

## The Warriner School Subject Curriculum Map

Subject: Art	Year Group: Y7	Unit: Colour and Pattern
Unit objectives: (NC Statements) <ul style="list-style-type: none"> <li>• To know how to mix colour</li> <li>• To know the main principles of colour mixing</li> <li>• To know how to blend colours</li> <li>• To know how to apply detail</li> <li>• To know the work of Seguy and be able to discuss using appropriate language</li> </ul>		
Context for study: Students will go through the process of design to final piece. Although many of them will have used colour and pattern previously they will not have completed the full design process and will learn about more complex colour theory. They will be creating patterns using images of insects to develop skills in colour mixing and pattern making.		
Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in <b>bold</b>)</i> <ul style="list-style-type: none"> <li>• To know that proportion and outline is important when starting a drawing</li> <li>• To know that line can be used to create detail and texture</li> <li>• To know that composition is important when effectively laying out and presenting a research sheet.</li> <li>• To know that the defining features of the work of Eugene Seguy are colour and pattern</li> <li>• To know that to mix secondary, tertiary colours and tints you use the three primary colours and black and white</li> <li>• To know that getting the consistency of the paint correct is so important to accurate painting</li> <li>• To know that the terms primary, secondary, complementary and harmony relate to the colour wheel</li> <li>• To know that colour can be used to create mood through the use of warm and cold colours</li> <li>• To know that colour pencils can be used to create depth by overlaying colour pencil</li> </ul>		
Possible Misconceptions and adaptive responses to these: <i>identified through To formative assessment/retrieval practice/diagnostic questioning.</i> <i>Students not understanding what the techniques are.</i> <i>Students not understanding how to mix colours</i> <i>Feedback given to ensure students know how to improve</i> <i>Individual direction</i> <i>Use of exemplar material to help students visually to understand expectations</i> Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i> <i>Baseline test drawing of a beetle</i> <i>Assessment of Ao1 and Ao3</i> <i>Use of exemplar material</i>		Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i> <i>Vocabulary associated with the formal elements of line and tone</i> <i>To understand tier 2 vocab when looking at others' art</i> <i>Modelled writing</i> <i>Encourage students to answer in full sentences</i> <i>Ensure students are writing in sentences when evaluating</i>



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<i>Final pattern created using the initial drawings. Their understanding of the application of pattern and colour will be assessed</i>	
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