



ART Scheme of Learning

Year 7 – Term 1-2/ Module 2/Colour

Intent – Rationale

The vital role of art and design plays in our school community is to allow curiosity, creativity and self-expression to develop alongside resilience, confidence and critical thinking skills. We strive to enable every student to find a voice and find meaning in visual language. Our curriculum introduces every member of our school community to a wide range of media equipping them with the practical skills needed to express themselves confidently visually, through play and experimentation leading to refinement. Our curriculum equips every student with an understanding of art and artists and the essential role that the visual arts plays in society, so that they can appreciate, enjoy and value the creative arts in its many forms, its cultural and contextual importance, applying this knowledge to their lives. Our Art Curriculum strives to equip all our students to be risk takers, evaluators and reflective and engaged learners, we strive to encourage our students to embrace the ambiguous when presented with problem solving activities, developing creative thinking skills.

<p>Sequencing – what prior learning does this topic build upon?</p> <ul style="list-style-type: none"> -Little is known on Ss prior learning but we assume that they have done some colour work at primary school - some colour exploration will have been made in the natural forms project - the benefits of play and experimentation 	<p>Sequencing – what subsequent learning does this topic feed into?</p> <ul style="list-style-type: none"> • Colour work will feature in all of the art projects that they do in KS3 • Paint application and brushwork / handling skills will feature in all of the projects in KS3 • Critical skills built in every project through all KS3
<p>What are the links with other subjects in the curriculum?</p> <ul style="list-style-type: none"> • Music - During this project Ss will be asked to respond to specific types of music in a visual format – through shape/line • Internet search skills investigating/ selection appropriate work of variety of male , female, BAME artists. 	<p>What are the links to SMSC, British Values and Careers?</p> <ul style="list-style-type: none"> • A sense of enjoyment and fascination in learning about themselves, others and the world around them • A use of imagination and creativity in learning • Willingness to reflect on their experiences • An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others • A willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
<p>What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?</p> <ul style="list-style-type: none"> • Ss make annotation and descriptions from artworks in verbal and written format throughout the lessons, but most notably in a Kandinsky response to Yellow / Red / Blue painting • Verbal feedback and written responses and expressing own opinions and views from artworks studied 	<p>What are the opportunities for developing mathematical skills?</p> <ul style="list-style-type: none"> • Ss will explore ways in which to transform the shapes / lines and colour combinations. They can use rulers / compass / measuring in their artwork. • Geometric shapes used with Kandinsky’s abstract work



ART Scheme of Learning

Year 7 – Term 4/ Module 2/Colour

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p><u>Know</u></p> <p>Drawing: Ability to draw accurately and expressively from abstract motifs / sources to express / communicate ideas for design purposes using line, shape and colour pencils using imagination.</p> <p>Use of media: Colour and paint Be able to mix and use colour with knowledge, understanding and control of primary, secondary and tertiary, warm, cool and complimentary colours. Be able to select brushes and tools for painting to create surface effects with paint and create expressive marks. Key focus: Paint mixing / Paint application / Brushstroke & Mark making</p> <p>Design and Refine: Ss taught key skill of modifying, refining and reworking preliminary work, to value the creative idea stage.</p> <p>Skills based in gaining understanding of Kandinsky and other abstract painters’ sources and their process. Ss develop their own voice to express their opinions and views on individual works, and that of other students work in class response. Ss begin to understand the basic skills involved in what is relevant when reading about artists and their work through websites and articles given to the group. Use of specific keywords.</p> <p>How will Ss develop these skills?</p> <p style="text-align: center;"><u>Apply</u></p> <p>Working from start points: abstract art and music, and ways to convey ideas through line, shape and colour Ss will explore and experiment with different ways in which to use abstract colour, using words and music in which to respond to using colour, line, shape and textures. Ss learn specifically about – mark making techniques / application and mix of paint and layering of watercolour paints. Through teacher demonstrations and retrieval exercises.</p> <p>Successful completion of a final outcome or outcomes. Ss get understanding and knowledge about colour language across the Arts and in the history of the world / Art, using Abstract mark making and expression as a vehicle for their work. Ss learn to appreciate art is made from all sorts of sources – music for one. They will learn specific art terminology and knowledge about Abstract artists – Kandinsky -evaluate and express an opinion about the visual images, artists’ and students’ work being investigated using descriptive and critical language when speaking and writing; provide honest assessment and purposeful feedback to their peers describing strengths and possible next steps;</p> <p>Independent working and Individualised learning and one to one instruction throughout the project.</p> <p style="text-align: center;"><u>Extend</u></p> <p>-use keywords and art terms to express views and interpretations, drawing on their understanding of the creative works they study using spoken and written forms.</p> <p>-Learn about the codes and conventions that define the different creative forms in art, craft and design so they can research, plan and develop several interpretations and designs;</p> <p>-Apply how to apply their experience of drawing, painting, printing, tactile and constructed processes/techniques, selecting suitable tools to enable them to design and make art works;</p> <p>-Apply when and how to look at the works of artists studied to help them resolve creative problems to inform their own work.</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> • Complementary colour / primary colour / analogous colour • Brushwork styles • Paint application • Responses and research and the difference • Working from imagination and observation and the differences • Composition • Line (flow, weight) angle/pressure/hold/direction, tone, pattern, observation, imagination, shape, form, space 	<ul style="list-style-type: none"> • Sketch book work – homework activities / Class work • A3 work • Kandinsky annotation and responses



Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Critical skills	Respond verbally and written format to a range of images based on abstract colour	What is the role of the artist? How does Art communicate? How Does Art affect people through colour? The origins of painting and Art Is it always possible to describe how an artwork makes us feel, think or act?	Using sections of the whatiscolour ppt T introduces the project theme. Q & A opinions and views on individual artworks. T models looking at paintings – responses and Ss make their verbal and written responses in pairs.
Artist study / Critical skills	Comparison skills with 2 different abstract works	Explore the stages that Kandinsky went through to total abstraction.	Introducing Kandinsky and his work – analysis and responses to the example of his work – discussions on Abstract and Abstraction / Colour effects and mark making / primary and secondary colour sheet is worked through. Comparison with Riley and Kandinsky use of colour activity.
Demonstration	Understand and use the different drawing techniques		Demo of colour pencil techniques – Ss respond to a number of words and create 6 small sketches on A4 of 6 different words only using colour/line/shape/texture. Ss can only use line / shape/colour/pattern to express themselves using
Retrieval activity & Idea development	Responding to abstract words using nonrepresentational imagery		Idea development Ss introduced to 3 key points about painting: Water - Paint mix / Brushstroke and Colour mixing. Ss begin to work on their paint experiments, working on their grid. Ss respond to Hot / Cold colour
Creativity & Flow	Concentration and focus skills	Version 2	Ss continue to refine and work on their paint exercises – reiterate importance of line / shape/colour/pattern Ss can begin to do an A5 Hot/Cold colour clash painting A5 concentrating on contrast in the work – colour line and shape.
Research stage	Response to a range of 4 different music styles	Further responses to music	Music session: Retrieval exercise in remembering drawing and painting key skills: Paint mix, Colour mixing, brushstroke and with drawing: Angle / Hold / Direction / Pressure and the key ingredients of the drawings they are about to make: Line, Shape, Mark making. Ss shown Kandinsky painting to Schonberg from 1926 https://www.youtube.com/watch?v=IODXYTN0OAM Ss respond to Rave / classical / ska and Jazz and respond to each with a chosen colour pencil range. Exemplar materials are shown to illustrate the task.
Development/Design & planning	Composition plans from their grid of responses	Continued exploration of visual experimentations	Students will begin to sketch out their design onto chosen scale of paper. They will choose scale of paper A4 or A5 but are encouraged to work A3 – sketch out their design onto the paper lightly and then begin to add colour using large brushes – Ss instructed on large brush to small brush method – Light colours to dark colours – through the painting
Creativity & Flow	Concentration and focus		Ss during the next few lessons will work on their paint’s outcome – using their sketches and designs to aid their work. T will work on one to one tuition, demonstrating/advising on their progress.
Conclusion	Refinements to the artwork		Ss will conclude their painting during the lesson. Group evaluation and discussion about work.