Year 4 Art and Design Key artists linked to History Topic

Autumn Term- Ancient Egyptians

Tutankhamun's Death Mask

Egyptian society was based on the concept of harmony known as *ma'at* which had come into being at the dawn of creation and sustained the universe. All Egyptian art is based on perfect balance because it reflects the ideal world of the gods. The same way these gods provided all good gifts for humanity, so the artwork was imagined and created to provide a use.

Tutankhamun's mask is an ancient death mask produced in the 18th century in ancient Egypt. It was discovered by Howard Carter in 1925. This is regarded as one of the most famous Egyptian artworks and almost admired and well-known works of art around the world.

The year was 1922. The place: Egypt, in the Valley of the Kings. Howard Carter, the archaeologist, and his patron, Lord Carnarvon, assembled with invited dignitaries for the opening of the sealed door to the burial chamber of the tomb of Tutankhamun.

The mask is currently at its home at the Egyptian Museum in Cairo and is not part of the Tutankhamun: Treasures of the Golden Pharaoh exhibition. Because it is such an iconic world treasure, the Egyptian government has decided it will never travel again so that it can remain for posterity. The mask will be displayed with the entire Tutankhamun collection at the forthcoming Grand Egyptian Museum

The mask would allow the ba (soul) to recognise the mummy after its wanderings during the day. If something happened to the body, the mask would give it a place to reside. Gold, the never-tarnishing metal of which the bodies of gods were made, would last forever.

NC: To improve the mastery of art and design techniques, including drawing, painting and sculpture with clay when creating their own portrait surrounding the symbolism of harmony, a perfect balance and humanity- similar to the Egyptian art of 'Tutankhamun's' Death Mask'.

M: Collect information, sketches and resources.

Comment on artwork using visual language

Create and combine shapes to create recognisable forms.

Create original pieces that are influenced by studies of others.

EC: • The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.

- The ability to draw confidently and adventurously from observation, memory and imagination
- Independence, initiative and originality which they can use to develop their creativity.



Year 4 Art and Design Key artists linked to History Topic

Concept: Harmony, identity,

Intent: Throughout Key stage one our pupils will have explored the identity of a range of artists, craftsman and artisans from the early identity of the Stone Age cave painters to Andy Warhol's bold and bright pop art. Within the Egyptians topic of learning, Year 4 will now explore the art from the 18th century within its concept of harmony also known as *ma'at*. They will observe, research and begin to understand that Egyptian art is based on a perfect balance because it reflects the ideal world of the gods. Tutankhamun's death mask presents an idealised portrait of the King within the long lasting metal of gold. The Year 4's will now use the style of 18th century Egyptian art which they have studied to create their own portrait using clay. Their work should convey the style, significance and importance of this moment in art history.









Year 4 Art and Design Key artists linked to History Topic

Spring Term: Anglo Saxons and Vikings (to 1066)
Staffordshire Hoard:



The treasure's flashy ornaments announced the status of men like this aristocrat riding to war. At the battlefield he would have dismounted and joined the rest of the warriors as they formed a defensive wall with their shields. Combat was gory, conducted at close range with swords, spears, and axes.

One day or perhaps one night, in the late seventh century an unknown party travelled along an old Roman road that cut across an uninhabited heath fringed by forest in the Anglo-Saxon kingdom of Mercia. Possibly they were soldiers, or then again maybe thieves—the remote area would remain notorious for highwaymen for centuries—but at any rate they were not casual travellers. Stepping off the road near the rise of a small ridge, they dug a pit and buried a stash of treasure in the ground.

For 1,300 years the treasure lay undisturbed, and eventually the landscape evolved from forest clearing to grazing pasture to working field. Then treasure hunters equipped with metal detectors—ubiquitous in Britain—began to call on farmer Fred Johnson, asking permission to walk the field. "I told one I'd lost a wrench and asked him to find that," Johnson says. Instead, on July 5, 2009, Terry Herbert came to the farmhouse door and announced to Johnson that he had found Anglo-Saxon treasure.

NC: To create sketches to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques

- **Milestones: Collect information, sketches and resources.**
- **Use different hardnesses of pencils to show line, tone and texture.**
- **Use shading to show light and shadow.**

Year 4 Art and Design Key artists linked to History Topic

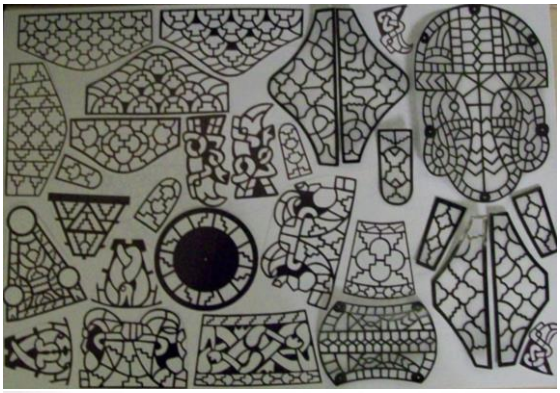
EC: • The ability to draw confidently and adventurously from observation, memory and imagination.

• The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.

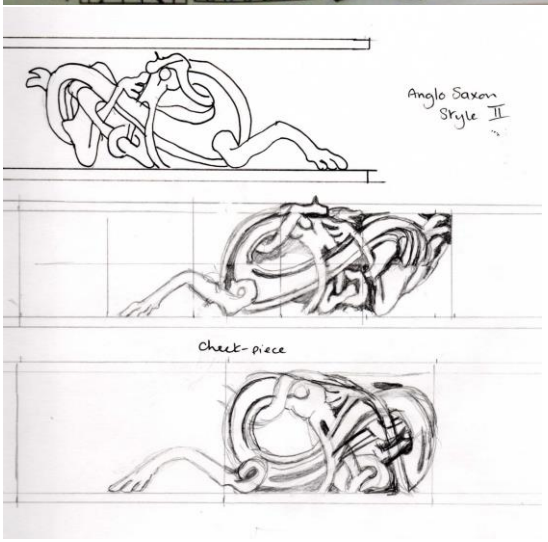
• The ability to communicate fluently in visual and tactile form.

Concepts: History, Design, Wealth, Treasure, Hierarchy.

Intent: Throughout Key Stage 1, our pupils will have observed a range of purposeful designed objects within a range of art history movements. From Clarice Cliff's art deco ceramic earthen ware within Year 2 to a recent study of the Anglo Saxon and Scots metalwork in which they used highly embedded stories using animals to portray riddles and puzzles. Within Year 4 the children will move to local history surrounding the 'Staffordshire Hoard' discovered in 2009 having 1,300 years of not being disturbed. This discovery a cache of gold, silver, and garnet objects from early Anglo-Saxon times and from one of the most important kingdoms of the era













Year 4 Art and Design Key artists linked to History Topic

Summer Term: Industrial Revolutions of the Victorians



https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-joseph-wright-of-derbys-orrery/zv9n92p

Link to a clip introducing the artist 'Joseph Wright of Derby.'

Joseph Wright of Derby

Joseph Wright (3 September 1734 – 29 August 1797), styled Joseph Wright of Derby, was an English landscape and portrait painter. He has been acclaimed as "the first professional painter to express the spirit of the Industrial Revolution."

Wright is notable for his use of chiaroscuro effect, which emphasises the contrast of light and dark, and, for his paintings of candle-lit subjects. His paintings of the birth of science out of alchemy, often based on the meetings of the Lunar Society of Birmingham, a group of scientists and industrialists living in the English Midlands, are a significant record of the struggle of science against religious values in the period known as the Age of Enlightenment.



An Iron Forge: Joseph Wright of Derby 1772

NC: To improve their mastery of art and design techniques when experimenting with light and dark. To learn about great artist surrounding the industrial revolution.

M: Collect information, sketches and resources and present ideas imaginatively in a sketch book.

Use the qualities of materials to enhance ideas.

Comment on artworks with a fluent grasp of visual language.

Combine colours, tones and tints to enhance the mood of a piece

Develop a personal style of painting, drawing upon idea from other artists.

Create original pieces that show a range of influences and styles.

Year 4 Art and Design Key artists linked to History Topic

EC: • The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.

• The ability to communicate fluently in visual and tactile form.

Concept: Light and dark, symbolism, colour and tone.

Intent: Within Key Stage 1 and 2 so far, our pupils have explored a range of great painters, from Lowry's 'matchstick landscapes' to the Baroque romantic style of Peter Paul Rubens. Similar to Ruben, the style of Joseph Wright of Derby, uses the concept of tone to portray movement and emotion. Wright uses the science of light and dark as a focus within his paintings. Year 4 will use the same style and influence of Wright to depict their own observations of the movement into the industrial revolution.