Year 6 Visual Arts Unit 2017
Colour and Tone

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**OUTCOMES**

**Making:**
VAS3.1 – investigates subject matter in an attempt to represent likenesses of things in the world
VAS3.2 - makes artworks for different audiences, assembling materials in a variety of ways

**Appreciating:**
VAS3.3 – acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks
VAS3.4 – communicates about the ways in which subject matter is represented in artworks

**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.

**Learning Experience Overview:**

1. **Elements of Art**
   - Examine and discuss colour theory → explore primary, secondary, tertiary, warm, cool, tints, shades, neutrals, analogous and complimentary colours
   - Explore elements of line → curved, wavy, straight, dashed, thick, thin, jagged, spiral
   - Experiment with shape (2D) → organic and geometric
   - Investigate texture → soft, bumpy, woven, soft, rough
   - Discuss value → range of light to dark
   - Discuss form (3D)
   - View space → positive vs. negative, zoomedia, overlapping shapes, perspective

2. **I Am Self Portraits**
   - Experiment with elements of art → line, space, colour theory

3. **Warm and Cool Trees**
   - Experiment with elements of art → colour theory (warm and cool colours), line, shape, texture

4. **3D Perspective Sphere**
   - Experiment with elements of art → 3D form, value, line, space

**SUBJECT MATTER**

- **People**
- **Other Living Things**
- **Objects**
- **Places & Spaces**
- **Events**

**FORMS**

- **Drawing**
- **Painting & Colouring**
- **Sculpture & 3D Form**
- **Printing & Making**
- **Photography**
- **Ceramics & Fibre**

**PROCESSES**

- **Make**
- **Construct**
- **Design**
- **Appreciate**
- **Investigate**
- **Reflect**
- **Analyse**
- **Interpret**

**Unit Resources:**

- Art paper (either A4 or A3)
- Pens – ball point or felt tip
- Textas, crayons, pencils
- Water colour
- Metallic pens
- Ruler
- Lead pencil
- Circular shape (tracing)
- Compass

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| **ONE:** (Weeks 1-3) | **Learning Intention:** We are learning about the elements of art  
- Introduce the term *Elements of Art* and ask students what they know about it.  
- 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.  
- Make a mind-map of the elements:  
  - Line  
  - Shape (2D)  
  - Form (3D)  
  - Colour  
  - Value  
  - Texture  
  - Space  
  - Centre Circle (write in a circular motion)  
  - Colour Theory - 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.  
  - Segments: use water colour/ textas/ crayons/ pencils to indicate colours → use the following sequence:  
    - Primary Colours: yellow, red, blue (colours that cannot be made by mixing any other colour together)  
    - Secondary Colours: orange, green, purple (Combinations of two primary colours mixed together)  
    - Tertiary Colours: red/orange, yellow/orange, green/yellow, blue/green, purple/blue, red/purple (combinations of one primary and one secondary colour mixed together)  
    - NB: around outside of colour write some key details → name of colour, segment type (p, s or t), warm or cool colour, colour mix  
  - Experiment with *Warm, Cool, Complementary* and *Analogous* colour schemes  
    - Complementary: are those which are directly opposite each other on the colour wheel.  
    - Analogous: 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.  

Reflection on Learning: |   |   |

Created by Alice Vigors © 2017
Elements of Art

Line

Shape & Form

Color

Texture

Space

Value

Created by Alice Vigors © 2017
Colour Wheel:
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<tr>
<td><strong>Learning Intention:</strong> We are learning to use elements of line and colour theory to create art.</td>
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<tr>
<td>□ Prior to session → take photographs of each student &amp; print in black and white (½ size of art paper being used)</td>
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<tr>
<td>□ Revise the art elements of line and colour</td>
<td></td>
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<td>o Smooth curved lines – draw eyes across the page &amp; give illusion of movement</td>
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<tr>
<td>o Colour choice – discuss the kind of colour effects students could experiment with -warm, cool, complimentary, repeating, rainbow, colours within the same family</td>
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<tr>
<td>□ Using a pencil, draw 8-12 curved lines across the art paper.</td>
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<tr>
<td>□ Add desired colours to each section – allow mixing of colours to achieve different colour effects.</td>
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<tr>
<td>□ Allow paint to dry.</td>
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<td>□ Cut out around the outside of their photographic portrait.</td>
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<td></td>
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<tr>
<td>□ Glue the photographic portrait to the art paper – shoulders at the base of the page.</td>
<td></td>
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<tr>
<td>□ Use black permanent markers or textas to outline each section – being careful to still keep the smooth curved line.</td>
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<tr>
<td>□ <strong>Brainstorm</strong> words that could be used to describe themselves – positive words beginning with <em>I am</em>. If students are having difficulties, invite others to make suggestions. Students need at least 25 adjectives/ nouns.</td>
<td></td>
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<tr>
<td>□ Add <strong>I am descriptors</strong> 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 should/ could begin with their names <em>I am ___ name ___</em>.</td>
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**Reflection on Learning:**

- Elements of Art posters
- Art paper (either A3 or A4)
- Black permanent markers
- Photocopy image of students
- Camera
- Paint brushes
- Glue
- Lead pencil
- Assorted paint colours
### Session

**THREE:** (Weeks 6-7)

**Warm and Cool Trees**

**VAS3.1**
**VAS3.2**
**VAS3.3**
**VAS3.4**

**KLA Links:** Mathematics

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#### LEARNING EXPERIENCES

**Learning Intention:** We are learning to use elements of line and colour theory to create art

- Revise elements of line and colour theory from previous session.
- Discuss the different colours that make warm and cool colours.
- Students use knowledge to create 'Warm and Cool Trees' artwork:

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<th>Step Two:</th>
<th>Step Three:</th>
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<tr>
<td>draw a circle in the centre of the page using a compass</td>
<td>draw a tree trunk and branches inside the circle. Extend the trunk down (outside) circle to the bottom of the page</td>
<td>use a ruler to draw grid lines horizontally and vertically (spacing about the width of a ruler)</td>
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</tbody>
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<th>Step Four:</th>
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<tbody>
<tr>
<td>use a black texta of sharpie to outline the tree trunk and branches and add detail</td>
<td>use warm colours to colour squares inside circle</td>
<td>use cool colours to colour the remaining squares</td>
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- Optional: use metallic or gel pens to add further details (see image in side panel)

**Reflection on Learning:**

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#### RESOURCES

- Elements of Art posters
- Visual art diary
- Lead pencil
- Ruler
- Compass
- A4 art paper
- Metallic pens
- Pencils, crayons, textas or oil pastels

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| **FOUR: (Weeks 8-9)** | **3D Perspective Sphere** | □ Elements of Art posters  
VAS3.1  
VAS3.2  
VAS3.3  
VAS3.4  
□ Lead pencil or charcoal  
□ A4 paper or ½ A4 paper  
□ Ruler |

**Learning Intention:** We are learning to experiment with tone and 3D form

- [ ] Explore and discuss element of art – **Value** (tone)
- [ ] Guide students through creating a variety of tones using grey lead pencil.
- [ ] Repeat process with charcoal and compare difference

Students then need to apply this technique to creating the appearance of a 3-dimensional sphere.

- [ ] Draw a circle in the centre on an A4 page
- [ ] Add a horizontal perspective line
- [ ] Use the grey tonal scale to begin adding 3D perspective (like image below).
- [ ] Give students the option to use pencil or charcoal to develop their artwork
- [ ] Use you tube clip to assist: [https://m.youtube.com/watch?v=AVCFSmU4rS8](https://m.youtube.com/watch?v=AVCFSmU4rS8)

**Reflection on Learning:**