

Subject: Art & Design **Year** 7 **Ability** All

Term / Date(s)	Project 1	Project 2
Topic	Insects – Basic skills – 7 hours	Colour Theory Mandala pattern– 7 hours
Topic overview	How a central line is used to plot symmetry, shape and proportion	How symmetry and tessellation can be used to create a basic repeat pattern.
Pupils will learn...	<p>How grid method and measurement can aid placement, size and shapes of insects.</p> <p>How basic tone can be used to communicate depth and shape and details of the insect using pencil, pen, paint and oil pastels.</p>	Students will understand the basics of colour theory, exploring how to create secondary colours along with tints and shades of a colour.
Components	<ul style="list-style-type: none"> • Students understand how to use central line to draw accurately in symmetry. • Students can use basic mapping out methods to produce a line drawing in basic proportion • Students will use simple shapes to accurately add detail and patterns of the insect in pencil symmetrically. • Students will use basic grid method and measurement so that students can gain a basic accuracy of size and shape. • Students will explore the work of a range of artists to understand how tone and pattern are used to communicate shape and depth. • Students to apply materials such as paint, pen and pencil effectively to replicate artists styles and to create depth. • Students will use and combine a range of materials with increasing confidence and independence to describe a 3d object via 2d drawing methods. 	<ul style="list-style-type: none"> • Students will use of symmetry and rotation to create a repeat pattern – building upon the basics from term 1. • Students will explore and understand how primary colours are combined to create secondary colours. • Students to explore and understand how colours can be made lighter or darker by adding more or less of a primary colour. • Students to explore how tints and shades (tones of a colour) are created through colour plus black and white to create the tints and shades of the tessellated pattern. • Students will apply their learned knowledge of colour theory to create a tessellation colour wheel pattern.
What pupils should already know (prior learning components)	<ul style="list-style-type: none"> • In line with the National Curriculum requirements students will have already explored basic pencil mark-making and tone scales. • Using basic outlines to create shape. • Analyse and evaluate the work of artists. • Use a variety of art materials and techniques to create tone using pencil, pen, paint and oil pastel. 	<ul style="list-style-type: none"> • In line with the National Curriculum requirements students will have already explored using basic outlines to create shape. • Basics in tone exploration (term 1) • Basics in symmetrical drawing (term 1) • Mixing of colours to create other colours at a basic level. • Analyse and evaluate the work of artists.
Transferrable knowledge (skills)	<ul style="list-style-type: none"> • The application of a range of media (paint, pen and pencil, oil pastel) to communicate different styles and moods. • How to apply materials to start to describe the tone and depth of an object. • How artists use techniques and media effectively to describe shape, depth and pattern. 	<ul style="list-style-type: none"> • How to create tones using black and white (monochrome) • How to control the paint brush as a tool for neat paint application
Key vocabulary pupil will know and learn	Tone, depth, proportion, symmetry, mood, mark-making, blending, monochrome, shading pencil (H, HB, B, 2B, 4B, 6B) gradation, cross hatching, observation, accurate.	Tessellation, monochrome, symmetry, tone, primary colour, secondary colour, tertiary colour (basic) Colour wheel, harmonious, complementary, interesting, complicated, simplistic.

Assessment activities	1-hour independent assessment at the end of the project, drawing of their insect and completing in their chosen media, more able students to include a combination of artists style, media and use of tone. (A5)	Continuous 'live' formative assessment within the lesson
Resources available	<p>The work of artists:</p> <ul style="list-style-type: none"> • Justin Donnelson • E Hoffman • Scott Woyak • Jill Dimond • Marco Mazzain • Jessica Heywood (pen crosshatch) 	<ul style="list-style-type: none"> • Mandala patterns • Barn Quilts
Notes Why this topic is important Why this topic is important...	<ul style="list-style-type: none"> • This topic provides students with the opportunity to build upon their basic drawing skills, develop their ability to draw in proportion independently, and to understand the basic principles of symmetry, line and shape. • It helps students to use their knowledge of art and artists, to create their own style as well as to replicate the style of others. • Students should be encouraged to get the shape correct in pencil, before adding other media. • Students should become confident in drawing independently using basic shapes initially. 	<ul style="list-style-type: none"> • This topic allows students to build upon their tonal knowledge from term 1. • Students will explore the basics in colour theory, which is the foundation for being able to identify and mix colours independently, with a small insight into the science behind colour and how it can change mood and feelings to a piece of art. • Students will also explore mathematical application of art to create a tessellation, allowing them to see the link between art, science and mathematics.