


Learning Plan 3		Subject/Pwnc: Art and Design		Year/Blwyddyn: Year 8	
<p><b><u>The Four Purposes in Creative Arts:</u></b>  <b>Ambitious, capable learners, who:</b>            set themselves high standards; seek and enjoy challenge; are increasingly knowledgeable and skilful; ask questions; enjoy solving problems.  <b>Enterprising, creative contributors, who:</b>            connect and apply their knowledge and skills to create ideas and products; think creatively to reframe and solve problems; identify and grasp opportunities; take measured risks; lead and play different roles in teams effectively; express ideas and emotions through different media; give of their energy and skills so that other people will benefit.  <b>Ethical, informed citizens, Healthy, confident individuals, who:</b>            are confident, resilient and empathetic; take part in physical activity; have the confidence to participate in performance; form positive relationships based upon trust and mutual respect; face and overcome challenge.</p>					
<p><b>Knowledge focus/what matters:</b>  <b>Students will explore colour theory, developing their understanding of primary, secondary, and colour relationships. They will learn how to mix and control watercolours, and analyse how artists use colour to create mood and atmosphere in their work. Students will analyse and interpret the work of Robin Mead, focusing on her use of colour to create atmosphere and depth. They will apply and refine watercolour techniques and construct a personal outcome that communicates mood and meaning.</b></p>					
Learning objective/key question	What will I know and be able to do? I can...	How will I develop my skills? (Success Criteria)	Homework/Gwaith cartref to support progress		
Week 1  <b>The colour Wheel</b>	<ul style="list-style-type: none"> <li>Identify primary, secondary and tertiary colours</li> <li>Mix and control secondary and tertiary colours using watercolour</li> <li>Create a colour wheel with accurate placement of primary and secondary colours.</li> <li>Expand knowledge to identify and mix tertiary colours, ensuring smooth blending</li> </ul>	<ul style="list-style-type: none"> <li>Make reasoned choices when colour mixing</li> <li>Demonstrate control of watercolour and brushwork</li> <li>Use correct subject vocabulary (primary, secondary, tertiary)</li> <li>Show an understanding of colour relationships through accurate colour placement.</li> </ul>	Wk 1  <b>Homework:</b> <b>Complete a colour wheel from found objects.</b> Set:  Due:		
Week 2 and 3  <b>Warm and Cold Colours</b>	<ul style="list-style-type: none"> <li>Differentiate between Warm and Cold colours</li> <li>Analyse how Robin Mead uses colour in her work</li> <li>Explain and justify how colour creates mood and atmosphere</li> <li>Create a landscape composition considering foreground, mid-ground and background</li> </ul>	<ul style="list-style-type: none"> <li>Apply warm and cold colours effectively in a landscape painting</li> <li>Analyse and annotate Robin Mead's work using subject-specific vocabulary</li> <li>Demonstrate depth through foreground, mid-ground and background</li> <li>Justify colour choices in my own work</li> </ul>	Wk 2/3  <b>Homework:</b> Set:  Due:		
Week 3 <b>SYL</b>	Robin Mead inspired landscape using warm and cold colours	<ul style="list-style-type: none"> <li>Colours are correctly identified and used as warm or cool, showing clear understanding of the difference</li> <li>Watercolours are mixed and applied with control, showing smooth blends and no muddy colours</li> <li>The painting shows clear depth, with foreground, mid-ground and background easy to recognise</li> </ul>			

<p>Week 4 <b>Colour to create emotion</b></p>	<ul style="list-style-type: none"> <li>• Understand the different between a tint, tone and shade</li> <li>• Apply knowledge to correctly mix a tint, tone and shade from a pure colour</li> <li>• Explore monochromatic colour schemes in art and their meaning</li> <li>• Analyse and interpret how colour communicates emotion</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how colour affects mood and emotion in artwork.</li> <li>• Accurately mix and apply tints, tones and shades.</li> <li>• Show control over water colour techniques (glazing, bleeding and shading).</li> <li>• Create a clear monochromatic colour scheme</li> </ul>	<p>Wk 4</p>	<p><b>Homework:</b> Create a colour emotion mind map, explaining how different colours represent different moods</p>
<p>Week 5 <b>Developing an emotion based artwork</b></p>	<ul style="list-style-type: none"> <li>• Develop and refine ideas for a monochromatic emotion painting</li> <li>• Construct a composition portrait and background</li> <li>• Select and apply a colour scheme to communicate emotion</li> <li>• Justify my creative decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Produce a developed idea which fills the page</li> <li>• Select clear motifs that represent a chosen emotion</li> <li>• Clearly link colour choices to a chosen emotion</li> <li>• Use subject vocabulary to justify artistic decisions</li> </ul>	<p>Wk 5</p>	
<p>Week 6 <b>Final outcome</b></p>	<ul style="list-style-type: none"> <li>• Create a final monochromatic emotion painting</li> <li>• Apply watercolour techniques with control and confidence</li> <li>• Evaluate and justify the effectiveness of the final outcome</li> </ul>	<ul style="list-style-type: none"> <li>• Present a balanced and well composed emotion painting</li> <li>• Demonstrate confident control when applying watercolours</li> <li>• Apply a consistent and effective colour scheme</li> <li>• Clearly communicate emotion through colour and composition</li> <li>• Evaluate the work using subject-specific vocabulary</li> <li>• Identify strengths and areas for improvements.</li> </ul>	<p>Wk 6</p>	<p><b>Homework:</b> Set:  Due:</p>