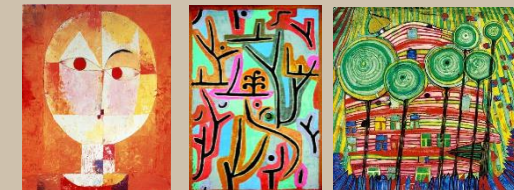


## UNIT OVERVIEW

### Year 7 Term 1 and Term 2

Unit Title: Colour		Guideline Time:
<b>Assessments:</b>	4 key pieces of Class work and Homework	<b>VIPs(Very Important Points):</b> 'Colour has taken possession of me; no longer do I have to chase after it, I know that it has hold of me forever... Colour and I are one. I am a painter' ---Paul Klee ('The Newton of colour')  HUE - pure colour (colour wheel colours), no white, black or another colour mixed with. TINT - pure colour plus white. TONE - pure colour plus grey (black and white added) SHADE - pure colour plus black.  What is Composition? – the art of placing all different items together so the final work looks balanced.  What is Form? – usually means the shape or the outer shell of something. Peoples bodies are sometimes called human form.  1. Proficiency — using and handling paint correctly, with training and practice. 2. Execution — The skills involved in watercolour and block colour painting. 3. Students will develop a Critical understanding of the artist: Paul Klee. 4. Express their own style through taught techniques.
<b>Links to prior learning:</b>	In KS2 students will have developed a basic understanding of the formal elements line, tone, texture, shape, pattern and colour. These will be the focus of the skills and techniques when mastering pencil tone, paint, colour blending and mixing. Students will develop skills in collage, mixed media and presentation.	
<b>Link across units:</b>	Throughout this unit students develop their knowledge of colour theory through drawing, mixed media experimentation, collage and painting focusing on the formal elements.  Students develop a critical understanding of the work of Paul Klee with a focus on how ideas, themes and feelings can inspire personal responses.  Students explore personal responses creatively and imaginatively in connection with the theme colour.	
<b>Character/Wider Development</b>	During this unit students will explore the theory of colour and study the work of Klee and how he has used colour to portray emotion. Reference and discussion will also centre around artists who 'The Nazi's' deemed as creating "degenerate "art, Klee's work was banished and burned.	



## OVERVIEW OF TEACHING SEQUENCE

Sequence	Learning Focus or Key Question	Learning Outcomes	Key Words	Depth of Learning	Misconceptions	Activities
Observational drawing  Colour theory Primary, secondary Tertiary  Collage  The colour wheel  Hot/cold colours  Paul Klee colour ,tint, tone, shade, hue, paint  Autumn leaves Paul Klee 'Senecio and Park Bei Lu'	An understanding of visual language, the formal elements of Art.  A knowledge of colour theory with a focus on primary, secondary, tertiary. contrasting, harmonious, Hot/cold colours.  A creative and imaginative response in the form of collage, paint mixing/blending.  Use of media with attention to detail-proficiency.  Develop a critical understanding of relevant artists.	I can develop an observational drawing in graphite pencil tone.  I can demonstrate an understanding and knowledge of the colour wheel and colour theory.  I can develop a creative collage using mixed media in contrasting hot and cold colours.  I can mix paint colours developing my creative and imaginative response to the work of Paul Klee.	Observational drawing Colour Primary Secondary Tertiary Tint Tone Shade Hue Paint Colour Wheel Hot/cold colours Paul Klee 'Senecio and Park Bei Lu'.	To encourage students to explore colour creatively and imaginatively.  To give students the stamina and perseverance to create a mixed media personal response.  To allow students to take ownership and develop creative responses to the theme colour.  To demonstrate proficiency in pencil tone, collage, paint mixing and blending.	The important focus of observational drawing is to record, shape, proportion and detail accurately by looking at the source of information.  Many students attempt to draw things the way that they think they should look, rather than the way they actually do look.  Allow students the confidence to explore their own creative responses to a theme encouraging experimentation of media.  <b>Techniques and Tips</b>  Focus on blending and layering of paint to achieve full depth of tone in colour.  Use test paper.  Discuss how to handle a brush and paint with fine detail.	<ul style="list-style-type: none"> <li>Develop an observational drawing of a shoe.</li> <li>Develop a colour circle focus on colour blending.</li> <li>Construct a creative collage which is a personal response to the theme colour.</li> <li>Construct a mixed media imaginative response to the theme night and day (hot/cold colours). Explore creative experimentation of media.</li> <li>Produce a mixed media creative response to Paul Klee's 'Senecio / Park Bei Lu' and Hundertwasser.</li> <li>Focus on colour mixing /blending demonstrating proficiency with techniques.</li> </ul> <b>Character</b> Emotional characteristics of Klee's work. Klee's style doesn't fall into just one artistic movement. He borrows from Cubism, Surrealism and Expressionism.