

## Year 7 Art– Landscape Les Fauves

<b>Intent</b>	<p><b>Wider Learning:</b> Students will produce an A3 painting of a Landscape influenced by the Fauves. They will be introduced to the Landscape genre and discuss and examine composition and perspective. They will then produce a photography exercise in order to develop a composition for their final piece. Students will be introduced to using paint and mixing and blending colour before developing a specific technique to use within their work.</p>	<p><b>Prior learning:</b> Students have previously learnt about Portraits and Still Life. They have used the mediums of oil pastels and Ink printing, so this will introduce them to using mixed mediums of paint and oil pastels.</p>	<p><b>Key vocab:</b> 1. Landscape 2. Les Fauves 3. Foreground 4. Middle ground 5. Background 6. Depth 7. Perspective 8. Composition 9. Mix 10. Blend</p>	<p>11. Primary 12. Secondary 13. Tertiary 14. Tint 15. Complementary 16. Stylise 17. Highlight 18. Shadow 19. Tone</p>
	<p><b>The big questions</b></p> <div style="display: flex; justify-content: space-between;"> <div> <p>1. What is Fauvism?</p> <p>2. What makes an effective landscape composition?</p> <p>3. How can we create a sense of depth in a painting?</p> <p>4. What are complimentary colours?</p> </div> <div> <p>5. How do we create perspective in a painting?</p> <p>6. How can we apply effective shadow, highlight and tone?</p> </div> </div>			

Implement	<p><b>Order of learning</b></p> <p><b>1. Introduction to Landscape.</b> Students will be introduced to variety of Landscape images from a range of points in history. They will be introduced to a variety of approaches to the subject matter and discuss and analyse these through the use of a PowerPoint presentation from the class teacher. Students will then focus on composition, viewpoint, foreground, middle ground background and perspective. <b>Starter.</b> Students will be introduced to the genre of Landscape painting. They will discuss and examine what a Landscape is and analyse a variety of different approaches to Landscape from Art history. Students will discuss composition and perspective within the images and how the artists have achieved depth within their work. <b>Main.</b> Students will work in groups and use their Chromebook to take some photographs within the school grounds. Students will focus on selecting some good compositions and some bad compositions from their surroundings. Students should be taken to an area of the school that will not distract other lessons and that enable the students to all be a close distance to the class teacher. <b>Plenary.</b> The class teacher will show some of the photographs on the interactive board and discuss the good and bad compositions with the class. Focusing on why they are good or bad examples and how they could be changed. (The class teacher may wish to create compositions through sketching around the collage or downloading images from the internet if they do not wish to complete the photography task.)</p> <p><b>2-3. Introduction to Paint</b> Introduction to paint. Students will complete a series of exercises aimed to develop their control and understanding of the media. Students will then start to examine colour and experiment with mixing and blending the paints to create different colours, tones and tints. <b>Starter.</b> Students will have a brief introduction to paint and what it is and how it works. They will then be given a short task to demonstrate control of the media. Students should draw 3, 3cm x 3cm squares in their sketchbook. And label these 'Primary'. They should then paint a primary colour in each square focusing on controlling the amount of paint they use in order to create a flat, bold surface of colour. Students will then repeat the task for both secondary and tertiary colours, labelling how they have mixed these. Students should be focusing on control and colour. They should be encouraged to use a small amount of paint and the tip of the brush with no water in order to create the desired surface. <b>Main.</b> Students will now move onto creating tints using black and white and also creating different tones of colours. Eg. creating a variety of greens using different amounts of blue and yellow. Students should continue to label how they have created their colours/tones/tints. <b>Plenary.</b> Students will now try to create a colour gradient. Starting with one colour, eg. red, and then moving through the oranges into yellow. They will blend the colours so that it appears to be a seamless change from red to orange to yellow. Show and discuss good examples. Students to write a comment in their books on one thing they have done well and one thing they should improve.</p> <p><b>4. Introduction to Fauvism</b> Introduction to Fauvism. Students will be introduced to the Fauves Landscape paintings through a teacher led PowerPoint presentation. They will then practice the technique that they will be using with their own practical work. <b>Starter.</b> Teacher led PowerPoint presentation on the Les Fauves. Students will examine and discuss the main stylistic and contextual elements of the movement. Students will focus on the various techniques used by the artists and discuss their use of colour and brushwork. <b>Main.</b> Teacher demonstration on painting in a Fauve style. There is also a PowerPoint demonstration showing the technique that they will be using. Students will then experiment with this technique in their sketchbooks. They should draw out a light outline of a tree and then attempt to paint this in the style of the Fauves. <b>Plenary.</b> Students should swap work and write a target for each other on how they can improve their technique. Eg. use less paint or use a wider variety of tones. Students will then spend the last 5 minutes of the lesson working on this target to improve their work.</p> <p><b>5-7. Final Piece</b> Student will start their A3 Landscape painting. Students will use their photography as inspiration for their composition. They will draw out their Landscape and adapt this to enhance the overall composition on the A3 paper. Students will then start to paint their work in the style of the Fauves. They will continue to paint their work in the following lessons under the guidance of the class teacher. <b>Starter.</b> Using their photographs taken, students will draw out their composition onto their A3 sheets of paper. Students should then lightly write on the colours that they will use in the major areas in order to plan ahead for the progress of the painting. Eg. they might put a small B on an area that will be mainly blue. Students should be encouraged to plan colours carefully. An example of the Fauves work is available on PowerPoint for them to refer to during this process. <b>Main.</b> Students will then start to paint the largest area of their painting. The technique should be recapped by the class teacher or the technique can be shown on the PowerPoint film. Students should focus on using the correct amount of paint and careful brushwork. Students will continue to develop the painting each lesson, guided by the class teacher. The painting should develop systematically usually working with the largest areas first. <b>Plenary.</b> The department models for self and peer assessment should be used for target setting throughout the practical lessons along with teacher use of the green stamp to set specific targets.</p>	<p><b>Scaffold:</b></p> <p>Student examples of work</p> <p>Teacher Demos</p> <p>Colour theory wheels</p> <p>Subject terminology used and displayed.</p> <p><b>Stretch:</b></p> <p>Students to consider the meaning and depth within their composition.</p> <p>Students to photograph a more complex landscape.</p> <p>Students to blend a range of colour tones.</p> <p>Students use their contextual work to influence their own work.</p>
-----------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p><b>8. Final piece.</b> Oil pastel. Students will have finished painting their Landscapes and will now use oil pastel to enhance their work. Student will use the pastels to add subtle tones detail to their paintings. <b>Starter.</b> Using the examples on the PowerPoint students will examine the finer details within the Fauve Landscapes. The class teacher will then demonstrate how to add and build subtle detail using the oil pastels. This should focus on crating detail, highlights, shadows and using complimentary colours to enhance the overall appearance and depth of the colours within the painting. <b>Main.</b> Students will use the oil pastels to enhance their work. They only need one lesson on this and should focus on using them sparingly to create a subtle effect. <b>Plenary.</b> Show and discuss finished examples of students work. Students work will then be marked with department grading criteria.</p>	
Impact	<p><b>Assessment</b> <b>Peer Assessment</b> Students will complete peer assessment through the department standard assessment tasks. They will write personal targets for each other as their work progresses and comment on each other's work during set tasks, starter and plenary sessions. <b>Self-assessment</b> Students will assess their own work through standard department tasks. They will comment on their own work as it progresses and give themselves improvement targets to work to. At the end of each project, they will fill in a self-assessment form and review their performance during the project. <b>Teacher Assessment, formative</b> Students class work will be marked as it progresses in line with the school policy for marking. This will consist of praise for work completed well and specific targets for improvement. They will also have individual help and target setting from teachers during the lessons. <b>Teacher Assessment, summative</b> Students work will be given a final mark by the class teacher at the end of the project and the marks placed in the database. <b>Homework</b> Students should work from the standard department contextual research tasks, producing an A3 contextual research page, focussing on Les Fauves.</p>	<p><b>Feedback</b></p> <p>Students receive verbal and written feedback in lessons.</p> <p>Students also receive peer feedback to help target setting for the following lessons.</p>
	Where will this be revisited?	

### KS3 National Curriculum

- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
- To use a range of techniques and media, including painting
- To increase their proficiency in the handling of different materials
- To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day

### GCSE

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.

AO2: Refine work by exploring ideas, selecting, and experimenting with appropriate media, materials, techniques, and processes.

AO3: Record ideas, observations, and insights relevant to intentions as work progresses.