

Autumn Learning Journey Art Year 7

How does this unit link to prior learning?

Formal Elements in art

What will you be learning about?

To understand what the Formal Elements are and the impact each one has on a piece of art.

SKILLS: To explore how to create and apply each formal element to a piece of art using a range of materials.

We will develop our learning each week by focusing on:

1 INTRODUCTION- Introduction to Art.	RAG	SKILLS PRACTICE- Exploring Zentangle Developing a Zentangle inspired piece	RAG
Experimenting with different types of LINE.			
MEMORY RECALL- Different types of LINE.		MEMORY RECALL- Types of colours in the colour wheel.	
Exploring how to create different values of tone.		Mixing colours to create a colour wheel.	
2 MEMORY RECALL- Applying a range of tone to a shape.		MEMORY RECALL- Tints, tones and shades.	
Application of tone considering blending and mark making.		Mixing and layering colours to create tints, tones and shads.	
3 MEMORY RECALL- Experimenting with different mark making techniques.		SKILLS PRACTICE- Layering watercolours.	
Experimentation with creating different surfaces for drawings.		Developing an outline for my watercolour apple.	
4 ASSESSMENT 1- PENCIL APPLE CLOSING THE GAP- Revisit and refine work.		ASSESSMENT 2- WATERCOLOUR APPLE	
Sketching the outline of an apple pencil.		LITERACY- Match key words and definitions.	
		Application of tone to my watercolour apple.	
5 LITERACY- Key words and definitions		12 Water colour apple	
Application of tone and detail my pencil sketch.		CLOSING THE GAP- Revisit and refine work.	

Key vocabulary

formal elements	colour theory	graduated tone	tints	blending	tones	texture	shades	independence	refine
The Formal Elements are the parts used to make a piece of artwork	The collection of rules and guidelines which designers use to communicate colour schemes.	Continuous shading from light to dark.	Adding white to a hue	Layering two colours so they smoothly change from one to the other. A different colour of the same colour.	Adding grey to a hue.	The physical feel of something e.g., smooth, rough, fuzzy, slimy.	Adding black to a hue.	To work efficiently on assigned tasks all by yourself or with little assistance.	To improve with small changes.

How will this help you in the future?				
KS4 Students produce a portfolio of practical work showing their personal response.	CAREERS Artist, Illustrator, Graphic designer, Interior designer, Art teacher or Lecturer, Curator, Creative Director, Marketing and Advertising, Game Designer, Animator, Product Designer, Art Therapist, Medical Illustrator, Set Designer and many more			
Year 7	Year 8	Year 9	GCSE Art	CAREERS
Colour project- exploring realism and abstract art inspired by colour.	Dragons Bake off project Day of the Dead	Pop Art Surrealism Da vinci Portraiture	Students produce a portfolio of practical work showing their personal response.	Artist, Illustrator, Graphic designer, Interior designer, Art teacher or Lecturer, Curator, Creative Director, Marketing and Advertising, Game Designer, Animator, Product Designer, Art Therapist, Medical Illustrator, Set Designer and many more...

This supports British Values by:

- Allowing **creative freedom** (Individual Liberty)
- Encouraging **respect and kindness** (Mutual Respect)
- Accepting **different ideas and outcomes** (Tolerance)
- Following **rules and expectations** (Rule of Law)
- Giving everyone a **voice in discussions** (Democracy)