

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design Collage/Colour/Texture	Year 1 Texture and Collage
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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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 an art technique and comes from the French meaning "to glue". Know the names of famous artists Henri Matisse and Pablo Picasso, who used collage techniques to make art.	

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Know Henri Matisse made a famous collage called The Snail and also made large collages called 'cut-outs' when he was an old man at the end of his career.
Know the visual elements in this unit of work are shape, colour and texture.
Know that the word 'texture' is how a surface looks or feels.
Know that a 'rubbing' is a technique to capture the surface texture of objects such as tree bark or leaves, and is created by placing paper over a surface and gently rubbing a wax crayon, on its side, over the paper to capture the pattern of the surface.
Know that book illustrators, draw and paint the pictures in story books and can also be famous for their art
Know that Eric Carle was a famous author and illustrator of children's books like 'The Very Hungry Caterpillar'
Know that 'impasto painting technique' is using a spreader to add paint to a surface and it gives a textured effect.

Key vocabulary to teach each session; written in bold at the beginning of each session.

Session 1

Key Vocabulary: Collage - French meaning "to glue", foil, tissue, fabric, materials, Henri Matisse, Pablo Picasso

In this session, children will learn that the word collage comes from the French meaning "to glue", and is the technique of composing artwork by gluing or combining a range of materials.

What can a collage be made from? Can the children generate a list of possible collage materials, such as card, foil, tissue, fabric, paper, newspaper, wooden pieces, plastic lids?

Children then learn that great artists can produce art in more than one way, dependent upon the medium and techniques used.

Children will learn that Henri Matisse, used cut-outs and collage techniques in his later life due to restricted movement, meaning that he could no longer paint. They will also learn that Pablo Picasso was one of the first artists to experiment with collage.

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

Session 2

Key Vocabulary: Collage, cutting, tearing, The Snail, spiral, neutral-colour palette, overlap, observational drawing, concentric circles, squares within squares, graphite sticks (Lyra), texture, rough, uneven, coarse, rubbing, capture/collect.

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

What is texture? Can the children describe texture and generate a list of words to describe how something feels?

Discuss with the children various types of textures and how they can create these in their sketching. How do you draw rough or soft and fluffy?

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Complete sketchbook investigations to draw how textures look and feel, for example, bark, fur, hair, spiky and rough. Working outside, teach the children how to make a rubbing and capture a texture. Collect rubbings of various textures for use later.

In this session, the children will practice cutting and tearing collage activities, in their sketchbooks. Using *The Snail* by Matisse as a starting point, children will complete a torn paper spiral collage and a cut paper spiral collage. Children will use bold colours for the cutting collage and neutrals for the torn collage. Demonstrate how to make all the pieces of collage paper overlap or touch to make the spiral and ensure they are stuck down well.

Session 3

Key Vocabulary: Eric Carle Illustrator, Les Legumes, Impasto technique, shades and tones of colour, palettes, printing rollers, backgrounds.

Introduce Eric Carle Illustrator/Artist. Look at his illustrations and describe where he has used texture and how he has achieved this.

Reference this to the work by Henri Matisse, *Les Legumes*.

Demonstrate the 'impasto technique' and allow the children to experiment creating textured collage paper, ready for the next session, when the children will create a healthy food collage.

Demonstrate how to apply small amounts of acrylic paint with a glue spreader, to create various textures. Children to experiment with the spreaders, applying the paint in uneven ways, scraping lines into the paint and colour mixing to obtain shades and tones of colour. Work collaboratively on large paper.

Challenge the children to create a range of shades and tones on one piece of paper by adding black, white and grey.

Children will also use rollers to make collaborative textured backgrounds with patchy coverage in pale colours for the next session.

Session 4

Key vocabulary: Overlay, overlap, layer-up

Using the textured collage papers made in the previous session, children will cut or tear these to create fun collages of healthy burgers/kebabs/fruit salad. Demonstrate how to ensure the collage pieces are secured with glue and how to overlay papers to add seeds or fine detail to show the inside of the fruit, seeds on the burger bun

Session 5

Key vocabulary : Les Legumes, collage

Using Matisse's *Les Legumes* as inspiration, the children will make a cut out collage of vegetable shapes. Children can work in pairs or small groups on a collaborative piece.

Can the children evaluate their work and annotate their sketchbooks with information about the types of medium used and the techniques 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.

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