

ART

Year 8 Mid Term Plan – Term 1

Unit 1: Colour Theory

Unit Intent and overview

1. Introduce students to colour theory
2. Introduce students to colour mixing and shades
3. Introduce students to scale and composition
4. Develop students analysis skills adding medium and technique
5. Develop students drawing skill through still life drawing
6. Introduce students to new artists to use as reference for their colour theory project.

Overview - This unit is designed to develop the students' knowledge and skill in colour theory. Students will learn about the relationships and contrast between colours, tone, hues, cold and warm colours and how to mix colours to create different colours, shades and tones. Colour is a key element of Art and will be used throughout the course. Skills will be taught and will be used throughout each unit and developed into GCSE. The understanding of colour will develop the student's fine art skills. Students will look at colour theory to develop an understanding of how colour is used throughout art and start to develop this into their own works. Students to look at how colour can convey meaning and feeling, improve detail and tone and build on their art skills.

Lesson & Knowledge goal	Lesson Intents	Daily Retrieval/ Key Vocabulary	Assessment Methods	Resources Needed	Homework Tasks
1 Students to know the success criteria:	Drawing Assessment Students are to draw both of their shoes. The main aim is to get students to focus on tone, line shape, detail, pattern, mark making. Students will be introduced to the yr8 assessment slip, explain how it is	Line Shape Assessment	Students are to complete a full hour drawing assessment into their sketchbooks using a double page and their 6B pencil. Assessment is to be completed in silence and students should be encouraged to use the whole	Sketchbook 6B pencils Rubbers Sharpener	Reading Task - Who is Mary Fedden?

<p>Line, Tone, Shape, Detail, Mark-making.</p> <p>For students to practice basic drawing skills and know what skills they need to use to improve their drawings.</p>	<p>used and what students should focus on.</p> <p>Feeds on from: To the key aspects of art and drawing. Last drawing assessment in year 7 of a Skull still life set up.</p> <p>Feeds-forward to: Unit 2 drawing assessment where students will focus on the assessment feedback to improve their drawing. 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.</p>		<p>time to add to and improve their work.</p> <ol style="list-style-type: none"> 1. Drawing assessment slip will be completed by the teacher. <p>Students are to draw both of their shoes on a double page. The main aim is to get students to focus on tone, line, shape and detail. This is to be done in 6B pencil only.</p> <p>This gives the students the opportunity to make improvements from their last assessment and use the feedback given.</p>		
<p>2</p> <p>Students need to know what different types of colours are. Students need to know how they are used. Students need to know the purpose of the different types.</p>	<p>Colour types Students will complete a 'colour types' worksheet. The worksheet will introduce students to Primary, secondary and tertiary colours, what their purpose is and how they are used.</p> <p>Feeds on from: The Year 7 colour tone 'Fauvism' unit. To the use of colour in their work and the basic elements of the arts.</p> <p>Feeds-forward to: Lesson 3 where students will learn about colour wheels and complete their own one.</p>	<p>Primary</p> <p>Secondary</p> <p>Tertiary</p>	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students. 2. Teacher will model how to use the worksheet and colours. <p>Students will have completed a 'colour types' work sheet showing all colours and answering all questions on the sheet.</p> <p>This gives the students the ability to gain knowledge of different</p>	<p>Worksheet</p> <p>Paints</p> <p>Water</p> <p>Paint brush</p>	

	Students using the different types on colour mixing and tonal work.		colour types and how they can use them.		
3 Students need to know the relationship between colours. Students need to know how colours contrast. Students need to know how primary, secondary and tertiary colours work together.	<p>Colour wheel Students will complete a colour wheel to begin to learn about colour theory. This will be done on a worksheet and students will use paints to mix the colours and build the wheel.</p> <p>Feeds on from: Lesson 2, the three different colour types. Year seven colour tone 'Fauvism' unit.</p> <p>Feeds forward to: Lesson 4 where students will explore colour bars. Development of colour use in own work and understanding tone and colour mixing.</p>	Colour Wheel Contrast Mixing	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students. 2. Teacher will model how to use the worksheet and colours. <p>Students will have completed a colour wheel using paint and labelling all colours.</p> <p>Students can understand how colours contrast and match through hue and saturation.</p>	Worksheet Paints Water Paint brush	
4 Students need to know how to mix colour to create different shades. Students need to know what colour tone is and how it is used.	<p>Colour bars Students will complete a colour bar based on colour tone. This will involve making white and black with one colour to create different shades.</p> <p>Feeds on from: Year 7 - Colour, tone, 'Fauvism' unit. Lesson 2 - colour wheel. Lesson 1 - colour types.</p> <p>Feeds forward to: Development of colour use in own work and understanding tone, shade and colour mixing.</p>	Tone Shade Light Dark	<ol style="list-style-type: none"> 1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students. 2. Teacher will model how to use the worksheet and colours. <p>Students will have completed a colour bar worksheet using mixing methods to develop light and dark tones.</p>	Work sheet Watercolour Water Paint brush	Create a colour wheel title page on an A4 page.

			Students can understand how colour mixing creates shade, as well as other colours.		
<p>5</p> <p>Students need to know how to use their knowledge as practical skills. Students need to show visual understanding of the use of colour theory.</p>	<p>Colour bars in practice Students are to practice using colour mixing with tones and shade by adding colour to a fruit line drawing. Feeds on from: Lessons 2 and 3, the three different colour types and colour wheel. Feeds forward to: Lesson 6 where students will analysis an image using colour only. Development of colour use in own work and understanding tone and colour mixing.</p>	<p>Cool</p> <p>Warm</p> <p>Tints</p> <p>Shades</p>	<p>1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students.</p> <p>2. Teacher will model how to use the worksheet and colours.</p> <p>Students will have completed a worksheet of a fruit where they will have added colour tone, using their colour bar skills.</p> <p>Students can put their knowledge into practice and see of the relationships with colour form to create a realistic painting.</p>	<p>Work sheet</p> <p>Watercolour</p> <p>Water</p> <p>Paint brush</p>	
<p>6</p> <p>Students need to know of it link their analysis to the artists skills and methods. Students need to know how to use monochromatic colours.</p>	<p>Mary Fedden Still Life analysis and water colour practice with colour tone Students are to be introduce to Mary Fedden's monochromatic still life images. Students will analyse the images guided by set questions.</p> <p>Students will then pick a colour and create a colour mix and tone page based on one colour. Feeds on from:</p>	<p>Pantone</p> <p>Monochromatic</p> <p>Still life</p>	<p>1. Teacher will helicopter and give verbal feedback to stretch and challenge and support students.</p> <p>2. Teacher will assess the completed analysis using WWW (what went well) and EBI (even better if) comments.</p> <p>Students will have completed an image analysis by answering all</p>	<p>Work sheet</p> <p>Pen</p> <p>Water</p> <p>Sketchbook</p> <p>Paint brush</p> <p>Water colour</p>	

	<p>Lessons 2 and 5, where students have built knowledge on the basics of colour theory.</p> <p>Feeds forward to: Lesson 7 where students will develop colour use in own work and understanding tone and colour mixing and the development of a high ability analysis.</p>		<p>questions and explaining their answers with 'why'.</p> <p>Students can see how they become inspired by artists work to develop their own skill</p>		
<p>7</p> <p>Students need to know how to draw from reference. Students need to know how to use scale down still life set ups.</p>	<p>Still life drawing Students are to draw the outline of a still life set up on a double page. Students are to focus on scale, line, shape and composition.</p> <p>Feeds on from: The basic drawing skills of line, shape and scale. Year 7 - line and shape unit. Lesson 1 - drawing assessment.</p> <p>Feeds forward to: Lesson 8, where students will use their colour theory skills to add colour to their still life drawing. Using colour theory in their own work.</p>	<p>Scale</p> <p>Composition</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 full colour tone still life painting in watercolour.</p> <p>Students are to take inspiration from the artist to draw their own still life set up.</p>	<p>Still life set up</p> <p>Pencil</p> <p>Sketchbook</p>	<p>Pick one object and draw this, adding colour using only primary colours.</p>
<p>8</p> <p>Students need to know how to use watercolours correctly.</p>	<p>Adding colour with water colours Students are to add colour to their still life outline drawing using watercolour. The students will be using the one colour that picked to create a tone and shade page with.</p> <p>Feeds on from:</p>	<p>Water colour</p> <p>complementary colours</p> <p>Hue</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 	<p>Watercolour</p> <p>Paint brush</p> <p>Sketchbook</p> <p>Water</p>	

<p>Students need to know how to add colour to a still life drawing by turning tone, shadow and light into colour shades.</p>	<p>Lessons 2-5 of the colour theory unit. Year 7 – colour, tone, 'Fauvism' unit. Feeds forward to: Lesson 9, where students will complete a full colour still life painting with self-evaluation.</p>	<p>Layering</p>	<p>comments (what went well and even better if)</p> <p>Students will have completed a full colour tone still life painting in watercolour.</p> <p>Students put knowledge of colour theory into practice, Students can learn new watercolour techniques.</p>		
<p>9</p> <p>Students need to know how to use watercolours correctly.</p> <p>Students need to know how to add colour to a still life drawing by turning tone, shadow and light into colour shades.</p>	<p>Adding colour with water colours Students are to add colour to their still life outline drawing using watercolour. The students will be using the one colour that picked to create a tone and shade page with. Students will also add an evaluation of WWW and EBI to their completed painting. Feeds on from: Lessons 2 – 5 of the colour theory unit. Year 7 – colour, tone, 'Fauvism' unit. Lesson 8, where students begun to add colour to their drawings. Feeds-forward to: Term 2 - colour and expression unit, where students will use the skills from this unit to develop their Matisse drawings.</p>	<p>Water colour complementary colours Hue Layering</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 full colour tone still life painting in watercolour with self-evaluation.</p> <p>Students put knowledge of colour theory into practice. Students can learn new watercolour techniques.</p>	<p>Watercolour Paint brush Sketchbook Water</p>	<p>Annotate final work colour piece using guided questions.</p>