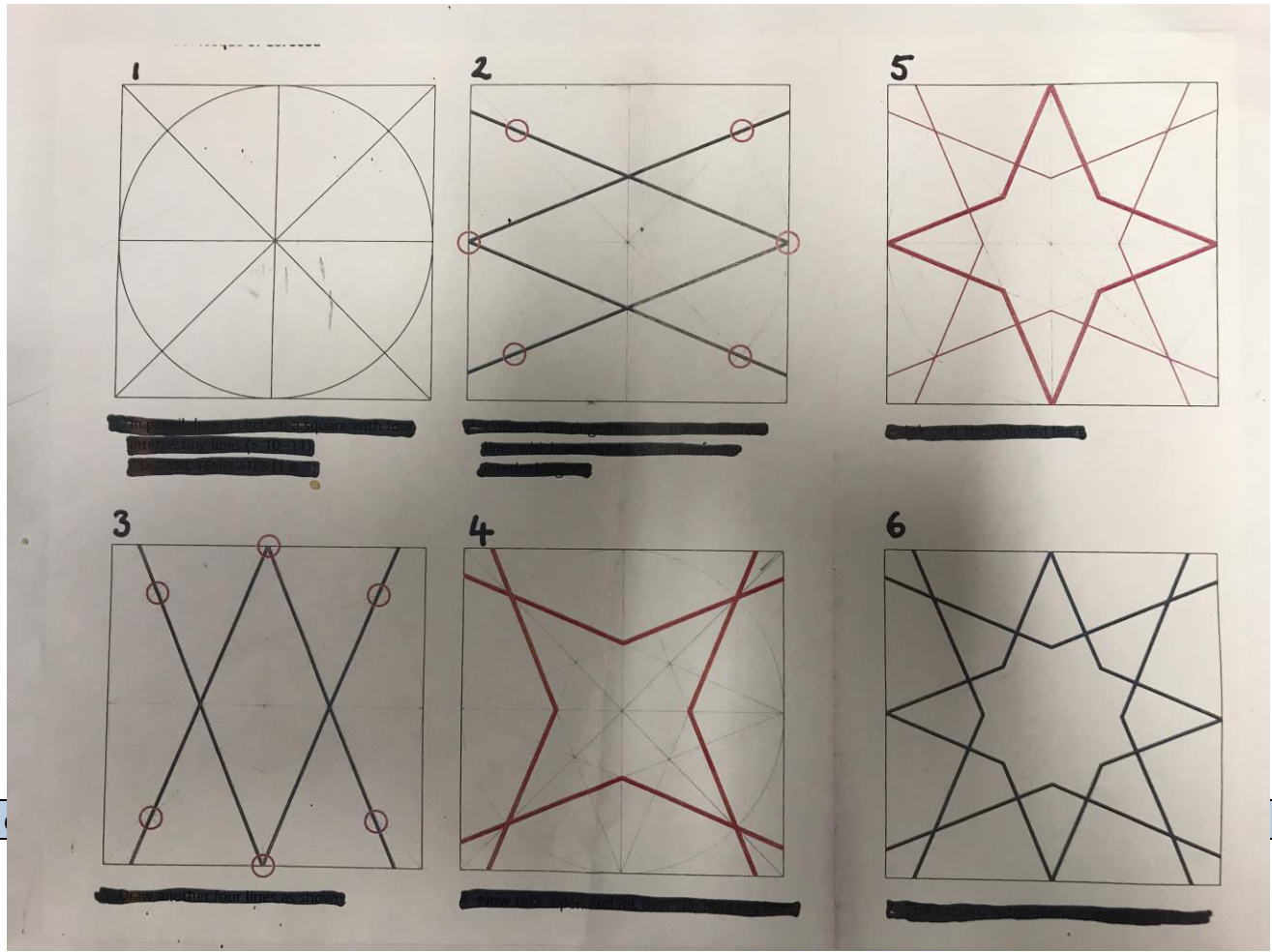
Examples of decoration of The Dome of the Rock

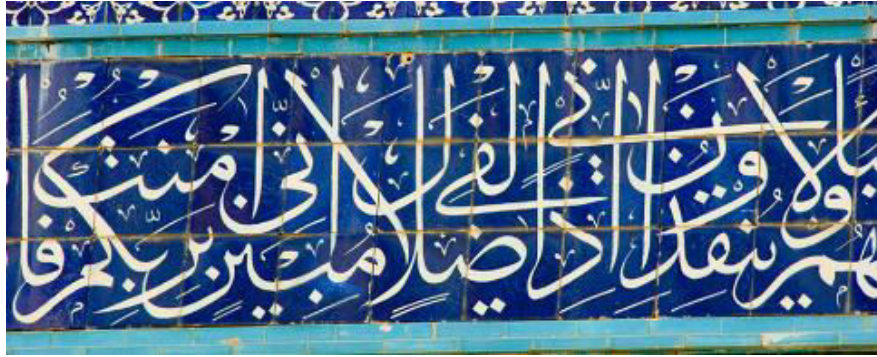


Lesson 1: Introduction to Islamic Art and Architecture (continued)

Lesson 2: Elements of Islamic Art

Examples of





From The Dome of the Rock



From the Alhambra

Lesson
2:
Elements
of

Islamic Art (continued)

Examples of vegetal patterns in Islamic Art (from The Dome of the Rock)



Lesson 2: Elements of Islamic Art (continued)

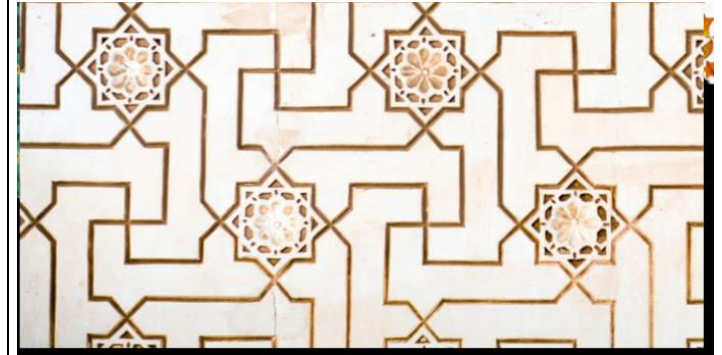
Examples of geometric patterns in Islamic Art



From The Dome of the Rock



From the Alhambra



From the Alhambra

Lesson 3: Elements of Islamic Architecture

Examples of Islamic Architecture



Hagia Sofia



The Dome of the Rock



Features of Islamic Architecture from the Alhambra

Alhambra



Taj Mahal

Lesson 3:
Elements of Islamic Architecture (continued)



Archways



Archways

Lesson 4:
The Alhambra

Images of t



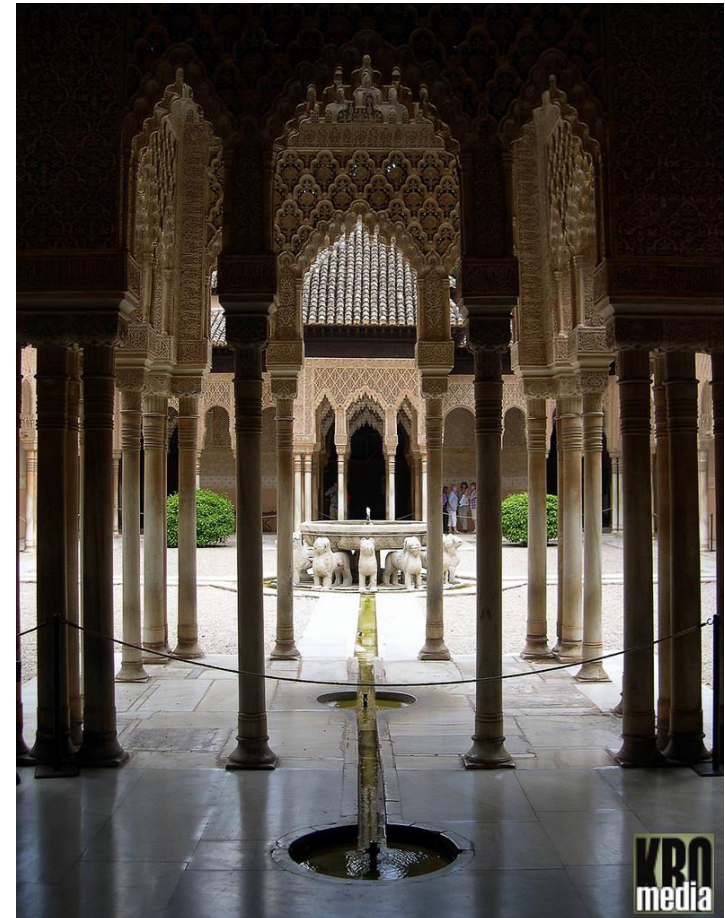
Muqarnas

Muqarnas



Lesson 4: The Alhambra (continued)

The Court of the Lions – The Alhambra



Lesson 4: The Alhambra (continued)

Interior decoration of the Nasrid Palaces



Lesson 4:
The Alhambra

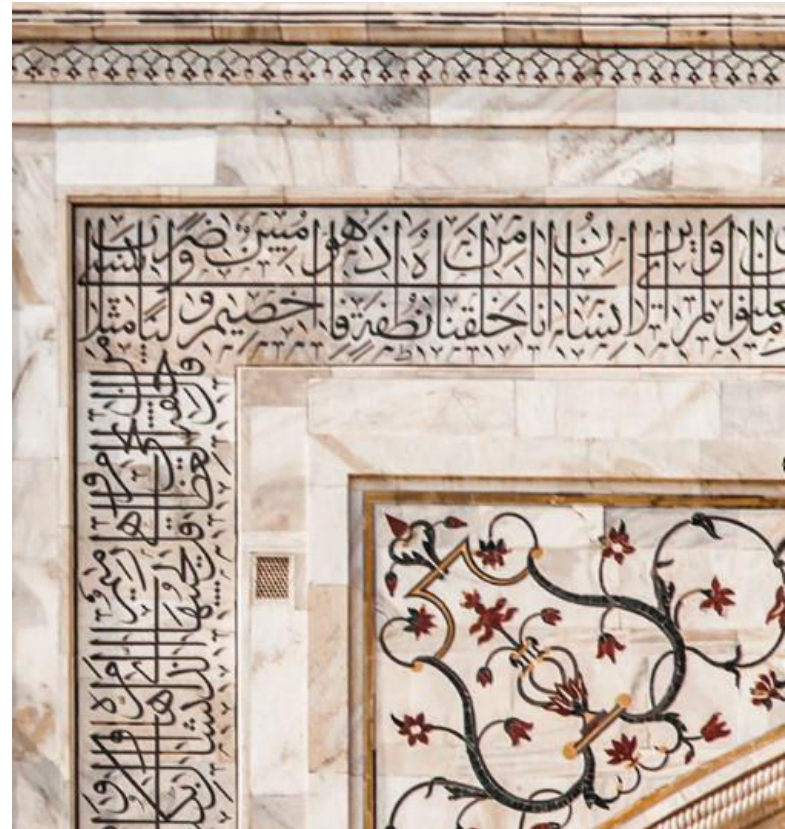
a (continued)

Picture of how to roll clay



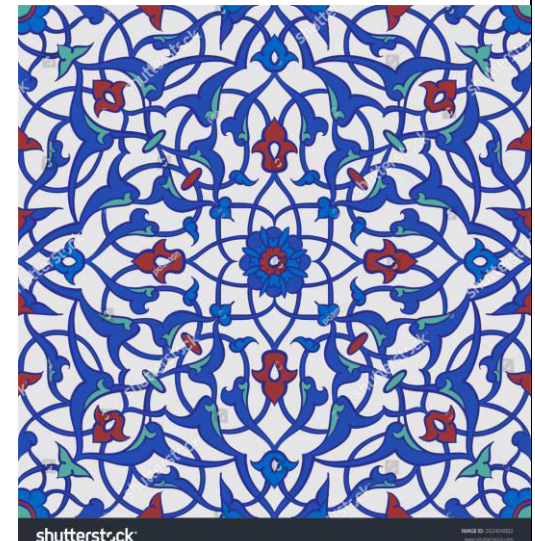
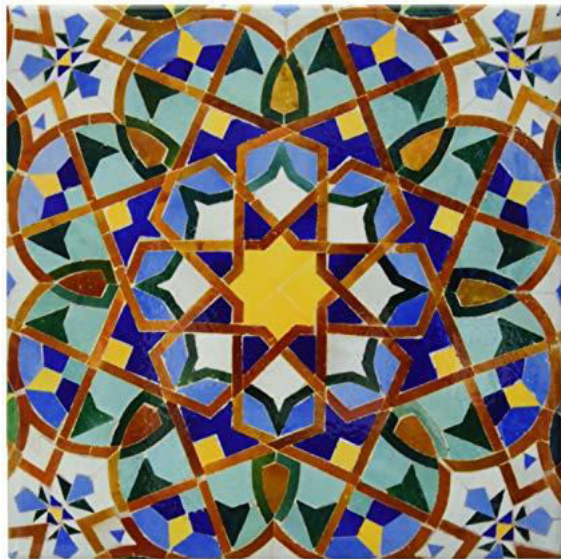
Lesson 5: The Taj Mahal

Taj Mahal – Examples of decoration



Lesson 5: The Taj Mahal (continued)

Examples of Islamic tile designs



Lesson 5: The Taj Mahal (continued)

Examples of clay designs



Lesson 6: The influence of Islamic art

Rana Begum – No. 680 Painting (2016)



| Key Vocabulary | Definition |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| peoples | Members of a particular nation or community. |
| ceremony | A social or religious occasion often celebrating a particular event. |
| Bamana peoples | A group of peoples living mainly in Mali, Western Africa. |
| headdress | A covering for the head, especially worn in ceremonies. |
| Edo peoples | A group of peoples living mainly in southern Nigeria. |
| Benin City | A city in southern Nigeria, West Africa. Benin City flourished from the 14 th -17 th centuries as the centre of the Benin Kingdom. |
| plaque | A flat, decorated slab, often square or rectangle that is fixed, to a wall or other surface and remembers an event or a person. |
| relief | Where sculptures stick out from a flat surface, rather than being made all the way around |
| cast | The process of making an object by shaping liquid metal in a mould. |
| brass | A metal made by mixing two other metals, copper and zinc. |
| ivory | A hard, white substance, made from the tusks of elephants, which can be carved. |

Art

Knowledge Organiser – Art from Western Africa (Art - Year Five)

Countries in Western Africa



Antelope Headdress, Mali (Bamana peoples) 19th century/early 20th century (Metropolitan Museum of Art, U.S.)



Benin Plaque, Nigeria (Edo peoples) 16th century (British Museum)



Benin Ivory Mask of Queen Mother, Nigeria (Edo peoples) 16th century (British Museum)



Benin Ivory Salt Cellar, Nigeria (Edo peoples) 17th century (British Museum)

| Key Vocabulary | Definition |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| dynasty | A line of rulers of a country from the same family. Parts of modern-day China were ruled by different dynasties for thousands of years. |
| Ming dynasty | Chinese dynasty from 1368-1644 C.E. |
| calligraphy | Decorative handwriting |
| character | Chinese writing symbols |
| rice paper | Thin paper used for Chinese painting. |
| scroll | A roll of paper or silk for writing or painting on. When rolled up, stored in a box. |
| hand scroll | A long, narrow, horizontal scroll, viewed by being held by the viewer, maybe on a table. |
| hanging scroll | A scroll displayed vertically on a wall for a short period of time. |
| ink stick | A solid stick of ink. |
| ink stone | A stone for grinding ink on. |
| ceramic | Fired clay. |

Paintings and Calligraphy



Finches and Bamboo
Early 12th century
Handscroll - ink and colour on silk



Fisherman (with poem)
c.1350
Handscroll - ink on paper



Summer Mountains
c.1050
Handscroll ink and colour on silk

| | |
|-------------|------------------------------|
| porcelain | A white translucent ceramic. |
| Ming ware | Ming dynasty ceramics. |
| cobalt blue | A deep blue pigment |

Knowledge Organiser – Chinese Painting and Ceramics (Art - Year Five)

Ming Ware



Early 15th century,
Porcelain with cobalt blue



Late 17th century
Porcelain with cobalt blue, for
European market