



## Visual Arts: Year 2

**Teachers:** In schools, lessons on the visual arts should illustrate important elements of making and appreciating art, and emphasise important artists, works of art, and artistic concepts. When appropriate, topics in the visual arts may be linked to topics in other disciplines. While the following guidelines specify a variety of artworks in different media and from various cultures, they are not intended to be comprehensive. Teachers are encouraged to build upon the core content and expose children to a wide range of art and artists, particularly incorporating those that either you or the children's carers can take them to see.

### I. ART OF ANCIENT EGYPT

[Some of these pieces can be found with World History: Ancient Egypt]

- Look at and discuss:
  - The Great Sphinx (Giza, outside Cairo)
  - A bust of Queen Nefertiti (head and shoulder portrait sculpture): examples in New York (Metropolitan Museum) and London (British Museum)
  - Mummy cases: Sarcophagus of King Tutankhamun, circa 1323 BC (National Museum of Egyptian Antiquities, Cairo) or Nesperennub's (British Museum, London)
  - Animal gods in Egyptian art: such as Bronze statuette of a cat (Pitt Rivers Museum, Oxford)
- Find out about:
  - The Rosetta Stone, Ptolemaic Period, 196 BC (Essential for the deciphering of hieroglyphics, British Museum, London)

### II. EARLY CHRISTIAN AND MEDIEVAL ART IN ENGLAND AND NORTHERN EUROPE

[Cross curricular links with Year 2 British History and with Language and Literature: Aesop's Fables. These fables are illustrated in the borders of the Bayeux Tapestry, probably to reveal character traits of those depicted in the main panels above them.]

- Observe and describe the Celtic (also called Insular) style of illumination (manuscript decoration) as seen in:
  - The Lindisfarne Gospels, c. 715 (British Library, London)
  - The Book of Kells c. 800 (Trinity College Library, Dublin)
- Discover the variety of art treasures of England's early medieval rulers (range of materials, foreign influences, styles etc.) by observing:
  - Sutton Hoo Ship Burial (burial treasure of an Anglo-Saxon King, 7th century, Sutton Hoo, Suffolk). An example of an item to study is the Shoulder Clasp (British Museum, London)
  - Bayeux Tapestry (embroidery showing events leading up to the Norman Conquest, probably commissioned by Odo, Earl of Kent, for William the Conqueror, after 1067 or after, Musée de la Tapisserie de Bayeux, Bayeux). [Located in History and Geography]

### III. ELEMENTS OF ART: COLOUR, SHAPE AND TEXTURE

**Teachers:** The generally recognised elements of art include line, shape, form, space, light, texture, and colour. In Year 1 the children should have studied Colour and Line. In Year 2 build on these by examining the following:

#### A. COLOUR

**Teachers:** Review, if necessary, 'warm' and 'cool' colours from Year 1.

- Primary colours:
  - Know that red, yellow and blue are commonly referred to as the primary colours, meaning they are colours that cannot be made from mixing other colours together
- Mixing primary colours—know that:
  - Blue + yellow = green

- Blue + red = purple
- Red + yellow = orange
- Secondary colours:
  - Know that green, purple and orange (colours made from mixing primary colours) are commonly referred to as the secondary colours
- Observe and discuss the use of colour in:
  - Claude Monet, *The Beach at Trouville*, 1870 (The National Gallery, London)
  - James A. McNeill Whistler, *Arrangement in Grey and Black No. 1* (also called 'Portrait of the Artist's Mother'), 1871 (Musée d'Orsay, Paris)

## B. SHAPE

- Recognise basic geometric shapes—square, rectangle, triangle, circle, oval—in nature, man-made objects, and artworks including:
  - in the work of Pablo Picasso, such as his images of Sylvette David from 1954 (various) and additionally:
    - old masters such as Leonardo da Vinci's *Vitruvian Man* of 1492 (Gallerie dell'Accademia, Venice)
    - in the work of Alexander Calder, such as *Standing Mobile* of 1937 (Tate Modern, London)
- Look at and discuss the use of shape in:
  - David Hockney, *The Road to York Through Sledmere*, 1997 (artist's collection, on view Royal Academy of Arts, London, 2012)

## C. TEXTURE

**Teachers:** Provide opportunities for children to experience both 'tactile' and 'visual' texture by having them describe qualities of texture in extant or real objects, which they can actually touch (tactile texture), and as depicted or suggested in works of art (visual texture). You may find it helpful to introduce this by reviewing art works from Year 1 with obvious textural differences, such as Degas' *Little Dancer*.

- Describe qualities of texture (as, for example, rough, smooth, ridged, etc.) in:
  - The King's Gold Belt Buckle (early 7th century from Sutton Hoo burial, now British Museum, London)
  - Albrecht Dürer, *Young Hare*, 1502 (Albertina, Vienna)
  - Johannes Vermeer, *The Music Lesson*, 1662-65 (The Royal Collection, London)

## IV. KINDS OF PICTURES: PORTRAITS AND SELF-PORTRAITS

**Teachers:** Help the children become familiar with the terms we use to describe different kinds of paintings by focusing on portraits and self-portraits (in Year 1 children looked at narrative paintings, and in Year 3 children will look at still lives and landscapes). Discuss examples, provide opportunities for children to create their own works in the different 'genres'. When you look at the specified works, ask the children about their impressions—what they notice first, who they think the pictures are of and how old the subject is, what those painted are doing, wearing, feeling, and so on. Encourage the children to practice using the language they have already learned about (line, shape, colour, texture, detail/s) to help them express what they can see and share their ideas on why the artist chose to depict things in a certain way.

### A. RECOGNISE AS A PORTRAIT (an artwork depicting a real person):

- Leonardo da Vinci, *Mona Lisa (Portrait of Lisa Gherardini)*, 1503-06 (Louvre, Paris)
- Hans Holbein the Younger, *Edward VI as a Child*, 1538 (National Gallery of Art, Washington DC)

Additional works:

- Sir Anthony van Dyck, *Equestrian Portrait of Charles I*, 1637-38 (National Gallery, London)

### B. RECOGNISE AS A SELF-PORTRAIT (an artwork made by an artist of him/herself):

- Rembrandt van Rijn, *Self-portrait in a Flat Cap*, 1642 (Royal Collection, London)

- William Hogarth, *Self-Portrait at an Easel*, 1757 (National Portrait Gallery, London)
- Vincent van Gogh, *Self-portrait*, 1889 (Musée d'Orsay, Paris)

## V. TYPES OF ART: MURAL

**Teachers:** Remind the children of the cave painting studied in Year 1, helping them to understand that cave painting is a form of mural.

### A. RECOGNISE AS A MURAL (a painting on a wall):

- Leonardo da Vinci, *The Last Supper*, 1495-98 (Refectory, Santa Maria delle Grazie, Milan)
- Paula Rego, *Crivelli's Garden*, 1990 (Sainsbury wing restaurant, National Gallery, London)

Additionally:

- William Hogarth, *The Pool of Bethesda* (1736) and *The Good Samaritan* (1737), Staircase hallway, St Bartholomew's Hospital, London