| Subject | Year | Term |
|---|---|---|
| Art and Design | 7 | 2 Second Half |

| Topic |
|---|
| Colour Theory Colour Sculpture |

| Content (Intent) |
|---|

## Prior Learning (Topic) Useful If…

**KS1 KS2** Pupils have some knowledge and experience of colour theory.
**KS1 KS2** Pupils have experience of handling paint.
**Y7** Colour Theory

To embed and strengthen their knowledge and experience of colour pupils will learn how the theme has been explored by others. They will investigate the work of Frank Stella and Sonia Delaunay to act as inspiration to create their own colour themed sculpture.

- Pupils will be introduced to the work of Frank Stella and Sonia Delaunay
  Who are they? What type of work does they produce? How would you describe it?, How is it different to what you may have seen before? ABSTRACT NON-REPRESENTATIONAL – What is "context", what inspired them?
- Pupils will use artist research and found imagery in addition to drawn shapes to create a personal design.
- Pupils will experiment with translating 2D ideas into 3D objects.
- They will design and make a "frame" in or around which to "display" their painting. Pupils will be encouraged to question the convention of how art is viewed and displayed.

## Future Learning (Topic)

**Y7** Litter Bugs

| How will knowledge and skills be taught? (Implementation) | How will your understanding be assessed & recorded (Impact) |
|---|---|
| 1. Pupils will be introduced to the artists that will inspire their painting project. They will present research, imagery and personal response in a manner that reflects the artists style and influence. | **THIS IS A KEY LEARNING TASK- REFER TO PROJECT ASSESSMENT SHEET IN PUPILS' SKETCHBOOK** |
| 2. Pupils will draw upon numerous different image sources to inspire their own work. These will be based around discussion and examples of context explained by staff. | Pupils will be expected to show an understanding of context and what inspired the artists studied. They will be able to demonstrate their understanding by the selection of appropriate imagery. |
| They will apply their colour theory knowledge and paint techniques to add colour. | Annotation of design work will demonstrate careful consideration of colour and techniques based on the knowledge and skills taught previously. |
| 3. Pupils will consider the use of form and space by presenting their two-dimensional outcome in a three-dimensional manner (maquette). | Pupils will be expected to demonstrate consideration of the differences between 2D and 3D artworks. This will be evidenced through annotation and individual outcomes. |

| 4. How is Art displayed? Pupils will be challenged to consider how to "present" their final outcome by creating a frame. | **THIS IS A KEY LEARNING TASK- REFER TO PROJECT ASSESSMENT SHEET IN PUPILS' SKETCHBOOK** |
|---|---|

## How can parents help at home?

Parents/guardians can help pupils by encouraging them to find out about different artists, designers, and craftspeople. There are many useful links on the Art VLE but pupils should also refer to books and visit museums and galleries (local and national) to gain greater insight into the different styles, scale, and forms that art and design can take. Simply asking "I wonder why they chose to do it like that, that size, colour? etc can spark interesting conversation and debate that will help pupils in all areas of the curriculum.

Parents/guardians can assist with the research of artists and their work by directing pupils towards relevant resources as well as discussing the motivations and characteristics of the artist's work. Open discussion highlighting differing points of view and taste is important for pupils to be part of. It encourages diversity and teaches them to respect other points of view.

Allow access to different art materials. This doesn't have to be messy or expensive. Encourage experimentation with common materials such as paper and card. How can it be manipulated, changed, or altered to look interesting? This develops creative thinking and problem-solving, sought-after skills!

## Helpful further reading/discussion

### Reading
### Reading/discussion
Interviews, websites, and blogs relevant to the themes and artists/designers, craftspeople and cultures studied.

**Reference VLE**
**Art VLE: Year 7: Colour**
https://balcarras.fireflycloud.net/art/year-7-art/colour

**Reference** Reading Recommendations Art VLE (Under Construction)
https://balcarras.fireflycloud.net/art/reading-recommendations

### Vocabulary Lists
Context
Non-Representational
Abstract
Maquette
Expressionism
Orphism
Mark making
Primary
Secondary
Tertiary
Complimentary
Harmonious
Tint
Tone
Colour wash
Layer
Shade
Monochromatic

### Careers Links
**Reference** Art Careers VLE
https://balcarras.fireflycloud.net/art/art-careers

Advertising
Graphic Design
Interior Design
Art Therapist
Sculptor
Fashion Designer
Printmaker
Advertising
Prop Maker
Set Designer