

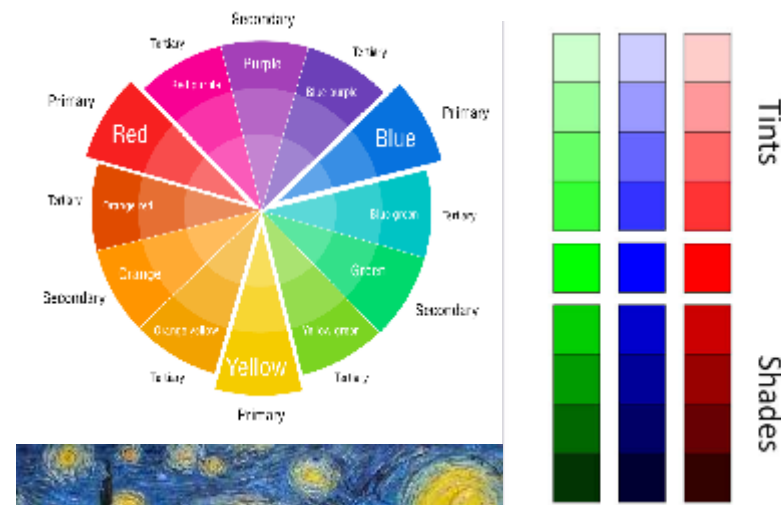
YR7 SOL – COLOUR theory

Aim – To understand colour theory, create a colour wheel, paint tints and shades, hues, primary, secondary and complementary colours. Pupils will understand how to use a paintbrush, mix colours and apply paint. Pupils are encouraged to experiment with brushstrokes to create texture and depth. Using colour to create mood and atmosphere. Researching artists use of colour and painting styles. Students will be encouraged to build their skills and knowledge, confidence and enjoyment to use paint and colour.

Project context

- **Artists research** – Pupils will explore a variety of artists and their use of colour. Haapaniemi, Hundertwasser, Kandinsky, Van Gogh, Picasso, Munch, Medieval Art, Indian art, Naive art and the Expressionists.
- **Investigation paint and paintings-** Pupils will learn about the colour wheel and understand colour theory. They will mix tints and shades and hues. Primary, secondary and complementary colours meanings and importance are taught. Brushstrokes and paint application is investigated.
- **Material experiments** –Pupils will explore colour and texture. Watercolour, ready mix and acrylic are used and their qualities are explored.
- **Planning & designing** –Pupils will paint their own A3 colour wheel and tints and shades. They will plan their own work in sketchbooks then create their own work in the style of the artist.

Students are encouraged to attend art club after school to further develop and practise their brush work and mixing and blending skills. Students are encouraged to develop their own style.



RESOURCES
POWERPOINTS, WORKSHEETS, STENCILS, YOUTUBE CLIPS, PENCILS, PENS, PAINT, SPRAY PAINT, GLOVES, STENCILS, RUBBERS, SHARPENERS, COMPASSES, RULERS, LIGHTBOX, GLUE, CARD.

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Assessment – pupils receive 1-2-1 every lesson. Research sheets are marked out of 24, plus a working grade. Individual written feedback is provided on the back of each sheet (WIN). Work is remarked when changes/developments have been made.

Homework –all homework should be done on blank paper or into their sketchbook. Pupil should complete 2 drawing homework's per term additional with forms/kahoot. Pupils are encouraged to explore new artists, techniques, drawings to extend their understanding and produce a diverse personal final outcome.

SMSC/British values

Spiritual – explore different style of artwork from various artists, express their ideas, meaning & feelings.

Moral – look, discuss & evaluate artwork that show different aspects of life. Discuss & share ideas about the message the artist maybe trying to give.

Social – explore artwork from different movements & discuss how this can show the lifestyle of people, changes over periods of time.

Cultural – work links with contextual themes that encompass cultures, civilization, beliefs & religions from around the world.

British values -take in to account the views of others, follow class rules – safe practice, understand the consequences if rules are not followed, make own choices, talk about artwork from different cultures, faiths & cultures from around the world, review each others work respectfully, help & advise others.

Keywords –Primary, secondary, tertiary, complementary colours, brushes, painting, mixing, blending, palette, waterpot, colour theory, tints, shades, artists names, texture, layers, washes, background, mood, create, atmosphere.

CURRICULUM LINKS

Literacy – keywords displayed on the wall. Make notes from PP, YouTube clips. Write personal comments on the outcome of experiments. Research various artists/links to own work. Evaluations.

Numeracy – **The circle, drawing and measuring tables, estimating amounts, halves, quarters and approximates. Dates and art periods**

throughout time.

- Sentence starters.
- Keyword descriptors.
- 1-2-1
- Visual examples
- Digital research sheets
- Revisit, review, retrieve
- New skills in small steps
- Group work

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DATE	STARTER	MAIN	PLENARY	LESSON OUTCOME	LESSON OBJECTIVES	HOMEWORK	DIFFERENTIATION
Lesson 1-2	Watch <u>youtube clip</u> how paint is made throughout time. Cave painting to oil paint.	PP to introduce primary, secondary and tertiary colours. Definitions. Students to write into sketchbooks meanings with examples.	Q & A Quiz Kahoot	Sketchbook pages with definitions of primary, secondary, <u>tertiary</u> and complementary colours, tints and shades	To be able to tell which colours are <u>p,s, t</u> and comp. How to mix primary secondary and tertiary colours. To understand	MAKE A DRAWING OF A CHOCOLATE BAR IN TONAL COLOUR.	Worksheet to fill in for less able, word bank, images printed out. More able, <u>in depth</u> explanations with help sheets for vocabulary and meaning.
Lesson 3-5	Primary + secondary colour = Definitions	Paint A3 sheet colour wheel P,S,T Hues and write in definitions	Tell me how to mix the hue?	A3 Colour wheel completed and stuck into sketchbook. New art vocab and meanings written.	To understand the function of the colour wheel. To be able to mix all colours To build upon art vocabulary and be able to explain how to mix colours.	<u>1 Practise</u> colour mixing at art club or at home.	Labelled colour wheel for less able. Definitions and <u>meanings</u> part filled in. Word bank. More able, more complex colour wheel, <u>Explanations</u> and word bank.
Lesson 6-7	Fill in the colour wheel blanks in words.	Show PP on tints and shades. Write definition in sketchbook Paint the tonal ladders for tints and shades.	Thinking skills pp	To have painted strips of tints and shades, written how to mix them and the definition. Stick into sketchbook.	To be able to tell me what a tint and shade is How to mix a tint and shade To explain how to mix a tint and shade	<u>1 Using</u> tints and shades, paint the templates to practise your mixing and brush skills.	Definitions and word bank with template ladder for less able pupils. More able a greater tonal range of tints and shades. Definition and work bank.
Lesson 8-10	Kahoot definitions testing of words learnt	Match the colour swatches. Pupils need to mix	Tips and problems shared.	Colour swatches and mixed colour matches stuck into the sketchbook.	To be able to mix exact colours To understand how to use primary and	<u>1 Mix</u> the colour swatches and match the colours. Use art	Demo and 1-2-1 help mixing with less tones for less able.

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	so far in colour theory.	paint the exact colour to build up mixing skills.	Assessing if you are getting better at colour mixing.	Annotations- How well have you done, and which one is your best. What do you need to get better?	secondary colours to achieve infinite colour To explain how you have mixed colours and assess your progress.	club or home to do this.	A greater number of colours and swatches to match for more able pupils. Swatches from B&Q
Lesson 11	Describe how the artist has used colour in the painting	PP explaining meaning of complimentary colours and how they are used, where they are on colour wheel.	Match up the complementary colours quiz	Definition and meaning written in sketchbook with collage of complementary colours. Examples shown in objects and industry.	To be able to explain what a complementary colour is To know what the complementary colours are To understand how artists and designers use complementary colours	<u>1 Find</u> examples of complementary colours in the environment. Create a collage.	Less able pupils refer to colour wheel for plenary Definition and word bank. Images pre-printed. More able, word bank and more in-depth explanation, use images and find own.
Lesson 12-13	Match up the complimentary colours. Fill in the definition.	PP on hot cold and warm colours and how artists use colour to create mood and atmosphere .	Hot and cold colour quiz. Explain why some colours are warm.	To have examples of hot, <u>cold</u> and warm colours in their sketchbook. To have written explanations what they are	To understand why some colours are hot, <u>cold</u> and warm. To explain why some colours are warm. To know how artists use colour to create mood and atmosphere.	<u>1 Create</u> a painting based on a season. Think about your colour palette. What mood do you want to show.	A and B <u>PP's</u> to help explain definitions and meanings. Interactive colour wheel for less able, definitions printed with examples. More able, paint colours and use work bank art vocab to annotate.
Lesson 14-15	Describe the mood of the paintings according to	PP to <u>look into</u> depth how artists use colour to create atmosphere,	Tell me 3 bits of info you have learnt today about artists and creating colour	Images and info stuck into sketchbook pages on artists paintings who use colour and	To understand how colour can add to a painting and evoke mood, <u>feelings</u> and atmosphere.	1 Find me 3 examples of paintings that speak to you. What are the moods created	Images of artist work <u>pre printed</u> with bullet points on artist. Word bank to help annotate.

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	the colours the artist has used.	energy and mood. Focussing on, (suggested) PICASSO ROSE PERIOD, FAUVES, SEASONAL IMAGES, EXPRESSIONISTS EMILE NOLDE MATISSE	moods in paintings.	comments on the mood and atmosphere they have achieved.	To explain how some colours have associations. To identify the special use of colour in artist's work.	and what colours has the artist chosen. Find out the titles and when they were done.	Encourage group work. More able word bank and encourage oracy, shar pair, images are per printed with a greater selection and more challenging.
Lesson 16-18	Colour association quiz	PP to look at a variety of brushstrokes, blending and textures created in paint. Students are encouraged to experiment with watercolours, ready <u>mix</u> and acrylic, analyse effects and decide which they prefer.	Kahoot Effects created by using 3 different paints.	A series of pages on the sketchbook should be filled with experimenting with different paints accompanied with annotations.	To know how to use, ready mix, <u>watercolour</u> and acrylic paint. To understand certain <u>paints</u> achieve different effects. To be able to explain how to blend, create texture and achieve different effects.	<u>1 Experiment</u> with paint effects. Look on <u>youtube</u> and paint at art club and at home to build upon confidence.	1-2-1 support, <u>demo</u> and PP explanation on how to use and mix paints. Help phrases to annotate work for less able. More able, 1-2-1 help demo and challenge to create impasto, <u>textures</u> and washes/layering. Questions to prompt annotations.
Lesson 19-24	Qualities of paint and effects quiz	Plan a painting and develop skills and colour mixing and understanding to create a final	Tell me how your work is going. Group crit.	A painting demonstrating everything that you have learnt this term.	To be able to plan a meaningful painting on own To be able to select paints and a palette to	1 Choose your own theme and paint an image. Think about the palette of colours and what	1-2-1 support and demos Templates for less able in the style of an artist they have looked at. Pupil examples to show

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		artwork. Work large. Use a variety of brush sizes and effects. Look at the artist examples and make your own work.			express mood and feeling of work To understand how colour can help express and add to an image	mood is being created.	the finished item. For less able. More able encourage to plan a composition, varied palette with lots of mixed colours and a theme or narrative behind the work. This may be inspired by an artist studied or independently found.
Lesson 25	Tell me what you work is about. What are the colours and why you have used them. Are you happy with your work? If <u>not</u> why?	Assessment of final work and pupil presentation of completed work. Work to be put up in school for an exhibition.	Group presentation.	Final painting	To be able to analyse your own work To be able to use colour and paint an image you have planned To explain what the work is about	Continue experimenting with paint and effects at home.	Group work, pairs for less able. Using comment sheets. Prompt sheets for more able. Individual/pair work.

EXTENSION TASK

- 1 Create a painting to music of your own choice. Use paint and colour which expresses your mood and feelings. Use images, shapes and brushstrokes which show energy and mood.**
- 2 Show your blending skills and create a painting with soft tints and pastels. Make this an imaginary painting. You can paint whatever you choose.**
- 3 Use bold colours which complement each other and stand out. You might choose graffiti lettering and pattern and fill the page with energy and colour. If you use black, remember to try to use this after lighter and bright colours have been applied.**