



ART Scheme of Learning

Year 7 – Module 3/COLOUR

The vital role of art and design plays in our school community is to allowing 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.

Sequencing – what prior learning does this topic build upon?	Sequencing – what subsequent learning does this topic feed into?
<ul style="list-style-type: none"> - 'What is Art' Term 1, history of colour - Yr 7 research skills from Baseline project Term 1 - Annotation and responses to artists - Sketchbook presentation from projects Term 1 - Observational Drawing Skills - Practical work in the artroom 	<ul style="list-style-type: none"> • Drawing progression through KS3 • Research progression through KS3 • Annotation progression through KS3 • Handling materials through KS3
What are the links with other subjects in the curriculum?	What are the links to SMSC, British Values and Careers?
<ul style="list-style-type: none"> - Physics – colour and light - Maths – Measurement - History – Context of colour history 	<ul style="list-style-type: none"> • SP 1/2/3/4 • C 1,2 • Gb4 a, b, c, d, e ,f ,i
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?	What are the opportunities for developing mathematical skills?
<ul style="list-style-type: none"> • Writing responses to the work of artists using subject specific terminology – from the descriptive Art words sheet 	<ul style="list-style-type: none"> • Composition & balance (spacial awareness) • Shape, geometric & irregular • Creating a 12 sectioned colour-wheel



Art Scheme of Learning

Year 7– Term 2

Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p>Know - How to mix colour and apply paint using a variety of mark-making and brushwork skills How to compose and abstract piece of Art. Theory and psychology of colour The importance and symbolism of colour in everyday life Not all artists are middle-aged white dead men - Focus on Women artists</p> <p>Apply - practical skills and handling techniques to create an abstract painting Influences and techniques from a selection of non-western practitioners to own practice Imagination and creativity to confidently explore own ideas into outcomes through technical developments and control of media Making links to the work of practitioners and exploring new techniques/methods.</p> <p>Extend - knowledge of practitioners to include non-western female artists Technical skills to confidently create.</p>	
<p>What subject specific language will be used and developed in this topic? Abstract, complementary, analogous, tonal, hue, linear, composition, elements, tint, shade</p>	<ul style="list-style-type: none"> • What opportunities are available for assessing the progress of students? Drawing • Research, responses and annotations • Sketchbook work including colour-mixing and colour exercises • Final A4 painting

KESTEVEN AND SLEAFORD HIGH SCHOOL



Scheme of work (to be used in conjunction with colour ppt)

KSHS ART DEPT SCHEME OF WORK				
TEACHER: All staff		PROJECT TITLE: Colour : Abstract Art		
FORM: Y7		DATE: Term 2-3 2021-22	MODULE: 3	
	GENERATING IDEAS Designing & Developing creative Ideas	MAKING Making Art & Design	EVALUATING Judgement/Selection & Evaluation	KNOWLEDGE process & context
Skills – aims/expectations: INTENT	What creative ideas will be learned, and/or reinforced? What creative problems will Ss encounter? What research sources will be used?	What specific exploration and experimentation of techniques/ processes will be learned?	What selection skills and evaluation will be learned, and/or reinforced?	What critical/contextual knowledge will be learned?
Teaching and learning activities IMPLEMENTATION	How will Ss be able to develop their own creative ideas?	How will Ss experiment and explore these specific skills?	What evaluation method will be used?	In what way will this knowledge be learnt?
Assessment Criteria IMPACT	What does success look like in their practical work?	What evidence will students produce to reflect their making skills?	What evidence will students show to confirm what they have learnt?	What does success look like in their portfolio of work from this project?
Please use these headings to identify/flag up each lesson focus: Observational stage /or Research stage /Exploration & Experimentation phase / Idea development / Development/Design & planning / Conclusion /Final outcome phase/ Focus on Technique/ Creativity & Flow/ Demonstration/ IT work / Use of exemplar / Artist study / Critical skills / Retrieval activity				
Steps	Teacher / Learner Activity -	Resources & materials /Keywords in italics	Outcomes of lesson	Hwk Task
1	Information & Exploration: The you tube clips are shown as a starter https://www.youtube.com/watch?v=2ZsJpcOliSU , https://www.youtube.com/watch?v=UZ5UGnU7oOI . Ss do colour activity with swatches. T gives brief account of the history of colour/Colour association and colour groupings, Science and Art and colour. The colour wheel and why are the primary colours of light different to the primary colours in Art? Sketch note on paper from ppt & instruction note taking	Colour_2021.pptx _ which is used throughout the project and is on Teams Colour_2021.pptx Pages 1-11 Colour theory help sheet.docx Colour pencils / Dulux swatch sheets <i>Colour, colour association, psychology of colour, science of colour.</i>	Notes on paper to be written up for h/w using the colour theory help sheet that is on Teams.	Notes from todays lesson to be presented as sketchnote in front of books, with focus on presentation ie – should be in colour Make a drawing from 3 primary coloured objects from observation using colour pencil– making sure that they overlap.
2	Focus on Technique: Sketch note continuation. The colour wheel. What are the primary & secondary colours & how does the colour-wheel work – recap on last lesson. 12 colour colour-wheel, why is it 12, not 6, and where are the other 6 colours. Ss do 12 colour wheel, working from the paper copies. Instructions on how the divide the circle in to 12, using a protractor /compass Demonstration: how to mix colours using	Colour_2021.pptx Pages 1-11 Block paints, brushes Compass / protractor	12 colour colour-wheel in sketchbooks	Ss to continue to work on their sketchnote on Colour : Ss visit colour websites :



	the block paints (which reds & blues to use for purple and green, and why). Paint consistency – paint, not coloured water & not putting wet next to wet. Theory v practice			
3	<p>Exploration & experimentation: Complementary colours.</p> <p>How colours appear different depending what they are next to; image displayed on screen, experimentation exercises & students create input into the sketchnote.</p> <p>Demonstration: Tinting and shading. T demonstrates how to make a colour darker by starting with white then adding a colour gradually. Experimentation & Exploration, Focus on technique: working from the sheets Ss do the tinting exercise, with focus on mixing the paint (recap from the colour-wheel exercise) Demonstration: T demonstrates how to make a shade by gradually adding black. Ss then complete the exercise</p>	<p><i>Colour_2021.pptx Pages 1-11</i></p> <p><i>PowerPoint - Complementary colours</i></p> <p>Pencil crayons, digital images</p> <p><i>Tint, shade</i></p> <p>A3 tint & shade worksheet, block paints, brushes</p>	<p>Complementary colour squares & colour changing squares.</p> <p>A4 page of tint exercise & shade exercise</p>	<p>Complete any unfinished classwork.</p> <p>Label & explain.</p>
4	<p>Ss watch short clip of Odili Donald Odita (ODO) (<i>Architecture, African heritage</i>) Walls of Change. Responding to the work verbally and in written form.</p> <p>Ss will then make 3 line drawings from architecture models in sketchbook using pencil & just line A4.</p> <p>Repeating and transformation of the line to create their abstraction.</p> <p>Using restricted colour palette Ss will paint in some of the shapes, using what has been learnt about colour in the first few lessons.</p>	<p><i>Colour_2021.pptx Pages 11-21</i></p> <p>https://www.youtube.com/watch?v=n7TDTztRbcU</p> <p>Use the descriptive art sheet as pointers for students</p>	<p>Group activity. Notes on ODO in book.</p> <p>A4 page of 3 line drawings of cardboard models.</p> <p>Colour studies from African patterns sheets</p> <p>First A5 abstraction</p>	<p>Visit https://www.architecturaldigest.com/gallery/best-of-frank-gehry-slideshowarchitecture & choose a building to do A5 pencil study of one using line. Use colour imaginatively to add colour & pattern from the African pattern work done in class</p>
5	<p>Ss watch short clip on: Julie Mehretu (JM) (<i>Identity</i>).</p> <p>Layering Using JM work, Ss use elements (colour, shape, pattern) from previous work to experiment with abstract compositions. Students make a direct study from Mehretu's work on A5</p>	<p><i>Colour_2021.pptx Pages 22-28</i></p> <p>https://www.youtube.com/watch?v=gaMM7g0uMcE</p> <p>coloured pencils, paints</p>	<p>2nd A5 abstraction</p>	<p>To continue with the A5 abstract composition from the work done in class.</p>
6	<p>Tracey Adams (TA) (<i>pattern & colour</i>) slides on PowerPoint on the 'Lumiens' work.</p> <p>Using coloured tissue paper Ss cut out simple geometric shapes, place on paper & brush with water to transfer colour * shape & texture.</p> <p>Backgrounds painted</p>	<p><i>Colour_2021.pptx Pages 24-28</i></p> <p>Coloured tissue paper, water pot, brushes, scissors & glue, paints</p>	<p>Notes and small sketches on TA in sketchbook</p> <p>From h/w, photos & collage.</p>	<p>Using the coloured pieces made in class, cut or rip out the shapes & arrange in different compositions. Take at least 6 photos in colour and print out A5 stick in book.</p> <p>Use the pieces to stick favourite composition in book.</p>



7	<p>Carrie Moyer (CN) (space & shape & colour)</p> <p>Ss chose colour scheme – either complementary or analogous.</p> <p>Using the work of Moyer – Ss create a collaged interpretation of her work.</p> <p>The stencils are layered on top of coloured card (eg shades of red) which is ripped in strips & layered horizontally or vertically.</p> <p>Before sticking down, Ss experiment with different compositions and take photos.</p>	<p>http://www.carriemoyer.com/</p> <p>Coloured card, glue, scissors, cutting mats & scalpels</p> <p>Colour_2021.pptx Pages 29-31</p>	<p>Notes and small sketches on CM in sketchbook.</p> <p>Abstract collage in sketchbook</p>	<p>Print out in colour A5 photos from today's lesson & stick in books.</p>
8	<p>Reworking and finishing off practical work from the project. Students should have completed 4 A5 abstractions from the artists that we have looked at. Once they have completed the refinements and conclusion of any unfinished work then they will begin to explore ways to create an outcome from their Abstract studies.</p>	<p>All materials from previous lessons work</p>	<p>Completion of the 4 A5 pieces inspired by ideas or the work of the Artists</p>	<p>Continue to develop their A5 works at home.</p>
9	<p>Final stage of the project is for Ss to create their own interpretation of Abstraction or Abstract Art. They must explore and experiment with the techniques and processes studied in the 4 artists and create an A4/A3 artwork. Students may zoom into an area of their work and enlarge – mix up several smaller parts of the different work.</p> <p>Self evaluation and class discussion</p>	<p>Previous work in sketchbook</p>		