

ART

Year 7 Mid Term Plan – Term 4

Unit 3: Tone, Colour and Fauvism

Unit Intent and overview

1. To introduce students to tone as a key aspect of drawing.
2. To introduce students to colour tone through the art movement Fauvism.
3. To introduce students to light and dark, 3D tone and gradient tone.
4. To develop student image analysis skills.
5. To develop student's basic annotation skills through meaning and feeling.
6. To introduce students to conveying meaning through colour tone.
7. To introduce students to portrait drawing.

Overview – This unit is designed to build upon the students basic drawing skills but adding tone to their skills. The students will explore the use of tone in drawing and how it can be used in black and white, and colour. Students will be introduced to artists that use the art style of Fauvism, which is the use of colour tone to express meaning, emotion and feeling. Students will complete a self-portrait in the style of Fauvism to explore use of tone and colour when mixed with other basic drawing skills, line, shape and mark making. Students will also practice portrait drawing skills and referencing from photographs for facial features, shape and line. This unit feeds on from all Year 7 drawing units and feeds forward to the use of tone and colour throughout KS3 and at GCSE level.

Lesson & Knowledge goal	Lesson Intents	Daily Retrieval/ Key Vocabulary	Assessment Methods	Resources Needed	Homework Tasks
1 For students to practice basic drawing skills and identify the skill required to improve their drawings.	Drawing assessment Students will complete a drawing assessment. Students will need to review their last drawing assessment, so they are aware of what they need to focus on.	Tone Shading Detail	<ol style="list-style-type: none"> 1. Students are to complete a full hour drawing assessment into their sketchbooks using a double page and their 6B pencil. 2. Assessment is to be done in silence and students should be 	Sketchbook 6B pencils Rubbers Sharpeners	What is Fauvism? Create a research page on this.

How to review their assessment comments and focus on what to improve on	<p>Students are to draw a section of a still life set up. The main aim is to get students to focus on tone and shadow.</p> <p>**Students portrait photo will be taken in preparation for their own tonal self-portrait.</p> <p>Feeds on from: The key aspects of art and drawing. Unit 2 - drawing assessment feedback.</p> <p>Feeds-forward to: Development of drawing skills and knowledge of the basic aspects of drawing. Students will be able to use assessment feedback to develop their knowledge and skill in the next assessment in Term 5. Lesson 5 - using line and shape to draw portraits.</p>		<p>encouraged to use the whole time to add to and improve their work.</p> <p>3. Teachers will assess the drawings with a drawing assessment slip.</p> <p>Students will have completed a double page still life drawing using 6B only and focusing on the assessment aspects.</p>		
<p>2</p> <p>To introduce students to the knowledge behind tone and Fauvism.</p> <p>Students need to know what tone is and how it is used.</p> <p>Students need to know what</p>	<p>What is tone and Fauvism? Introduce students to tone. What is tone? Who used it? Students are to create a title page for tone which includes what it is and how it's used. Introduce students to 'Fauvism' in a group discussion. Use questioning to assess the student's homework research.</p> <p>Feeds on from:</p>	<p>Tone</p> <p>Colour</p> <p>Fauvism</p>	<ol style="list-style-type: none"> 1. Teacher will use group and one to one questioning throughout the lesson to assess students understanding. This will also be used to stretch and challenge students with their work. 2. Group discussion - 'what is Fauvism?'. 3. Students to show their knowledge through a title page showing what 	<p>Sketchbook</p> <p>Pencil</p> <p>Colour pencils</p>	

Fauvism is so they can make a connection with colour tone.	<p>Units 1 and 2 - the key aspects of art and drawing skills, shape, line and marking making.</p> <p>Feeds-forward to:</p> <p>Lessons 3 and 4 - development of drawing skills and the ability to use tone in a 'Fauvism' portrait.</p>		<p>they already know about the subject.</p> <p>Students will have completed a 'What is Tone and Fauvism?' title page. This page will include a title, what the students think tone and 'Fauvism' is, definitions and the sketches linking to tone and 'Fauvism'.</p>		
<p>3</p> <p>To introduce students to the knowledge behind tone and 'Fauvism' used in portrait to convey feeling and meaning.</p>	<p>Henri Matisse portrait of Andre Derian</p> <p>Students are to complete an image analysis on a 'Fauvism' portrait. The questions will guide the students to focus on tone, colour and meaning.</p> <p>Feeds on from:</p> <p>Units 1 and 2 - the key aspects of art and drawing skills, shape, line and marking making.</p> <p>Lesson 2 - what is tone and Fauvism?</p> <p>Feeds-forward to:</p> <p>Lesson 4 - developing tone skills tone, and Lessons 5-7 - using the students' knowledge of 'Fauvism' to understand how to use it in their own work.</p>	<p>Convey</p> <p>Meaning</p> <p>Brush strokes</p>	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students. 2. Students will complete a full image analysis using the questions given by the teacher. <p>Students will have answered questions about a Henri Matisse image.</p>	<p>Sketchbook</p> <p>Pen</p> <p>Analysis worksheet</p>	
<p>4</p> <p>Students will develop knowledge and skill in how to create tone in</p>	<p>Tone worksheets</p> <p>Students are to complete tone worksheets.</p> <p>A tonal bar worksheet to develop skill.</p> <p>A tone gradient worksheet.</p> <p>Feeds on from:</p>	<p>Gradient</p> <p>Tone bar</p> <p>6B pencil</p>	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students. 2. Student self-assessment will be used by using 	<p>Sketchbook</p> <p>6B pencil</p> <p>Analysis worksheet</p>	<p>Complete 3D tone worksheet using shadow tone.</p>

<p>black and white and colour.</p> <p>To introduce students to the knowledge and skill when using tone in different styles.</p>	<p>Units 1 and 2 - drawing skills, and Lessons 2 and 3 -what is tone and Fauvism?</p> <p>Feeds-forward to: Lessons 5-8, using both colour and black and white tone in their own portraits. KS3 and GCSE, use of tone in all drawings and paintings.</p>		<p>WWW (what went well) and EBI (even better if) comments.</p> <p>Students will have completed two tone work sheets, practicing tone to the best of their ability.</p>		
<p>5</p> <p>Students need to know how to use colour tone.</p> <p>Students need to put their tone knowledge into practice.</p> <p>To introduce students to tonal bars in B&W and colour.</p> <p>To show students how it set up a page ready for a self-portrait.</p>	<p>Self-portrait layout Students are to layout a double page self- portrait. Students are going to draw a bar at the top of both pages. One bar they will fill with B&W tone scales and the other with a colour tone scale. Students are going to cut the photograph of them in half and stick one half one both pages.</p> <p>Feeds on from: Lessons 2-3, The tone and 'Fauvism' knowledge that the student has built.</p> <p>Feeds-forward to: Lessons 6 and 7, using tone in their own portraits. KS3 and GCSE, use of tone in all drawings and paintings.</p>	<p>Colour tone</p> <p>Dark</p> <p>Light</p> <p>Render</p>	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students. 2. Student self-assessment will be used by using WWW (what went well) and EBI (even better if) comments. <p>Students will have completed two self-portraits, using tone and the idea of 'Fauvism', using colour tone.</p>	<p>Sketchbook</p> <p>Photograph of self</p> <p>6B pencil</p> <p>Colour pencils</p> <p>Ruler</p>	
<p>6</p> <p>Students need to know how to use</p>	<p>Adding B&W tone Students are going to sketch one half of their missing face on the page, they can</p>	<p>B&W tone</p> <p>Shadow</p>	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to stretch and 	<p>Sketchbook</p> <p>Photograph of self</p>	

<p>images as reference.</p> <p>Student need to practice how they turn knowledge into art skill.</p> <p>To introduce students to portrait drawing and using an image as reference. For students to use their tone knowledge to support their skill</p>	<p>use the other half of the image as reference.</p> <p>Student will be adding B&W tone to the image to show light and dark, shadow and natural light. Students are to use only the tones in their tonal B&W bar.</p> <p>Feeds on from: Lessons 2-3, The tone and Fauvism knowledge that the student has built. Units 1 and 2 - drawing skills, line, shape and mark making.</p> <p>Feeds-forward to: Lesson 7, using tone in their own portraits. Lesson 8 where students will evaluate their work. KS3 and GCSE, use of tone in all drawings and paintings.</p>	Light	<p>challenge and support students.</p> <p>2. Student self-assessment will be used by using WWW (what went well) and EBI (even better if) comments.</p> <p>Students will have completed two self-portraits, using tone and the idea of Fauvism, using colour tone.</p>	6B pencil	
<p>7</p> <p>Students need to know how to use colour tone.</p> <p>Students need to practice how they turn knowledge into an art skill.</p> <p>Introduce students to portrait drawing and using an image as reference. For</p>	<p>Adding colour tone</p> <p>Students are going to sketch one half of their missing face on the page, they can use the other half of the image as reference.</p> <p>Students will be adding colour tone to the image to show light and dark, shadow and natural light. Students are to use only the colours in their tonal bar to represent the tones in the image.</p> <p>Feeds on from: Lessons 2-3 - The tone and 'Fauvism' knowledge that the student has built. Units 1 and 2 - drawing skills, line, shape and mark making.</p>	<p>Convey</p> <p>Feeling</p> <p>Shade</p> <p>Colour tone</p>	<p>1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students.</p> <p>2. Student self-assessment will be used by using WWW (what went well) and EBI (even better if) comments.</p> <p>Students will have completed two self-portraits using tone and the idea of 'Fauvism', using colour tone.</p>	<p>Sketch book</p> <p>Photograph of self</p> <p>Colour pencils</p>	

<p>students to use their tone knowledge to support their skill.</p> <p>To show students how colour tone conveys feeling.</p>	<p>Lesson 4, where students practiced tone.</p> <p>Lessons 5&6, where students started and added to their self-portrait.</p> <p>Feeds forward to:</p> <p>Lesson 8 - where students will evaluate their work.</p> <p>KS3 and GCSE, use of tone in all drawings and paintings.</p>				
<p>8</p> <p>Students need to know how to annotate their own work.</p> <p>Students need to know how to interpret what they have learnt.</p> <p>Students can begin to develop their annotation skills by adding in feeling and meaning when writing about their own work.</p>	<p>Annotating own work</p> <p>Students will use a question sheet to annotate their own work.</p> <p>Students will annotate who they used B&W and colour tone, how they used line and shape, how they showed light and dark and finally how they convey feeling with tone.</p> <p>Feeds on from:</p> <p>Lessons 5-7, where students completed a 'Fauvism', tonal self-portrait.</p> <p>Feeds forward to:</p> <p>Using annotation of own work in all Year 8 units.</p> <p>Analysing images in Year 7, Unit 4.</p>	<p>Annotate</p> <p>Interpret</p> <p>Explain</p> <p>Discuss</p>	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students. 2. The teacher will assess the student's final piece using WWW and EBI comments (what went well and even better if) <p>Students will have completed a double page spread showing two tone bars, one in black and white, one in colour. A self-portrait photograph cut diagonally in half and each glue to both sides. Students will have then completed two half self-portrait drawing using tone and colour 'Fauvism' tone. They will then complete an evaluation</p>	<p>Question sheet</p> <p>Pen/pencil</p> <p>Sketchbook</p>	<p>Students are to pick three objects and draw them using tone, line, mark making and shape.</p>

			using the WWW and EBI comments.		
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