

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design

Year: LKS2 – YEAR 4

### Collage - Surface Texture

**Gustav Klimt** 14.7.1862 – 6.2.1918 (Art Nouveau, Symbolism)

**Antoni Gaudi** 25.6.1852 – 10.6.1926 (Art Nouveau, & Modernism)

**Cleo Mussi** – Born in 1965 – Present (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)

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

Know that mosaic effects can be achieved with collage techniques and by using surface texture.

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Know that Gustav Klimt was a famous Austrian painter, who became known for the highly decorative style of his works, filling his work with patterns, shapes and symbols. His most famous paintings are The Kiss and The Portrait of Adele Bloch-Bauer.

Know how to use the featured artist's work as a stimulus to create their own individual work, by recreating the geometric shapes, symbols and rich golden colours used by Klimt, to make a drawing and collage composition.

Know that Antoni Gaudi was famous for Gothic and Art Nouveau architectural style; towers and turrets and curving walls decorated with engraved patterns and mosaic tiling.

Know how to use the featured artist's work as a stimulus to create their own individual work by drawing imagined architectural shapes, with turrets and domes and decorating with relief patterns and embellishments.

Know that mosaic art style is still practised today by featured ceramic artist, Cleo Mussi who up-cycles crockery to make her mosaic art.

Know how to use the featured artist's work as a stimulus to create their own individual work to create a paper collage.

Know that a Mood Board is a created page in a sketchbook of colours, shapes, words, sketches and examples of the artist's work or artistic theme.

Know how to talk about and describe an artist's work by using the new art vocabulary in this unit of work.

Know that all artists use sketchbooks and that these are to be used to collect ideas and to practise skills.

Know how to annotate sketchbook work by adding dates, names of artists and simple labels of art materials used.

Key vocabulary to teach each session; written in bold at the beginning of each session. To be revisited in following sessions.

### **Session 1**

**Key Vocabulary: Gustav Klimt, mosaic art, surface embellishment, mood board, collage, texture, line drawing, tesserae, Cleo Mussi Artist, reassemble, reuse, recycle, crockery, grout, cement, Antoni Gaudi, Gothic, Art Nouveau, architect, Barcelona, Park Guell, Sagrada De Familia**

In this session, the children will learn about mosaic art techniques, the history of this art form and the artists who use mosaic and other surface embellishments in their work.

Discuss mosaic artwork and how this differs from collage work. Collage is the art of gluing materials to a canvas and these can be over-lapped, whereas mosaic involves using 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.

Can the children remember where the word collage comes from?

The word collage comes from the French verb 'coller', which means to glue.

Introduce the famous artists Antoni Gaudi, a Spanish Architect and Mosaic Artist; Cleo Mussi, a Mosaic Artist and Gustav Klimt, an Austrian Artist.

### **Gustav Klimt**

Klimt was born in 1862 and 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 The Portrait of Adele Bloch-Bauer. Klimt started neglecting the rules of

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perspective, by blocking his canvases with patterns, shapes and symbols. He would use actual gold leaf in his paintings.

### Cleo Mussi

In her work, Cleo Mussi up-cycles crockery and ornaments to use in her pieces of mosaic artwork. What are the features of her work? What does she make her mosaics from?

Watch video of Mussi <https://www.homesandantiques.com/interiors/makers/meet-the-maker-cleo-mussi>

### Antoni Gaudi

Look at images of Gaudi's work. Antoni Gaudi was famous for his Gothic and Art Nouveau architectural style, using towers, turrets and curving walls, which were decorated with engraved patterns and mosaic tiling. Some of his most famous architecture can be found in Barcelona, including Parc Guell and the Sagrada de Familia, for which he took over the design and created stained glass windows using primary and secondary colours.

<https://youtu.be/C9u7nkjFOyM>

[https://www.youtube.com/watch?v=HP\\_bOvoUr90](https://www.youtube.com/watch?v=HP_bOvoUr90)

<https://www.youtube.com/watch?v=YdbO9CXNWD0>

### Session 2

**Key vocabulary: Gustav Klimt, mosaic art, surface embellishment, mood board, collage, texture, line drawing, tesserae, Cleo Mussi (Artist), reassemble, reuse, upcycle, crockery, grout, cement**

Practise drawing exercises C & D (SEE OVERVIEW) to add to repertoire of skills. **With a focus on textured objects, draw unfamiliar objects so children cannot draw from memory.**

Using photocopies of his work, children analyse the shapes, patterns, colours and textures that **Gustav Klimt** used in his work. Create a mood board page, re-creating some of the patterns and shapes with coloured pens or markers.

#### Klimt Cats - YouTube

Following a demonstration, children make a 'line' drawing design of a cat, as Klimt loved cats. Using coloured pens, children decorate their image in the style of Klimt, incorporating his use of patterns, shapes and colours. Complete their work by collaging a selection of small pieces of gold and textured papers in shades similar to those used by Klimt.

Discuss with the children the difference between a collage and a mosaic. Can they explain the difference?

Remind children about the work of **Cleo Mussi**, who upcycled reclaimed pieces of crockery and ornaments in her mosaic artwork. Children cut up and reassemble photocopies of 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 used by Mussi.

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### **Session 3**

**Key vocabulary:** Antoni Gaudi , Gothic, Art Nouveau, architect, Barcelona, Park Guell, Sagrada De Familia

Remind children of the architectural designs looked at in session one, which were designed and created by the famous architect, Antoni Gaudi.

In sketchbooks, children create a page of ideas based on the styles used in Gaudi's buildings, focusing on the use of turrets, towers, carved patterns and mosaic details. Once complete, use these ideas to design a Gaudi style piece of architecture that will include mosaic patterns, surface relief and embellishments. Sketch out their design onto A4 coloured card.

### **Session 4**

**Key vocabulary:** Surface texture, relief, undulating lines, spirals

Working on the A4 design sketched out in the last session, children add surface texture by cutting foam shapes and working in a mosaic style and sticking in curves/undulating lines or spirals. Leave small spaces between the foam. Cover the foam with a thin layer of PVA glue and add a piece of crinkled coloured tissue paper, which can be teased into the spaces left between the foam to create the effect of mortar. Fill in the rest of the building with coloured mosaic shapes cut from photocopies of Gaudi's 'Boulevard of Broken Tiles', taking care to match colours. Leave gaps between the pieces. Challenge to cut and stick pieces with care and accuracy.

### **Session 5**

**Key vocabulary:** sponging, relief shapes, contrasting, embellishments

Using a contrasting colour, children sponge the foam relief shapes with acrylic paint. This makes the shapes stand out from the coloured tissue that was teased in between the foam shapes, to create a mortar effect. Children add embellishments to complete their Gaudi inspired architectural artwork.

Ask the children to evaluate their work. Have they created a Gaudi? Have they achieved a 'neat' finish? Can the individual works be combined to create art inspired by the Park Guell?

Complete any sketchbook work adding labels and annotation of work completed.  
Can children add the names and art movements or genres linked to the featured artists?  
Annotate sketchbook entries with dates, media used, and skills practised.  
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.