

Year1/2 Art – Collage Plan

Exploring and Developing Ideas		Evaluating and Developing Work			
<ul style="list-style-type: none"> Record and explore ideas from first hand observations. Ask and answer questions about the starting points for their work. Develop their ideas – try things out, change their minds. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. 		<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work. 			
Drawing					
<ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. Control the types of marks made with the range of media. 		Lines and Marks <ul style="list-style-type: none"> Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. 	Form and Shape <ul style="list-style-type: none"> Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes. 	Tone <ul style="list-style-type: none"> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. 	Texture <ul style="list-style-type: none"> Investigate textures by describing, naming, rubbing, copying.
Digital Media	Painting	Printing	Textiles	3-D	Collage
<ul style="list-style-type: none"> Explore ideas using digital sources i.e. internet, CD-ROMs. Record visual information using digital cameras, video recorders. Use a simple graphics package to create images and effects with: <ul style="list-style-type: none"> – lines by changing the size of brushes in response to ideas; – shapes using eraser, shape and fill tools; and – colours and texture using simple filters to manipulate and create images. Use basic selection and cropping tools. 	<ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. <p style="background-color: #f4a460;">Colour</p> <ul style="list-style-type: none"> Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. <p style="background-color: #f4a460;">Texture</p> <ul style="list-style-type: none"> Create textured paint by adding sand, plaster. 	<ul style="list-style-type: none"> Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono – printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern in the environment. Create simple printing blocks with press print. Design more repetitive patterns. <p style="background-color: #f4a460;">Colour</p> <ul style="list-style-type: none"> Experiment with overprinting motifs and colour. <p style="background-color: #f4a460;">Texture</p> <ul style="list-style-type: none"> Make rubbings to collect textures and patterns. 	<ul style="list-style-type: none"> Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. Cut and shape fabric using scissors/snips. Apply shapes with glue or by stitching. Apply decoration using beads, buttons, feathers etc. Create cords and plaits for decoration. <p style="background-color: #f4a460;">Colour</p> <ul style="list-style-type: none"> Apply colour with printing, dipping, fabric crayons. Create and use dyes i.e. onion skins, tea, coffee. <p style="background-color: #f4a460;">Texture</p> <ul style="list-style-type: none"> Create fabrics by weaving materials i.e. grass through twigs. 	<ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose, e.g. pot, tile. Understand the safety and basic care of materials and tools. <p style="background-color: #f4a460;">Form</p> <ul style="list-style-type: none"> Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form. <p style="background-color: #f4a460;">Texture</p> <ul style="list-style-type: none"> Change the surface of a malleable material e.g. build a textured tile. 	<ul style="list-style-type: none"> Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Arrange and glue materials to different backgrounds. Sort and group materials for different purposes e.g. colour texture. Fold, crumple, tear and overlap papers. Work on different scales. <p style="background-color: #f4a460;">Colour</p> <ul style="list-style-type: none"> Collect, sort, name match colours appropriate for an image. <p style="background-color: #f4a460;">Shape</p> <ul style="list-style-type: none"> Create and arrange shapes appropriately. <p style="background-color: #f4a460;">Texture</p> <ul style="list-style-type: none"> Create, select and use textured paper for an image.
Advised curriculum coverage maximum three media per year					

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Display/Resources ideas:

Consider what resources could be brought into the classroom and what display work could be completed either before/during or after topic is taught:

Resources Needed

- Lesson 1 Coloured papers, wrapping papers, newsprint, scissors, glue, paper for background
- Lesson 2 Pre-cut strips of paper 5cm wide(selection of papers/colours), A5 backing card (black/white), scissors, glue, thin (5mm) strips for tassels & hole punch.
- Lesson 3 Strips of paper (pre-cut) - different lengths/widths, various colours and types of paper. A larger piece of card (A4/A3) as a support, scissors, glue.
- Lesson 4 Any suitable materials that can either be collected/gathered from the local environment or found within the 'household'. The 'backing' can be natural (ie. the ground !) or paper/card/hessian etc. Scissors, glue, string, tape etc. as necessary
- Lesson 5 Various coloured papers, A4/A3 card support, scissors, glue. Visual references

Session 1	Key Objective from skills listed above	Possible Activities including use of Computing and other technologies,	Outcomes/Evidence of what they have learnt (Where will this be found? Will it be in a book? Topic book? Display? Photographic evidence?)	Possible extension into homework if appropriate to enhance and deepen learning
	<ul style="list-style-type: none"> ▪ Arrange and glue materials to different backgrounds. ▪ Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. ▪ Sort and group materials for different purposes e.g. 	<p>Collage 1 - Working With Paper Activity - Cutting And Tearing Paper To Use To Make Collage Focus - Colour And Shape</p> <p>Choose a theme eg a face, pieces of fruit, flowers etc Collect together different types and colours of papers that would be suitable to make the collage with. Try to use a variety of different types of papers with textures and small patterns as well as plain. Try this on paper with text - newsprint, which can look really effective or sheet music paper. Experiment with a colour. With different papers of one colour, pupils cut and tear paper pieces and then try to arrange them to make a shape eg an apple or head shape for a face. Arrange the pieces of paper close together and overlap them. Once the paper pieces are in place and look effective then glue them down. Now look at other parts that you could add to the picture. If, for instance you were working with fruit then make some other pieces of fruit that could be added to the composition using other colours, or look at the features of the face.</p>	<p>Children will be able to put their collage piece on display.</p>	

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	colour texture.			
2	<ul style="list-style-type: none"> ▪ Fold, crumple, tear and overlap papers. 	<p>Collage 2 - folding and cutting strips Activity - folding strips of coloured paper and cutting repeating patterns Focus - shape and pattern</p> <p>Demonstrate how to carefully fold the paper in half, end to end. Fold it again so that the strip has been folded into quarters. Show how to cut simple shapes from the edges of the folded strip - triangles, semi-circles etc. Open the strip out to show the resulting patterns. Talk about the same shapes appearing at different places along the strip - repeats. Why has this happened?</p> <p>The children should choose a coloured strip and do the same. They repeat the process until they have enough cut/patterned strips to cover an A5 piece of card. They can choose whether to set their strips across the width (portrait) or along the length (landscape). The backing card should show through the cut parts adding to the overall design. Once happy with their arrangement the children should glue the strips down. Any overlaps at the edges can be trimmed.</p> <p>What does the piece remind them of? Wallpaper, wrapping paper, a carpet - a magic carpet? If the latter is suggested then the ends of the piece can be hole-punched and thin strips can be knotted in to represent tassels.</p>	Children will be able to put their collage on display.	
3	<ul style="list-style-type: none"> ▪ Create and arrange shapes appropriately. 	<p>Collage 3 - twisting, curling, folding, coiling paper Activity - investigating & exploring ways of manipulating paper Focus - shape, pattern, texture</p>	Children will be able to put their collage piece on display.	

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		<p>Talk about the different ways in which the shape of the paper can be changed. Pass a strip of paper around and invite succeeding children to alter it in a different way. If a specific technique does not feature then demonstrate it (fold - zig zag, coil, twist etc.) Show how to curl a strip of paper using a ruler on the table (a safer way is to lay a strip flat on the table, press a pencil onto it about 2cm from the end and then pull it through). Show how to coil a strip around a pencil. Show how to concertina-fold a strip of paper.</p> <p>Encourage the children to dry assemble a collection of altered strips onto their piece of card. They can create a pattern or a pictorial representation. Other supports could be used, ie. paper plates, shapes other than rectangles/squares. Show that strips can be placed in a variety of ways, flat, on edge, with just one area fixed down etc.</p> <p>Once the child is happy with their design then they can glue it down.</p>		
4	<ul style="list-style-type: none"> ▪ Collect, sort, name match colours appropriate for an image. 	<p>Collage 4 - using 'found' materials Activity - creating a collage design using natural/man-made materials either on paper/card or in the environment Focus - shape, pattern, texture</p> <p>They should be encouraged to 'dry' assemble the piece - that is, without fixing anything down. This allows for changes of mind, alterations of position etc.</p> <p>If this activity is taking place indoors the children may need to be shown techniques suitable for attaching specific materials to the chosen backing. PVA glue will attach most things although time should be allowed for it to dry sufficiently to hold.</p> <p>String/thread is an alternative that could add texture/interest to piece.</p>	<p>Children will be able to put their collage on display.</p>	<p>Asking the children to bring materials in from home. A collection of objects other than commercial items could encourage more investigative/imaginative art - a jar of buttons, a collection of corks, cotton reels etc.</p>

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		<p>If this activity is taking place outdoors, do the pieces need to be fixed? A photograph could be taken as a record of the piece and be mounted and displayed. If possible a series of photos could be taken to show the progression of the piece.</p>		
5	<ul style="list-style-type: none"> ▪ Create and arrange shapes appropriately. ▪ Create, select and use textured paper for an image 	<p>Collage 5 - abstract representation Activity - exploring & investigating shape and colour Focus - shape, colour</p> <p>Show the children visual references from the artist Matisse.</p>  <p>Talk about the shapes, colours etc. How do they think the artist made the piece of artwork? Show the children how to shape the paper by turning it as they cut. The children will choose an animal to represent. Encourage them not to try and cut out the outline shape of their chosen creature but instead to depict it using simple shapes. Talk about Matisse representing a snail purely by arranging the cut paper in a spiral. How would they use shape and colour to depict a giraffe? a snake ?</p> <p>They should be encouraged to try and assemble cut shapes into a design that represents their chosen creature. They can alter, adapt and rearrange the pieces as appropriate before sticking them into position.</p> <p>Less able children could copy the work of Matisse, but personalise it by altering the size and colour of individual pieces.</p>	<p>Children will be able to put their collage piece on display.</p>	