

Y7 Semi Formal Autumn term- Colour

Objectives

An introduction and exploration of colours, looking at ways to make secondary colours, mark making and colour in the work of others.

Artists include- Paul Klee, Ton Schulton, Paul Signac, Jack Pollock, Cy Twombly.

Skills and Knowledge		Suggested learning activities (including trips, activities)
Week 1	Identifying colour: Colours and our environment. Basic colour wheel including simple tertiary tones	Sorting colours in primary and secondary groups. Students create a basic colour wheel with primary and secondary colours. Students mix colours with staff support and apply to their own pre-prepared colour wheel. Photographic evidence supports their book work showing colour sorting and identification.
Week 2	Colour in the environment: Students identify and match colour in the environment. Using stories based on colour (eg: WOW said the Owl)	Students use a range of selected objects to match and identify colour in our environment. Students are presented a range of objects and use their colour charts made in the previous week to match the colours of the objects presented. This activity can be extended into an out of classroom search using ipads to locate and find different colours in a treasure hunt. Students record finding in pic-collages in their sketchbooks.
Week 3	Colour Contrasts Students explore contrasting colours in their sketchbooks. They create pages showing colours on the opposite side of the colour wheel.	Discuss how different colours make us feel, present images or object for students to explore and ask them what the colour makes them feel, what does it remind them of? Demonstrate how colours on opposite sides of the colour wheel create the strongest contrasts of colour. Using a range of pre prepared themed boxes ie: fruit and veg, flowers etc ask students to physically pair items in contrasts. Ask student to create contrasting colour samples using pre-prepared card or paper samples.
Week 4	Mark making: Students use a range of different tools and wet media to make marks. Students work together on large surfaces to trial how a range of tools can create different marks. Students to repeat and name the marks.	Demonstrate a range of marks: using a range of traditional and non-traditional tools, this may include sponges, sticks, cotton wool buds, hands and fingers. Students use large sheets working in pairs or small teams to cover their ground in a range of marks using the tools provided in a limited colour palette. They are asked what mark they are making and what tool they have, students are asked to repeat the tool and mark style.(This can be recorded and photographed on the ipad for their books) As an extension to this Students can move to a smaller scale in their books. Students may also explore mark through sensory activities such as mark making in sand or foam.
Week 5	Looking at Colour and Mark-Making in the work of others: Students explore the approach to colour and mark in the work of others. They look at two different application techniques. Suggested artists: Paul Klee, Ton Schulton, Paul Signac, Jack Pollock, Cy Twombly.	Discuss with the students the type of marks they see in the images. Can they identify what has been used to make the mark? Using two examples of different styles challenge students to try to make the same marks. They can do this using a preferred method it may be working with paints and a range of available tools or through using the tuff tray with sand/slipuid/foam

Week 6	Creating a personal response: Using their knowledge and skills from weeks 1-5 students are offered a range of colour and mark explorations to create their own work. Student will use the work of two artist to inspire their own experimentations and subsequent outcomes. Images of the artist work explored in week 5.	Demonstration: Students are shown techniques set out in a circuit either working with Tissue colour collage, Wet media station with a range of mark making equipment for them to select from, and a sensory colour and mark table with a combination of wet media and sensory products. Students are shown how to overlay the tissue colours working in contrast using just primary and secondary colours. They are offered the same colour palette on the wet media table with a ground to work onto that can be glued into their book. On the sensory table foam can be used with wet media colour to lay, mix and mark make into the foam with a range of tools (washable poster paint)
Week 7	Creating a personal response: Using their knowledge and skills from weeks 1-5 students are offered a range of colour and mark explorations to create their own work.	Students continue to work on the circuit, their work is documented through photographs and pic – collages made on the ipad. These images are placed in their books.

Additional ideas for lower Semi-formal students working below R6-

- Students look at the work of Jackson Pollock and explore colour through mark making using a range of different materials- balls, cars, string, blowing through straws, lego pieces.
- Students are exposed to lots of different colours and asked to sort these into the different colour groups.
- Students go on colour hunts to find colours around them in the environment.
- Students explore and mix colours using different materials e.g. corn flour, oats, rice, sand in paint and paint in bags.