

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design – Year: KS1 - Year A – Spring

Collage/ Colour/ Texture

Artists – **Henri Matisse** – (31.12.1869 -3.11.1954)

Pablo Picasso - (25.10.1881 – 8.4.1973)

Eric Carle **illustrator** (25.6.1929 -23.5.2021)

NC/PoS:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject content - Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Prior Learning (what pupils already know and can do)

Have knowledge of collage techniques- cutting and sticking. Used sense of touch to feel and explore different textures in art, of handling and feeling different kinds of collage materials like paper, fabrics, card, etc

End Points (what pupils MUST know and remember)

Know that collage is - from the French meaning "to glue

Know that texture is how a surface looks or feels and learn how to use pencils skills to recreate it.

Know Matisse made collage art as well as other genres of art in his lifetime.

Use tearing and cutting to collage a spiral inspired by The Snail

Learn how to make a rubbing of surface textures

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Learn about the art style of illustrator Eric Carle
Learn 'impasto technique' and how to apply paint to a surface with a spreader.
Make own papers in shades and tones of textured acrylic paint to use in collage activity.
Create a collage inspired by Matisse Art Les Legumes using, cutting, tearing and gluing skills.

Key Vocabulary to teach each session; Written In bold at the beginning of each session

Session 1: Collage- French meaning "to glue," foil, tissue, fabric, Henri Matisse, Pablo Picasso, cutting, tearing, The Snail, spiral, neutrals- colour palette, overlap, observational drawing, concentric circles, squares within squares, graphite sticks (Lyra)

Collage - from the French meaning "to glue," is the technique of composing artwork by gluing or combining a range of materials.

What can a collage be made from? Generate a list from the children of possible collage materials card, foil, tissue, fabric, paper, newspaper etc.

Learn that Henri Matisse, used cut outs and collage techniques in his later life due to restricted movement.

Learn that Pablo Picasso was one of the first collage artists.

Learn that great artists produce art in more than one way.

Practice cutting and tearing activities, in sketchbooks.

From The Snail as a starting point complete one torn paper spiral collage and one cut paper collage spiral. Use colour for 1 and neutrals for the other. Make all the pieces of collage paper overlap or touch to make the spiral and ensure they are stuck down well.

Use sketchbooks for drawing exercises A & B (SEE OVERVIEW) to improve observational skills and recording accuracy. Complete simple drawing exercises to focus with line & shape (Lines- varying pressure to make dark and light lines. Spirals, concentric circles, squares within squares.) Use pens and graphite sticks.

Carry out sketchbook warmups in 3 of the 5 sessions

<https://www.youtube.com/watch?v=kRkdY8VQx1c>

<https://www.tate.org.uk/kids/explore/kids-view/meet-matisse>

Session 2 Texture, rough, uneven, coarse, rubbing, capture/collect.

What is texture? Can they describe texture? Generate words.

Can they draw textures with pencils? How do you draw rough or soft and fluffy?

Complete sketchbook investigations to draw how texture looks and feels. ex bark or fur. Learn how to make a rubbing and capture a texture. Collect rubbings of textures for sketchbooks

Session 3: Eric Carle Illustrator- illustrator, Les Legumes, Impasto technique, shades and tones of colour, palettes, printing rollers, backgrounds.

Introduce Eric Carle Illustrator/Artist. Notice and describe texture evident in artists' work.

Reference to Matisse, Les Legumes, (session 5)

Learn impasto technique to make textured collage papers for next week to make healthy fun food. Decide what colours of paper are needed to make cut out healthy food.

Apply small amounts of acrylic with a glue spreader.

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Experiment with the spreader to scrap lines in the paint and with colour mixing to obtain shades and tones of colour. Use cardboard palettes (no washing up!) Work together on large paper. Challenge to create a multitude of shades and tones on 1 piece of paper. Make a supply for the class.

Use rollers to make collaborative textured backgrounds with patchy coverage in pale colours for next time.

Session 4: **Overlay, overlap, layer-up**

Use made textured collage papers to create fun healthy burgers/kebabs/fruit salad etc/ Cut or tear the paper. Glue securely with glue sticks. Overlay papers to add seeds or the inside colour of fruit. Work collaboratively to make large art.

Make a mini food collage in sketchbooks or a sample collection of the made papers.

Session 5:

From Matisse's Les Legumes as inspiration make a cut out collage of vegetable shapes. Children can work in pairs or groups.

Evaluate work and annotate sketchbooks. Annotate sketchbooks- date, names of media used.

Future learning this content supports:

Using acrylic paint – mixing shades and tones- Collage techniques in Wildflower meadow. Links to Land Art collage activities and to spiral and concentric circular shape of this art form.