

# Year 6 Visual Arts Unit 2017

## Colour and Tone

|       |   |   |   |   |       |   |   |   |   |   |   |   |   |   |    |  |
|-------|---|---|---|---|-------|---|---|---|---|---|---|---|---|---|----|--|
| Term: | 1 | 2 | 3 | 4 | Week: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |  |
|-------|---|---|---|---|-------|---|---|---|---|---|---|---|---|---|----|--|

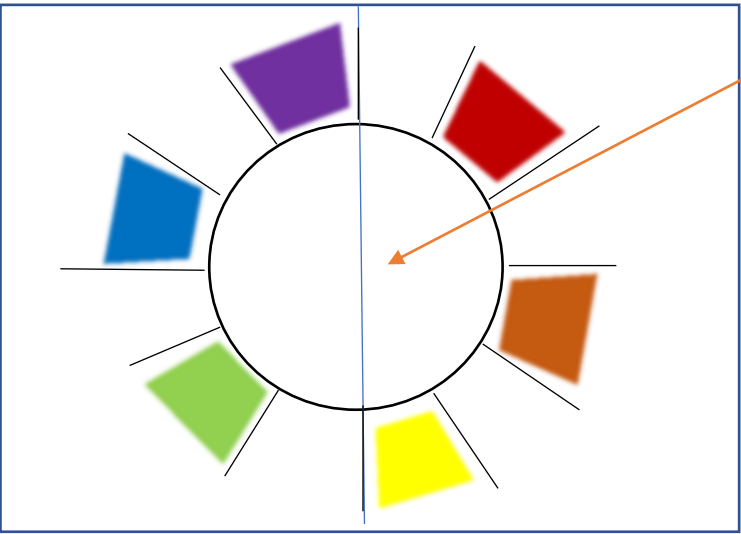

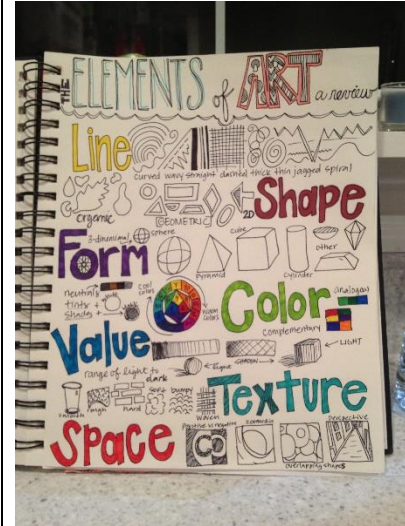
| <u>OUTCOMES</u>   | <u>SUBJECT MATTER</u> |                      |                     |                   |                     |                         |         |                  |
|---|-----------------------|----------------------|---------------------|-------------------|---------------------|-------------------------|---------|------------------|
| <p><b><u>Making:</u></b><br/> <b>VAS3.1</b> – investigates subject matter in an attempt to represent likenesses of things in the world<br/> <b>VAS3.2</b> - makes artworks for different audiences, assembling materials in a variety of ways</p> <p><b><u>Appreciating:</u></b><br/> <b>VAS3.3</b> – acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks<br/> <b>VAS3.4</b> – communicates about the ways in which subject matter is represented in artworks</p> | People                | Other Living Things  | Objects             | Places & Spaces   | <b><u>FORMS</u></b> |                         |         | Events           |
|   | Drawing               | Painting & Colouring | Sculpture & 3D Form | Printing & Making | Photography         | <b><u>PROCESSES</u></b> |         | Ceramics & Fibre |
|   | Make                  | Construct            | Design              | Appreciate        | Investigate         | Reflect                 | Analyse | Interpret        |

**Unit Aims:**  
 This unit focuses on introducing students to colour theory. Students will be given opportunities to explore primary, secondary and tertiary colour schemes; warm and cool colours; and complementary colours. Students will also experiment with other elements of art, including line and value.

|  |  |
|--|--|
| <p><b><u>Learning Experience Overview:</u></b></p> <ol style="list-style-type: none"> <li>1. <b><u>Elements of Art</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Examine and discuss colour theory → explore primary, secondary, tertiary, warm, cool, , tints, shapes, neutrals, analogous and complimentary colours</li> <li><input type="checkbox"/> Explore elements of line → curved, wavy, straight, dashed, thick, thin, jagged, spiral</li> <li><input type="checkbox"/> Experiment with shape (2D) → organic and geometric</li> <li><input type="checkbox"/> Investigate texture → soft, bumpy, woven, soft, rough</li> <li><input type="checkbox"/> Discuss value → range of light to dark</li> <li><input type="checkbox"/> Discuss form (3D)</li> <li><input type="checkbox"/> View space → positive vs. negative, zoomedia, overlapping shapes, perspective</li> </ul> </li> <li>2. <b><u>I Am Self Portraits</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Experiment with elements of art → line, space, colour theory</li> </ul> </li> <li>3. <b><u>Warm and Cool Trees</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Experiment with elements of art → colour theory (warm and cool colours), line, shape, texture</li> </ul> </li> <li>4. <b><u>3D Perspective Sphere</u></b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Experiment with elements of art → 3D form, value, line, space</li> </ul> </li> </ol> | <p><b><u>Unit Resources:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Art paper (either A4 or A3)</li> <li><input type="checkbox"/> Pens – ball point or felt tip</li> <li><input type="checkbox"/> Textas, crayons, pencils</li> <li><input type="checkbox"/> Water colour</li> <li><input type="checkbox"/> Metallic pens</li> <li><input type="checkbox"/> Ruler</li> <li><input type="checkbox"/> Lead pencil</li> <li><input type="checkbox"/> Circular shape (tracing)</li> <li><input type="checkbox"/> Compass</li> </ul> |
|--|--|

# Year 6 Visual Arts Unit 2017

## Colour and Tone

| SESSION  | LEARNING EXPERIENCES  | RESOURCES  |
|--|---|--|
| <p><b>ONE:</b><br/>(Weeks 1-3)</p> <p><b>Elements of Art</b></p> <p>VAS3.1<br/>VAS3.2<br/>VAS3.3<br/>VAS3.4</p> <p><b>KLA Links:</b><br/>Mathematics</p> | <p><b>Learning Intention:</b> <i>We are learning about the elements of art</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduce the term <b>Elements of Art</b> and ask students what they know about it.</li> <li><input type="checkbox"/> Explain that the elements of art are the basic components of art-making. It is impossible to create a work of art without using at least one of the seven elements of art.</li> <li><input type="checkbox"/> Make a mind-map of the elements:</li> </ul> <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="background-color: yellow; padding: 5px;">Line</div> <div style="background-color: red; padding: 5px;">Shape<br/>(2D)</div> <div style="background-color: purple; padding: 5px;">Form<br/>(3D)</div> <div style="background-color: green; padding: 5px;">Colour</div> <div style="background-color: blue; padding: 5px;">Value</div> <div style="background-color: cyan; padding: 5px;">Texture</div> <div style="background-color: magenta; padding: 5px;">Space</div> </div> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distribute <b>Elements of Art</b> sheet and discuss different components</li> <li><input type="checkbox"/> Introduce <b>Colour Wheel</b> →</li> </ul> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Centre Circle</u> (write in a circular motion) →</li> </ul> <p><b>Colour Theory</b> - The colour wheel is a simple tool that's used to discover and coordinate colour harmonies. The first circular colour diagram was designed by Sir Isaac Newton in 1666.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <u>Segments:</u> use water colour/ textas/ crayons/ pencils to indicate colours → use the following sequence:                             <ul style="list-style-type: none"> <li>○ <b>Primary Colours:</b> yellow, red, blue (colours that cannot be made by mixing any other colour together)</li> <li>○ <b>Secondary Colours:</b> orange, green, purple (Combinations of two primary colours mixed together)</li> <li>○ <b>Tertiary Colours:</b> red/orange, yellow/orange, green/yellow, blue/green, purple/blue, red/purple (combinations of one primary and one secondary colour mixed together)</li> </ul> </li> </ul> </div> </div> <ul style="list-style-type: none"> <li>○ <b>NB:</b> around outside of colour write some key details → name of colour, segment type (p, s or t), warm or cool colour, colour mix</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Experiment with <b>Warm, Cool, Complementary</b> and <b>Analogous</b> colour schemes             <ul style="list-style-type: none"> <li>○ <u>Complementary:</u> are those which are directly opposite each other on the colour wheel.</li> <li>○ <u>Analogous:</u> are those which lie on either side of any given colour. They are often found in nature and are harmonious and pleasing to the eye.</li> </ul> </li> </ul> <p><b>Reflection on Learning:</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Elements of Art posters</li> <li><input type="checkbox"/> Visual arts diary</li> <li><input type="checkbox"/> Lead pencil</li> <li><input type="checkbox"/> Black ball point pen/ felt tip pen</li> <li><input type="checkbox"/> Water colours/ texta/ pencil/ crayon</li> </ul> <div style="display: flex; flex-direction: column; align-items: center;">   </div> |

# Elements of Art

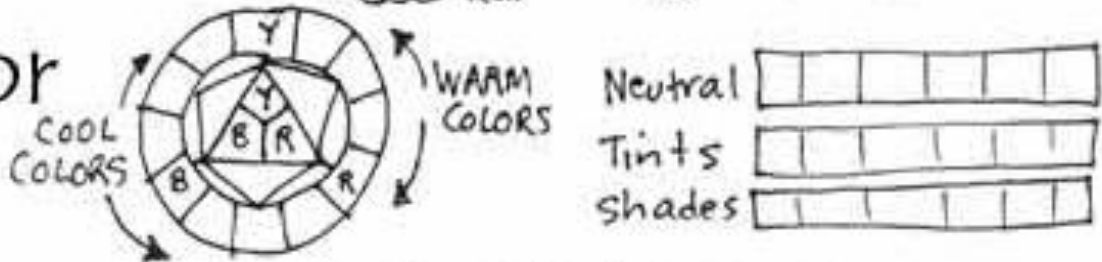
Line



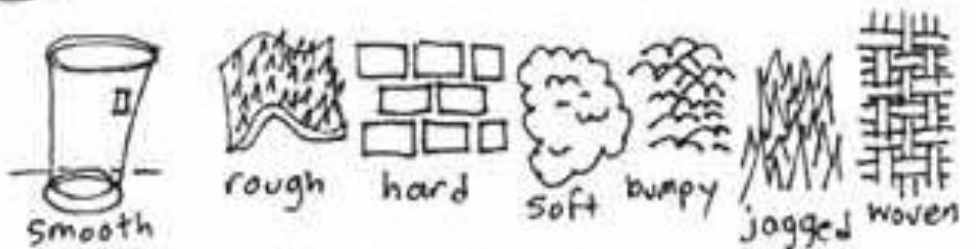
Shape & Form



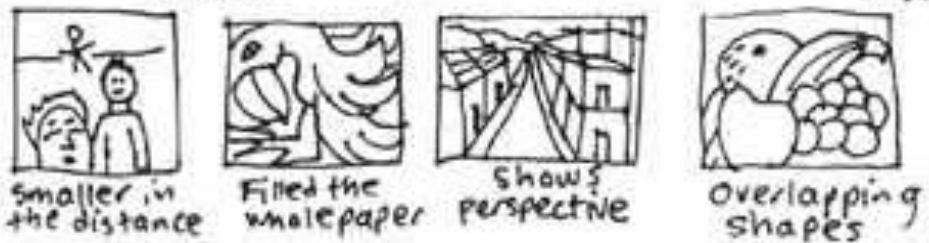
Color



Texture



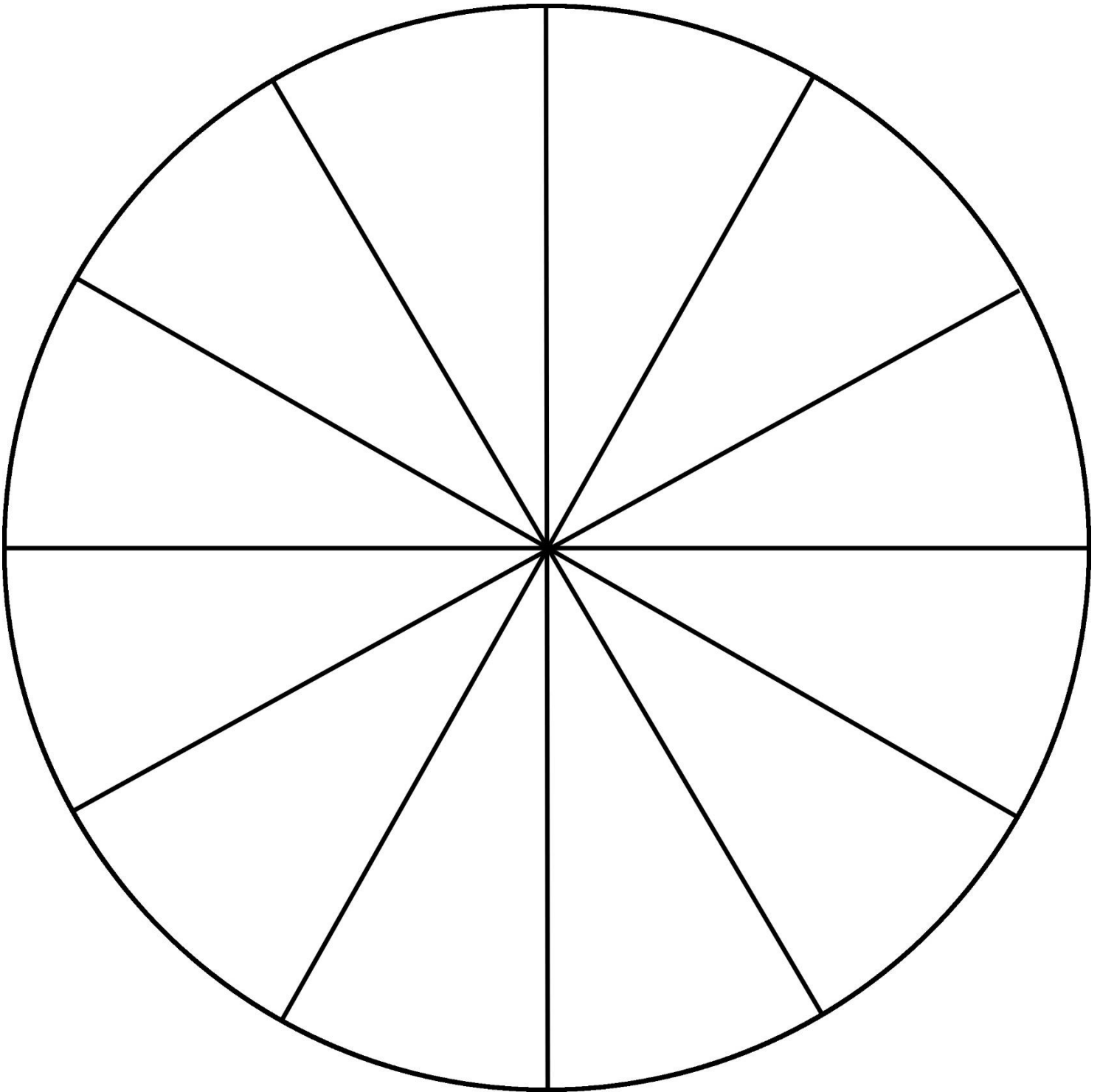
Space



Value



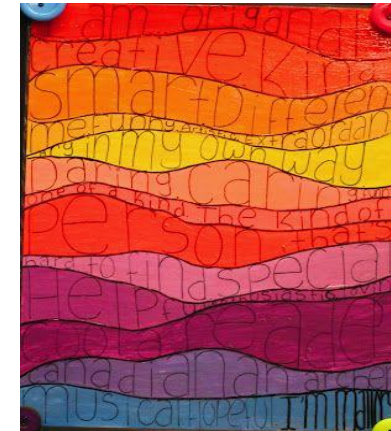
Colour Wheel:



# Year 6 Visual Arts Unit 2017


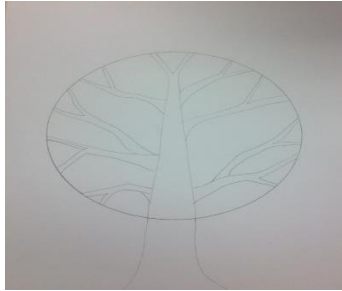
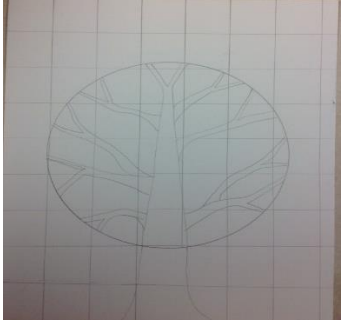
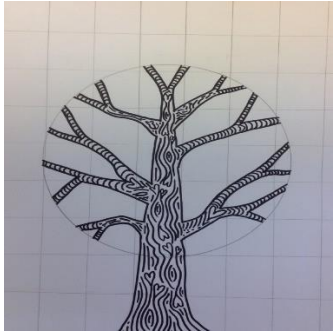



## Colour and Tone

| SESSION   | LEARNING EXPERIENCES   | RESOURCES   |
|---|--|---|
| <p><b>TWO:</b><br/>(Weeks 4-5)</p> <p><b>I Am Self Portraits</b></p> <p>VAS3.1<br/>VAS3.2<br/>VAS3.3<br/>VAS3.4</p> <p><b>KLA Links:</b><br/>English<br/>Mathematics<br/>Personal Development</p> | <p><b>Learning Intention:</b> <i>We are learning to use elements of line and colour theory to create art</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prior to session → take photographs of each student &amp; print in black and white ( ½ size of art paper being used)</li> <li><input type="checkbox"/> Revise the art elements of line and colour               <ul style="list-style-type: none"> <li><input type="checkbox"/> Smooth curved lines – draw eyes across the page &amp; give illusion of movement</li> <li><input type="checkbox"/> Colour choice – discuss the kind of colour effects students could experiment with -warm, cool, complimentary, repeating, rainbow, colours within the same family</li> </ul> </li> <li><input type="checkbox"/> Using a pencil, draw 8-12 curved lines across the art paper.</li> <li><input type="checkbox"/> Add desired colours to each section – allow mixing of colours to achieve different colour effects.</li> <li><input type="checkbox"/> Allow paint to dry.</li> <li><input type="checkbox"/> Cut out around the outside of their photographic portrait.</li> <li><input type="checkbox"/> Glue the photographic portrait to the art paper – shoulders at the base of the page.</li> <li><input type="checkbox"/> Use black permanent markers or textas to outline each section – being careful to still keep the smooth curved line.</li> <li><input type="checkbox"/> <b>Brainstorm</b> words that could be used to describe themselves – positive words beginning with <b>I am</b>. If students are having difficulties, invite others to make suggestions. Students need at least 25 adjectives/ nouns</li> <li><input type="checkbox"/> Add <b>I am descriptors</b> to each section around the outside of the portrait → use pencil first and then go over them in black permanent marker. Words should be the height of the wavy section, touching the top and bottom of the lines (emphasising space) → see image to the right. Students <u>should/ could</u> begin with their names <b>I am</b> <u>name</u></li> </ul> <p><b>Reflection on Learning:</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Elements of Art posters</li> <li><input type="checkbox"/> Art paper (either A3 or A4)</li> <li><input type="checkbox"/> Black permanent markers</li> <li><input type="checkbox"/> Photocopy image of students</li> <li><input type="checkbox"/> Camera</li> <li><input type="checkbox"/> Paint brushes</li> <li><input type="checkbox"/> Glue</li> <li><input type="checkbox"/> Lead pencil</li> <li><input type="checkbox"/> Assorted paint colours</li> </ul> |



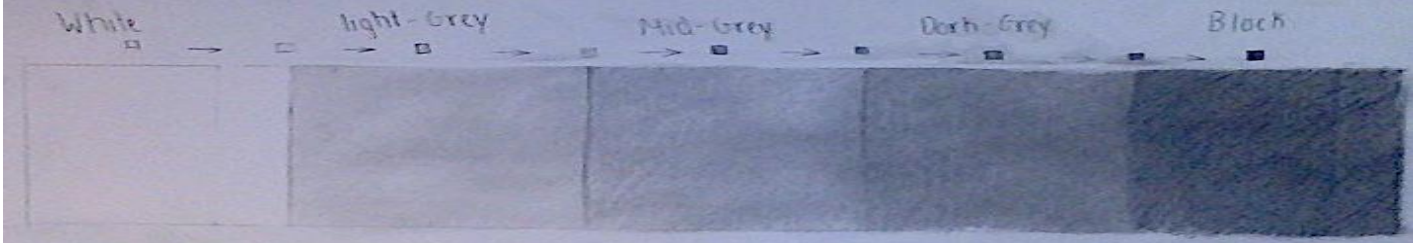
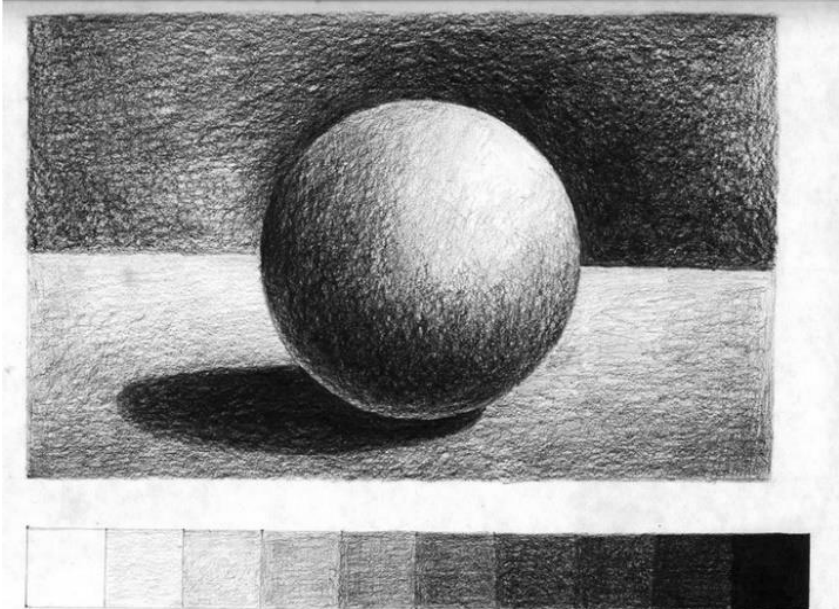
# Year 6 Visual Arts Unit 2017

## Colour and Tone

| SESSION  | LEARNING EXPERIENCES   | RESOURCES   |
|--|--|---|
| <p><b>THREE:</b><br/>(Weeks 6-7)</p> <p><b>Warm and Cool Trees</b></p> <p>VAS3.1<br/>VAS3.2<br/>VAS3.3<br/>VAS3.4</p> <p><b>KLA Links:</b><br/>Mathematics</p> | <p><b>Learning Intention:</b> <i>We are learning to use elements of line and colour theory to create art</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Revise elements of line and colour theory from previous session.</li> <li><input type="checkbox"/> Discuss the different colours that make warm and cool colours</li> <li><input type="checkbox"/> Students use knowledge to create '<b>Warm and Cool Trees</b>' artwork:</li> </ul> <div style="display: flex; justify-content: space-between;"> <div data-bbox="297 359 741 794"> <p><b>Step One:</b> draw a circle in the centre of the page using a compass</p>  </div> <div data-bbox="763 359 1229 794"> <p><b>Step Two:</b> draw a tree trunk and branches inside the circle. Extend the trunk down (outside) circle to the bottom of the page</p>  </div> <div data-bbox="1252 359 1695 794"> <p><b>Step Three:</b> use a ruler to draw grid lines horizontally and vertically (spacing about the width of a ruler)</p>  </div> </div> <div style="display: flex; justify-content: space-between;"> <div data-bbox="297 799 741 1235"> <p><b>Step Four:</b> use a black texta of sharpie to outline the tree trunk and branches and add detail</p>  </div> <div data-bbox="763 799 1229 1235"> <p><b>Step Five:</b> use warm colours to colour squares inside circle</p>  </div> <div data-bbox="1252 799 1695 1235"> <p><b>Step Six:</b> use cool colours to colour the remaining squares</p>  </div> </div> <p><input type="checkbox"/> <b>Optional:</b> use metallic or gel pens to add further details (see image in side panel)</p> <p><b>Reflection on Learning:</b></p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Elements of Art posters</li> <li><input type="checkbox"/> Visual art diary</li> <li><input type="checkbox"/> Lead pencil</li> <li><input type="checkbox"/> Ruler</li> <li><input type="checkbox"/> Compass</li> <li><input type="checkbox"/> A4 art paper</li> <li><input type="checkbox"/> Metallic pens</li> <li><input type="checkbox"/> Pencils, crayons, textas or oil pastels</li> </ul>  |

# Year 6 Visual Arts Unit 2017

## Colour and Tone

| SESSION  | LEARNING EXPERIENCES   | RESOURCES  |
|--|--|--|
| <p><b>FOUR:</b><br/>(Weeks 8-9)</p> <p><b>3D<br/>Perspective<br/>Sphere</b></p> <p>VAS3.1<br/>VAS3.2<br/>VAS3.3<br/>VAS3.4</p> | <p><b>Learning Intention:</b> <i>We are learning to experiment with tone and 3D form</i></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Explore and discuss element of art – <b>Value</b> (tone)</li><li><input type="checkbox"/> Guide students through creating a variety of tones using grey lead pencil.</li><li><input type="checkbox"/> Repeat process with charcoal and compare difference</li></ul>  <ul style="list-style-type: none"><li><input type="checkbox"/> Students then need to apply this technique to creating the appearance of a 3-dimensional sphere.<ul style="list-style-type: none"><li>o Draw a circle in the centre on an A4 page</li><li>o Add a horizontal perspective line</li><li>o Use the grey tonal scale to begin adding 3D perspective (like image below).</li><li>o Give students the option to use pencil or charcoal to develop their artwork</li><li>o Use you tube clip to assist: <a href="https://m.youtube.com/watch?v=AVCFsmU4rS8">https://m.youtube.com/watch?v=AVCFsmU4rS8</a></li></ul></li></ul> <p><b>Reflection on Learning:</b></p>  | <ul style="list-style-type: none"><li><input type="checkbox"/> Elements of Art posters</li><li><input type="checkbox"/> Lead pencil or charcoal</li><li><input type="checkbox"/> A4 paper or ½ A4 paper</li><li><input type="checkbox"/> Ruler</li></ul> |