

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design – Year: LKS 2 - Year B – Autumn

Collage - Surface Texture

Gustav Klimt 14.7.1862 – 6.2.1918 Art Nouveau, Symbolism

Antonio Gaudi 25.6.1852 – 10.6.1926 Art Nouveau, & Modernism

Cleo Mussi – Reclaimed ceramics artist

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.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history

Prior Learning (what pupils already know and can do)

Collages, cutting and sticking, creating patterns, warm and cold colours, creating texture,

End Points (what pupils MUST know and remember)

Demonstrate secure practice of drawing exercises C & D (SEE OVERVIEW) to add to repertoire of skills. Alternate the exercises over the 5 sessions.

Learn that a mosaic is a pattern or image made of small pieces of coloured stone, glass or ceramic, held in place by plaster/mortar. Mosaics were often used as floor and wall decoration and were particularly popular in the Ancient Roman world.

Learn about artists who use mosaic techniques.

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Understand that mosaic effects can be created with collage techniques.
Know the name, Antonio Gaudi and why he is famous and recognise his architecture.
Create sketchbook work to investigate patterns and shapes used in mosaic artwork
Know that this art style is still practiced today.
Create/ invent a building in Gaudi style and collage with surface relief texture and embellishment.
Ensure cutting activities are accurate and gluing down of individual pieces is secure.
Know names & art movement or genre of focus artists.
Annotate sketchbook entries with dates, media used, and skill practiced.
Add simple comments about skills learned

Key Vocabulary

Key Vocabulary to teach each session; Written In bold at the beginning of each session. To be revisited in following sessions.

Session 1: **Introduce Gustav Klimt, mosaic art, surface embellishment, mood board, collage, texture, line drawing, tesserae**

Antonio Gaudi – Architect and Mosaic artist. Cleo Mussi- Mosaic Artist. Gustav Klimt – artist.
Children learn about mosaic art techniques, the history of this art form and artist who use mosaic and other surface embellishment in their work.

Introduce Gustav Klimt. Born in 1862, Austrian painter Gustav Klimt became known for the highly decorative style of his works, which were seen as a rebellion against the traditional academic art of his time. His most famous paintings are The Kiss and Portrait of Adele Bloch-Bauer. He started neglecting the rules of perspective, by blocking his canvases with patterns, shapes and symbols. He would use actual gold leaf in his paintings.

[Klimt Cats - YouTube](#)

From a photocopy of his work children analyse the shapes, patterns, colours and textures he used in his work. Create a mood board page. Re-create the patterns and shapes with pens or markers. Make a 'line' drawing design. Children can include a cat outline as Klimt Loved Cats! Stick in a selection of small pieces of colours and textures that suit the style of the artist.

Practice of drawing exercises C & D (SEE OVERVIEW) to add to repertoire of skills. Alternate the exercises over the 5 sessions.

Draw unfamiliar objects so children cannot draw from memory. Focus on textured objects.

Session 2 **Cleo Mussi Artist, reassemble, re- use, re-cycle, crockery, grout, cement,**

Children learn about the work of Cleo Mussi.

[Information - Cleo Mussi \(mussimosaic.co.uk\)](http://mussimosaic.co.uk) What are the features of her work? What does she make her mosaics from? Cut up and reassemble photocopies of her work and crockery patterns to invent their own pattern collage artwork. Focus on neat sticking and work on black paper, leaving spaces between the pieces to reflect the grout cement colour she uses. Add text to the collage. Tear edges for an irregular shaped piece of collage art.

Session 3: **Antonio Gaudi , architect, Barcelona, Park Guell, Sagrada De Familia,**

Introduce Antonio Gaudi and his architecture.

<http://www.bbc.com/bitesize/clips/zgrkq6f> All about Gaudi <http://primaryfacts.com/2743/> - facts-and information/ Gaudi and Barcelona <https://www.youtube.com/watch?v=vHOPdddnLCc>

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Park Guell https://www.youtube.com/watch?v=HP_bOvoUr90 Sagrada Familia – how Gaudi created stained glass windows

Analyse the style of his architectural style. In sketchbooks create a page of ideas.

Children to design a Gaudi style architectural piece of art that will include mosaic patterns, surface relief and embellishment.

Children choose one of their imaginary buildings. Enlarge on A3 card. Cut out ready for next week.

Session 4: **Surface texture, relief, undulating lines, spirals.**

Add to the A3 Gaudi work.

Adding surface texture- cut foam shapes and work in a mosaic style to stick curves/undulating lines or spirals, Leave small spaces between the foam. See examples on ppt. Use THIN layer of PVA. Cover the foam and some more of the building shape with a crinkled piece of coloured tissue. It must be crinkled to fit between the pieces of foam. Any loose pieces can be glued with glue stick. Fill in the rest of the building with coloured mosaic shapes of Gaudi photocopies of the Boulevard of Broken Tiles and matching colours. Leave gaps between the pieces. Challenge to cut and stick pieces with care accurately.

Session 5: **Sponging, embellishments**

Sponge the foam relief shapes with a contrasting colour of acrylic paint. This makes the shapes stand out. Add embellishments. Have the children created a Gaudi Have they achieved a 'neat' finish? Can the individual work be combined to create art inspired by the Park Guell? Complete any sketchbook work adding labels and annotation of work completed.

Know names & art movement or genre of focus artists.

Annotate sketchbook entries with dates, media used, and skill practiced.

Add simple comments about skills learned.

Future learning this content supports:

Future work linked to other collage artists. Future work that focuses on architectural form.