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| Year | **7 Art and Design** |
| Topic | **Formal Elements - Colour** |
| **Lesson** | **Key aim/title/objective of the lesson?**  **These may stretch over a number of lessons as appropriate** |
| 1 | **What is colour?** – Introduction to colour. Ascertain prior knowledge of the group through Do Now. Creation of colour fact file and start to produce secondary colour wheel (6-segment), using either watercolour paints or ready-mix paint. |
| 2 | **Secondary and Tertiary Colour Wheels** – Pupils to complete secondary colour wheel (6-segment) and then consider what tertiary colours are and how they are created. They will then complete the tertiary colour wheel (12-segment) **(Homework 1)** |
| 3 | **Colour ladders** – Pupils will have gained the knowledge of how to create secondary and tertiary colours. They will develop their mixing, painting and brush technique creating a set of colour ladders, moving gradually from a primary to a secondary colour aiming to achieve a gradual gradient. |
| 4 | **Tints, Shades & Tones** – Pupils will consider the relationship between colours and white, black and grey. They will experiment adding various amounts of these to a primary colour to create a tint (white), shade (black) and tone (grey) ladder. **(Homework 2)** |
| 5 | **The Fauves and portraits 1** – Introduction to the work of the Fauves, (use outcomes from homework to support) exploring their use of colour to express movement and emotion in their work. Small study of key fauvist portrait. Pupils will use copies of their pencil tone portrait to create a fauvist inspired portrait, applying their knowledge of colour theory to create contrast. Use of acrylics or ready-mix paint and a range of differently sized brushes. |
| 6 | **The Fauves and portraits 2** – Completion of the painted Fauve portrait ***Extension:*** Use of oil pastel to create a second version, experimenting with layering colour and mark- making. |
| 7 | **Consolidation Lesson** – Used to review feedback and complete and refine outcomes developed in the unit. Pupils will be directed to specific areas to development by the class teacher. |
| **H/W** | 1. **Colour Wheel Collage** 2. **Artist Fact File: The Fauves – Henri Matisse/Andre Derain** |
| **Key vocabulary and/or key reading**  Formal elements, line, tone, colour, paint, oil pastel, brushstroke, primary, secondary, tertiary, harmonious, complementary, tine, shade, gradient, fauve, expression.  **Numeracy Opportunities**  Drawing out the colour wheels, use of division to create equal segments, use of protractor. Drawing out the colour ladders, division to create equal boxes. | |

**How does this topic build on *prior* learning?** Application of colour theory knowledge to create personal response.At KS2 Pupils should already have a basic knowledge of colour theory and have experienced using wet media (watercolour) in half term 1. This unit will explore alternative paints and refine brush control and technique. Consideration of how tonal values explored in half-term two can be translated into colour using the portrait created in the ‘TONE’ unit. Development of mark-making techniques from half-term 1.Development of subject specific language and identification and analysis of artist’s work.

**How does the work during this topic prepare for future learning?** Colour theory will be continually used through the KS3 and 4 SOL. Pupils will use this to create outcomes which demonstrate their secure subject knowledge. Continued development of painting and brush skills to refine technique. Pupils will be able to make more personal choices about the materials they use based on their properties.

**How will learning be assessed and feedback provided in this scheme?** Term 2 final assessment of practical skills marked in lines with subject specific criteria. Pupils will be assessed on their final portrait. The use of a range of mark making techniques and expressive brush strokes to achieve shape and form.

Knowledge based question based in units 1, 2, 3 & 4.

Formative feedback will be provided regularly by the teacher, allowing pupils to identify how they have responded, creating a feedback dialogue.

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| **Personal Development** | |
| How is this topic developed beyond the classroom? Eg **learning passport?** | Use of mixed media to complete homework, expanding knowledge of materials and processes. Broadening pupil’s knowledge and understanding of wider art movements. |
| How are **Careers/ IAG** links built into this lesson sequence? | Each lesson there will be a career linked to the tasks and information and links provided for pupils to access. A bank of information will be built in Teams for pupils to access. |
| **Relationship Sex and Health Education.** | Links to colour and emotion. Consideration of environmental factors, using recycled materials to complete the colour wheel collage. |
| **Fundamental British Values** (democracy, the rule of law, individual liberty and respect and tolerance) | Pupils will consider the work of artists from a wide range of cultures and periods of history. They will be able to consider artists personal circumstances and how this contributed to the development of their portrait studies. Pupils will be completing self-portrait studies, showing respect for their peers when reflecting on outcomes. |

