



Scheme of Learning	Identity - Everyday Objects- Creative Landscape Y7
Learning outcomes	<p>Final Outcome Students will design and paint a landscape composition using everyday objects, inspired by the artist Friedensreich Hundertwasser.</p> <p>Subject Content Knowledge & Understanding of:</p> <ul style="list-style-type: none"> • Observational Drawing: Identifying shapes, proportions, and scale. • Landscape Genre: Understanding and applying the concepts of foreground, middle ground, and background. • Colour Theory: Exploring the colour wheel, including primary, secondary, and tertiary colours, as well as tints, tones, and complementary/harmonious colour schemes. • Painting Techniques: Developing skills in mark-making, brush control, and consistent paint application. <p>Skill set Students will learn to:</p> <ul style="list-style-type: none"> • Combine objects imaginatively to construct an illustrative narrative. • Analyse an artist's work using the Reading Images Framework. • Use measuring techniques to draw objects in accurate proportion. • Mix secondary and tertiary colours, including brown. • Control brushwork and manage paint consistency effectively.
Key Question	<p>Key questions</p> <ul style="list-style-type: none"> • Why do we use objects to represent identity? • Why is the measuring method important for drawing correct proportions? • How do you mix colours to obtain secondary and tertiary colours? How do you create brown? • How do you create a composition in the style of Friedensreich Hundertwasser?
Knowledge	<p>Key Concepts & Skills Development</p> <ul style="list-style-type: none"> • Observational Drawing: Emphasis on line, shape, proportion, curve, edges, ellipses, angles, and accuracy. • Colour Theory: Exploring colour mixing for depth and symbolism. • Artist Analysis: Investigating subject matter, genre, shapes, lines, and patterns. • Landscape Composition: Creating depth using foreground, middle ground, and background. • Painting Techniques: Focus on mark-making, layering, and consistent paint application. • Artist's Intent: Understanding Hundertwasser's use of organic forms, vibrant colours, and symbolic patterns. <p>Terminology</p> <ul style="list-style-type: none"> • Annotation • Reading Images Framework • Foreground / Middle Ground / Background



	<ul style="list-style-type: none"> • Tertiary Colours • Composition • Symbolism
Ongoing Assessment	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Peer and group feedback using whiteboards • INT (I Need To) self-assessment responding to teacher feedback • In-class visual checks and verbal questioning <p>Key Misconceptions</p> <ul style="list-style-type: none"> • Confusion in colour mixing (e.g., creating brown or muted tones) • Inconsistent paint application • Difficulty representing 3D forms (especially ellipses) • Struggles with scaling and proportion in drawings <p>Homework</p> <ul style="list-style-type: none"> • Extended Learning Activities (ELA): Building on class learning • Flipped Classroom Tasks: Previewing concepts or practicing techniques at home • Homework supports progression toward the final outcome
Clear sequencing of content	<p>Rationale</p> <p>This unit encourages students to reflect on identity through the symbolic use of everyday objects, learning to represent them in imaginative landscapes. By drawing and painting in the style of Hundertwasser, students deepen their technical and conceptual understanding of composition, colour theory, and artistic narrative.</p>
Links to Careers	<p>Career</p> <ul style="list-style-type: none"> • Illustrator • Artist • Designer • Architect
Diversity and Inclusion	<p>Friedensreich Hundertwasser, who identified as "half-Jewish," infused personal, political, and environmental themes into his work. Students will explore his background and how identity and belief shaped his visual style.</p>
Intervention support	<ul style="list-style-type: none"> • Demonstrations • Worked Examples • Micro-teaching sessions • Lunch catch-up clubs • Research tasks on Hundertwasser's life and cultural heritage



Challenge

“Symbolic Self-Portrait Landscape”

Challenge students to incorporate at least three personal or culturally significant objects into their landscape that reflect aspects of their identity. They must justify their choices in a short artist’s statement, connecting personal meaning with Hundertwasser’s visual language.

Extension prompts:

- How does colour reflect mood or identity?
- Can pattern or repetition represent a personal belief or experience?
- What story does your landscape tell?