

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design – Year: UKS2 - Year B – Spring

Collage - Assemblage Art

Louise Nevelson 23.9.1899-17.4.1988 Modern Art

Picasso – G Braque (first collage artists) 25.10.1881 – 8.4.1973 Cubist, Surrealism, Modern

Henri Matisse 31.12.1869 – 3.11.1954 Impressionism, Modern Art, Post Impressionism.

Jason Mecier 1968 -

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) Cutting and gluing. Collage art, using a glue gun in DT. Layering and overlapping in collage activities. Using an artist as inspiration and influence.

End Points (what pupils MUST know and remember)

Know the names and art genre or movement of focus artists/sculptors and why they are famous.

Learn about the first collage artists. Picasso & Matisse

Louise Nevelson. Jason Mercier- Assemblage.

Learn that there are different interpretations of 'sculpture' ie Assemblage art.

Learn why artists today make recycled art?

Create a paper collage influenced by Picasso's first collage art pieces.

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Add text to collage.

Collect items for and theme an assemblage piece of art.

Use a glue gun to attach items.

Describe in detail the sequence of how their art was made using key vocab learned and discuss how their technique could be improved.

Learn and demonstrate secure practice of drawing exercises E & F (SEE OVERVIEW)

Use sketchbooks to support the project.

Annotate sketchbooks with comments on development of personal schema, points for development, likes & dislikes. Talk confidently using the language of art and design about their work.

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: **collage, French word coller, Picasso, Braque and Matisse, influenced by, invent**

At the beginning of each session. Use sketchbooks and drawing exercises E & F (see overview) to add to repertoire of skills to use and practice in sketchbooks to improve observational skills and recording accuracy. Objects should be anything unfamiliar example, so children do not draw from memory.

Learn what collage art is and can be made from. (From the French word coller)

Collage was first created by Cubist artists Georges Braque and Pablo Picasso, who were the first pioneers of this movement. Braque and Picasso began their cutting-edge assemblages around 1910. The first example of Collage Art appeared within Braque's 1912 artwork titled Fruit Dish and Glass, where he glued down imitation wood-grained wallpaper

Children to create a collage influenced by Pablo Picasso's collage work. Analyse the techniques, colours and shapes he uses. Work on a coloured ground and add lines and patterns.

Use markers and newsprint or text as well as coloured papers. Children to be create in invent their own response. Do not copy!

Session 2. **alternative collage – assemblage. Louise Nevelson, Jason Mecier, reduce, reuse and recycle**

[Jason & Cardi B Corona Cartoon - YouTube](#)

[Louise Nevelson 1899–1988 | Tate](#)

Children learn about alternative collage – assemblage. Louise Nevelson and Jason Mecier. Sculptor Louise Nevelson is known for creating art from discarded objects. She playfully called herself “the original recycler.”

Plan their own assemblage in sketchbooks. Discuss as a class what objects the children could collect. Paper, plastic. Bottle lids etc. Why is it important to reduce, reuse and recycle wherever we can?

[Earth.Org Kids - Past | Present | Future](#) If possible, children to research the need to recycle or protect the planet.

Session 3: **hot glue-gun**

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Children work on either box lids, old canvases or thick packaging cardboard to put together their assemblages. Use glue guns under supervision to attach objects. This may take 2 sessions. Photograph work to record stages of construction.

Session 4:

Start to spray paint under supervision. (Outside) Consider adding information as to the reasons behind choices of materials etc.

Session 5: **Annotate, evaluate**

Finish assemblages. Evaluate the work. Did the children enjoy the activity? What have they learned about protecting the planet?

Annotate entries with names of artist focus, media used, and skill practiced.

Annotate sketchbooks with comments on development of personal schema, points for development, likes & dislikes. Talk confidently using the language of art and design about their work.

Know names & art movement or genre of focus artists & why they are famous.

Future learning this content supports: Development of personal art schema and art genre preferences. Links to protecting the environment and the problems of global warming that will affect us all.