

YEAR 7, Great Artist 2: Colour Theory

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<p><i>Students should have already:</i></p> <ul style="list-style-type: none"> <i>-used sketchbooks to record observations and used them to review and revisit ideas.</i> <i>-Continued to improve their mastery of art and design techniques (drawing and painting) using a variety of materials e.g. pencil, inks, paint, 3-d clay.</i> <i>-had some experience of learning about 'great artists, and designers in history.'</i> <p><i>This teaching year aims to serve a foundation to the key stage, with deeper emphasis given to the importance of the language of drawing, the use of colour, the control and use of a range of media, the appreciation of Contextual studies and the ability to analyse one's own / others' work.</i></p> <p><i>Rationale: To give the students a grounding in how to use colour, its importance, how Great Artists respond to their environments, creative inspiration by using colour and a range of media.</i></p> <p><i>Students are encouraged, step-by-step, to perform a variety of tasks and analyse their progress.</i></p> <p><i>Throughout each unit, students will be asked to respond to the brief, showing clear influence of one or more of the artists studied, and produce resolved pieces of artwork.</i></p>	<p>This topic is one of the fundamental areas all art students need to study. To understand colour, and its important role in our culture is essential, for example the use of red in warning and danger signs, to the use of colours to understand how we describe our feelings and emotions. This topic goes beyond just mixing colour; it is a topic for understanding language, cultural and visual symbols.</p> <p>The Great Artists within this topic play a key role in supporting how colour can be used in an expressive manner and through tonal application. These artists are essential to study as they form part of the Western cultural art landscape. We will also be studying local contemporary designers and artists to give a varied dynamic on this view. Art materials such as ink, oil pastels, cards and collage play an important role in developing skills and knowledge in handling these mediums.</p> <p>The term will focus on (please refer to the curriculum map for a detailed plan of activities and outcomes);</p> <p>Introduction to Colour Theory: Student will explore the importance of colour and how you can work with;</p> <ul style="list-style-type: none"> -The formal elements of colour -Colour, pattern and texture -Primary, secondary, tertiary colour wheels -Complementary colours 	Impressionism, Fauvism, tint, primary, secondary, tertiary, warm, hue, cold, colour wheel, shades, contrasting, shapes, form, complementary, monochromatic.

Assessment and monitoring of class and homework is performed formally and informally at junctures to give time for the students to digest, practise and improve.

The year is split into 3 main projects:

- *Mini Beasts (Great artists 1)*
- *Environment (Great artists 2)*
- *Colour Theory (Great Artists 3)*

This will include a broad range of activities to enable students to access, progress and enjoy the rest of the Key stage 3 Learning journey, giving a diverse creative learning experience.

year 7: The beginning/foundations of the creative KS3 journey

year 8 : imagination, design, development and concept

year 9 : A deeper dive into the formal elements, contextual studies and The Portrait.

- Hues, tints and shades
- Blending colour
- Review composition
- Using watercolour paint
- Presentation of own work

Throughout this project students will be introduced to a range of 'great artists' who use colour in a refined, creative and historically important manner. We will explore;

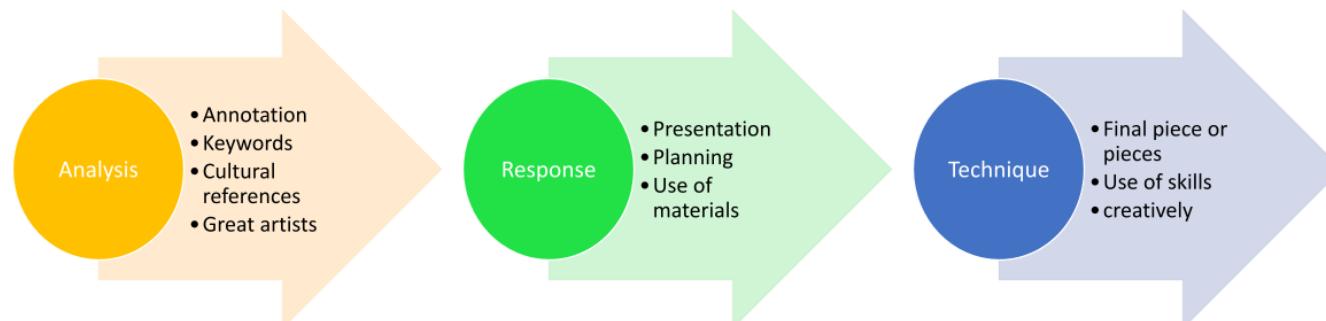
- Painting with acrylics, watercolour
- Colour mixing
- Collage, papers, textures.
- Mix media.

Introduction to Impressionism.

Challenge and Support:	World wide learning/ links to 21st century:	Cultural capital/ Industry/ Enrichment:
<p>Opportunities to repeat and embed skills / pursue a challenge activity given regularly.</p> <p>Students are able to challenge themselves by selecting and refining the level of tasks set in the lessons and homeworks. All lessons give the opportunity for extending deeper skills and use of media.</p> <p>Challenge tasks: Take a photo of your own flower, can this be a close up, colourful and selective composition-</p>	<p>Over the time period of twelve weeks we will study a range of contemporary styles, artists and key cultural connections to broaden students knowledge of the topic and subject area. This is also supported through the verbal, written and visual language used.</p> <p>Great historical artists and Art movements:</p> <p>Claude Monet, Andre Derain, Georgia O'Keeffe, Vincent Van Gogh</p>	<p>Career choices: The creative industry is growing faster than any other industry and brought £111 bn to the UK economy in 2018.</p> <p>The career choice is so diverse, we will look at illustrators, ceramicists, public artists, painters, designers. All underpinned with connections to</p>

consider Monet and Georgia O'Keeffe and their compositions, use of colours.	Nen-Impressionism, Impressionism, Fauvism, American Modernism. The Norwich School of Painters. Contemporary artist Rebecca Pymar	NUA, City College, East Norfolk and other local routes to progression.
Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
All of the great artists have an important story to tell, from working and living through wars, poverty, mental health issues and cultural landscapes too. These stories are great to bring the artwork and the topic of colour alive. Through the study of flowers and their structure, this is a great link to biology, painting with colour, proportion and scale. Well-being and Mindfulness – Discussion on how Vicent Van Gogh used his art to focus and develop his emotion well being. Painting and drawing can be used as a meditative act, we highlight this within the teaching environment.	Pixl Unlock (terms given within the artbooks) Great artist sheets - this is a connection of facts to the artists, often supported with a short video on each artist then a recall of key facts. Great opportunity for the HPA's and to develop the SEND students, as reference is supported but with the opportunity to extend. Information handouts with challenging subject specific vocabulary to be read aloud/used to extrapolate and make a timeline Self / peer assessment Scale & Proportion – using drawing equipment: 'Homage to the Square' MFL: French terms and names discussed.	<i>How painting doesn't have to be messy!</i> <i>Students are guided through using the paints sensibly and correctly.</i> <i>Selecting colours in the right order to keep the paints clean and useable, in addition to being more economical.</i> <i>How past Art / Design Movements are perceived as no longer relevant- How the Great artists still play a key role in our cultural for example Monets work on a Mug or T-Towel.</i>
Assessment timeline: <i>A separate document has been created to show the chronology of the learning journey, with the relevant assessments undertaken</i> <i>Feedback verbally regularly and through formal assessment every term</i> <i>Homeworks: SELF / PEER / TEACHER assessed</i> <i>WAGOLLS used regularly, embedded in resources</i>		
Home learning <p>Summer 1: Who is Monet and why is he so important? Create a page of annotated research with an artist image and drawing by you of Claude Monet's artwork.</p> <p>Summer 2: Drawing in a Graphic style: Like Rebecca Pymar.</p> <p><i>Please note these h/l's can be rotated and extended to develop the artist's knowledge.</i></p> <p>Feedback on homework – self / peer & absorbed into the formal assessment feedback</p>		

Art & Design Year 7. Colour Theory Marking sheet, term 3.



Keywords	
Colour	Warm
Hue	Colour wheel
Complementary	Shades
Tint	Contrasting
Primary	Monochromatic
Secondary	Cold
Tertiary	Tone
Impressionism	Fauvism

Marking outline	Analysis (40%)	Response (30%)	Technique (30%)	Total (100%)

Name & group

Feedback

Assessment Area: Analysis	
<p>In Art your knowledge of great Artists and written skills are assessed. You need to document in detail all of the information covered regarding the new Artists you are introduce to throughout the year.</p>	
9-10	Students have used subject specific language and have produced work that is of a high level of skill.
6-8	Students have produced work that is of a good level of skill.
4-5	Students have produced work that is of a adequate level of skill.
3	Students have produced work to a satisfactory standard. Students cannot explain how they have met the criteria.
1-2	Support has been needed to support to meet the marking criteria.
0	Nothing worthy of credit.

Assessment Area: Response / Technique	
<p>In Art your practical abilities are assessed. You need to produce creative work using a range of different medium to develop your technical abilities.</p>	
9-10	Students have used subject specific language and have produced work that is of a high level of skill.
6-8	Students have produced work that is of a good level of skill.
4-5	Students have produced work that is of a adequate level of skill.
3	Students have produced work to a satisfactory standard. Students cannot explain how they have met the criteria.
1-2	Support has been needed to support to meet the marking criteria.
0	Nothing worthy of credit.

Length of unit (duration indicated in lessons)