Subject: Art, Craft and Design: Celtic Art	Year: 4 – Autumn Term 1

National Curriculum objectives
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- learn about great artists, architects and designers in history
- to create sketch books to record their observations and use them to review and revisit ideas

To begin this unit, the children should have already learnt:	The learning in this unit will prepare the children to learn these things in the future:
Line/Detail + Observation); Show increased control over lines. Encourage children to look carefully, to observe and include more detail (YR2) Use experience of line to practise close observation to add detail to drawing (YR3) (Texture/Pattern): Show increased control creating different marks to form patterns and different textures to create effects, for example dots, lines, shapes, hatching. (YR3) (Recording/Self Governing/Evaluation);. Self-reflect on created pieces of art (YR3) (Colour Mixing/Knowledge); Colour Wheel: primary to secondary colours mixing, contrasting colour. (YR2) Tertiary colours. Tones of colour adding light and dark. (YR3) (Application of paint); Paint applied with greater variety of brushes to try and copy effects including washes. (YR3) (Construction/Form); Shape, form, model, and construct (malleable and rigid materials) Develop understanding of different adhesives + methods of construction (YR3) (Surface + Texture); Experiment with materials and the effect of tools or fingers to change surface and texture (YR1) Begin to experiment with more intricate surface patterns/ textures and use them when appropriate. (YR3) (Research + Planning / Evaluation); Begin to plan design of object based on its purpose. Awareness of natural and man-made forms and how some are represented in sculpture. (YR3)	Year 5 Progression of Skills. (Line/Detail + Observation); Continue to practise observation while drawing to form increasingly detailed, accurate drawings. (Texture/Pattern): Interpret the texture of a surface and make own decision how to represent this, use pattern for a purpose. (Recording/Self Governing/Evaluation); Use initial sketches as a way of recording ideas, planning work, record work in a clear sequence in sketchbooks, reflecting on own work. (Colour Mixing/Knowledge); To continue experiment colour matching to real objects Experimenting with intensity of colour to create depth. To begin to add to colour for effect or to add emotion. (Application of paint); Paint applied in a series of layers and techniques to achieve a planned effect. (Construction/Form); Use range of equipment and materials e.g., recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Develop understanding of different ways of finishing work: glaze, paint, polish (Surface + Texture); Make choices using experience how to create surface pattern and texture and when to use (Research + Planning / Evaluation); Select a best design for a 3D object from initial ideas to most successful meet a purpose. Use sketchbooks to plan, develop and collect ideas to inform 3D artworks. Adapt work as and when necessary and explain why.
Key Enquiry Question What did Celtic art look like?	**The Big Idea:** Exploring a range of media (clay, fabric, drawing); recreating Celtic decorative design and using dyes and materials of the period.
To achieve ARE, pupils will need to be secure in the following knowledge:	

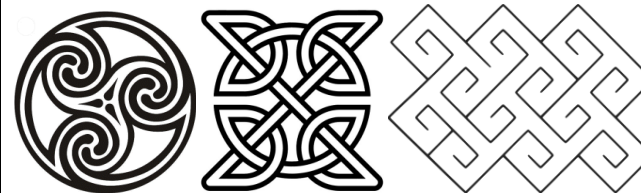| By the end of this unit, children will know:	Vocabulary:
How to select and use relevant resources and references to develop their ideas. Use a sketchbook, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome. (Drawing Celtic knots, planning clay pot, process of natural dyes). Investigate the nature and qualities of different materials and processes systematically. Apply the technical skills they are learning to improve the quality of their work. Regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve. About, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety. **(NSEAD Assessment framework)**	Line: pencil, crayon, pastels, pens. thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, sketching, represent. Texture: pattern texture, proportion, emotion, expression, smooth. Shape: form, grades, shapes, proportion, 3D, parallel, vertical, horizontal, straight, curved. Colour wheel, primary, secondary colours, mix, tints, tones, shades, experiment, effects, textural effects, layering, evaluate, compare, review, reflect, pale, intense, develop. Record, observe, review, revisit, manipulate, improve, mastery, design techniques, surface patterns, materials, create, surface patterns, textures, join, construct, create, modelling, develop, clay, slabs, coils, slips, pinch, mould, surface, construct. Celtic art, tessellation – key patterns, knotwork, Celtic spirals, fabrics, natural dyes, woad.

By the end of this unit, children will be able to do:

Drawing Skills:

(Line/Detail + Observation);
Continue to practise close observation to add detail and texture to form accurate drawings.
(Texture/Pattern):
Explore environmental and manmade patterns and textures for example tessellation for desired effects.
(Recording/Self Governing/Evaluation);
Use sketches as a way of recording ideas, planning other work, record work in a clear sequence in sketchbooks.

Colour Skills:

(Colour Mixing/Knowledge);
Beginning to experiment colour matching, Self-lead colour mixing
Experimenting with intensity of colour.
(Application of paint);
Paint applied taking greater care. Using a greater variety of brushes or applicators to achieve a planned effect.

3D Design Skills:

(Construction/Form);
Use range of equipment and materials e.g., recycled, natural and manmade materials with increasing confidence.
Continue to develop experiential knowledge of how to attach materials +shape media.
(Surface + Texture);
Produce more intricate surface patterns/ textures and when to use.
(Research + Planning / Evaluation);
Continue to plan design of object based on its purpose.
Use sketchbooks to plan, develop and collect ideas to inform 3D artworks.

Media:
Clay
Pencil + Pen
Crayon
Oil Pastels
Paint
Fabric
Natural dyes

Useful Resources:
 https://www.dltk-kids.com/world/celtic/celtic_art.htm

https://www.twinkl.co.uk/resource/ks2-all-about-celtic-art-t-h-291
YouTube: How to draw a Celtic knot:
https://www.youtube.com/watch?v=2IyklPiZUKg

Norfolk County Council: KS2 Romans and Iceni Teacher's Cross-Curricular Pack (pg 38);
https://www.museums.norfolk.gov.uk/-/media/museums/downloads/learning/norwich-castle/ks2/ks2-romans-teachers-pack.pdf