

St Michael's Church of England High School – Scheme of Learning Overview

Subject: Art & Design		Year group: 7
Unit: Colour theory and fish – Autumn Term		
Overview (including links to Big Ideas)		
<p>Colour theory is one of the big ideas in our art curriculum, this is because it is used throughout KS3, 4 & 5. Skills that can be used across media and disciplines. By learning these skills students are able to mix entire colour palettes and they learn practical skills in blending and tone. Students also develop theory knowledge of colour theory, this can then be used to analyse artworks and artists use of this.</p>		
Links to Prior and Future learning (Why this? Why now?)		
<p>During primary school students develop knowledge of colour theory, however what they learn is varied so this project aims to develop their knowledge and ensure that they all have the same knowledge. This project provides a key base of knowledge for all future projects as students are able to apply the skills they have learnt.</p>		
Knowledge Goals		Lesson sequence
Know what primary colours are (what is significant about these),. Knowing what secondary colours are and which primaries mix to make them. Knowing what tertiary colours are, and how these are mixed.		Introduction to colour theory Primary Secondary Tertiary
Knowing the structure of the colour wheel, how the colours are positioned and the order and layout of colours.		The colour wheel.
Know how to and practise mixing the primary colours to make all of the colours on the colour wheel, including secondary and tertiary.		Mixing paint
To know what complimentary and harmonious colours are and be able to give examples of these.		Harmonious & complementary colours
To know what tone and blending are and to be able to use these skills.		Blending & tone
To learning the skills needed when drawing from observation.		Fish drawing
To learn how to develop the drawing through the addition of colour, applying knowledge of blending and tone.		Fish drawing development
To learn about the work of Matt Moore, focusing on how he uses colour.		Matt Moore

<p>Learning what Batik is, how the process works and applying these skills.</p> <p>Developing knowledge of batik skills and using these to produce batik fish design.</p> <p>Developing knowledge of batik skills and using these to produce batik fish design.</p> <p>Using colour knowledge to apply ink to batik fabric.</p>	<p>Batik experiments</p> <p>Fish Batik</p> <p>Fish Batik</p> <p>Colour application</p>
Key vocabulary (Tier 2 and 3)	Reading/Writing/Numeracy development
<p>Primary colours</p> <p>Secondary colours</p> <p>Tertiary colours</p> <p>Harmonious</p> <p>Complimentary</p> <p>Blending</p> <p>Tone</p> <p>Batik</p> <p>Tjanting</p>	<p>Knowledge of new keyword terms and definitions</p> <p>Analysing and writing about an artist's work</p> <p>Evaluating work</p>
Teaching strategies	
<p>Quality First Teaching strategies (QFT)</p> <p>Use of task organisers</p> <p>Red/Green cards</p> <p>Correcting misunderstanding</p> <p>Stretch and Challenge</p> <p>Opportunities for students to develop further research skills using the knowledge organisers.</p> <p>Students develop theoretical and practical knowledge.</p>	
Assessment	
<p>Weekly quizzes/starter tasks</p> <p>Observational fish drawings</p> <p>Final piece batik</p>	
Homework	
<p>Weekly homework tasks to prepare for the warm up quizzes.</p>	
Cultural/Social/Economic Development	Subject specific information (eg scientific enquiry/historical enquiry/key practical's)
<p>Explore the work of a contemporary digital artist.</p>	<p>Mixing paint</p> <p>Blending</p> <p>Observational drawing</p> <p>Batik</p> <p>Applying ink to fabric.</p>