

**Pioneer Federation**  
**Medium term plan**  
**KS1 Cycle 1, Term 4**  
**Art**



<b>Subject:</b> Art			
<b>Key Concept/ Theme:</b> Collage Contrasting continents What makes Africa unique?			
<b>Prior Learning links:</b> Collage <i>Cycle 2 -T2 What happens if my environment changes?</i>			
<b>Core Vocabulary:</b> collage, texture, realistic, recycled materials, layers, mixed media <b>Aspirational Vocabulary:</b> composition, surreal, abstract			
<b>School specific areas to cover (Add in any local areas of study, trips and people)</b>			
<b>CP</b>	<b>EH</b>	<b>SMV</b>	<b>PM</b>
<p><b>Resources needed for unit:</b> a wide range of collage materials including fabric (a range of papers including but not limited to: crepe, tissue, card, photographs, magazines, sandpaper, wrapping paper etc), glue, card to make final collage (something a but thicker than paper so it can withstand the paint and glue and all the materials), paint, brushes/rollers, hands!</p> <p><b>SEN support:</b> scribing on post it notes, vary size of brushes/illustrations, provide easel, choice to stand rather than be seated, teacher modelling, provide examples for inspiration, provide sentence stems and visuals</p> <p><b>Future learning links:</b></p>			
1.	<p><b>Prior learning reconnection</b> (year group, cycle &amp; term): Collage <i>Cycle 2 -T2 What happens if my environment changes?</i></p> <p><b>Learning question:</b> Can I talk about artists who have used collage to create art?</p> <p><b>Why am I learning this?:</b> To learn the techniques other artists have used to create a collage and practise them myself.</p> <p><b>Core Vocabulary:</b> collage, photographs, texture</p> <p><b>Aspirational Vocabulary:</b> composition, surreal, abstract,</p> <p><b>Start of unit assessment task:</b></p> <p>Before you introduce any of the learning, complete an initial assessment task by asking children to use materials given to them to create a collage of a Malawian landscape (Provide a range of papers including but not limited to: crepe, tissue, card, photographs, magazines, sandpaper, wrapping paper etc). Then, at the end of the term and after teaching the art skills this term children to repeat the task through the completion of the end task. The purpose being that the progression of skills can be clearly seen not only within the sketchbook work, but between the first task and end goal task. (This will be instead of an end of term quiz).</p> <p><b>Activity:</b></p> <p>Explain the end goal by looking at the topic cover sheet: to create a collage of the Malawian landscape. To do this we will have to learn about what a collage is, and study how other artists have created collages and the techniques they've used. Do all artists use the same techniques? Then we can select our own technique and apply it to our collage that we create.</p> <p>Recap the previous unit when the now y2s learned about Picasso and collage from Cycle 2. Look at <a href="https://www.bbc.co.uk/bitesize/articles/zmncdnb#zn7r8p3">https://www.bbc.co.uk/bitesize/articles/zmncdnb#zn7r8p3</a> to recap cubism and how Picasso formed his collages by showing objects or people from many angles at the same time. It makes the <i>subject</i> look as if it is broken up or sometimes made from cubes.</p>		

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What is collage? A collage is a piece of art made from different pieces of paper, photos and other materials. Collages also might have painting and drawing on them. Collage artists spend time arranging the materials (this is called composition) and trying out different ideas, before sticking them onto a surface. They tear or cut materials before sticking them together. Collages can be of anything and might be *realistic*, *abstract*, or even *surreal*. Discuss the meaning of this and briefly show some examples on the board e.g.



'The persistence of memory' Salvador Dali (surrealism)



Mondrian (we looked at this last term) and



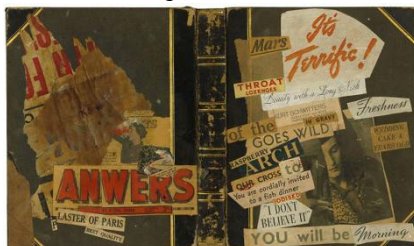
'Valley of the waterfalls' Jane Deakin (abstract)

Video that demonstrates a collage made by Oliver Jeffers:

<https://www.bbc.co.uk/bitesize/articles/z7mxnk7#:~:text=The%20German%20artist%20Kurt%20Schwitters,that%20looked%20pleasing%20to%20him.>

Now spend time studying examples of artists who use collage

First introduce Kurt Schwitters. Stick in his work in books and they note what they can **see**, and what **materials** do you think have been used? (use visuals to support and scribe where necessary.)



Gather back and tell them about KS: The German artist Kurt Schwitters collected things that he found on the streets. He used these materials that were someone else's rubbish and made them into a collage for his art. His work would have a range of textures. Why would this be? He took his time to arrange the items in a way that looked pleasing to him. This is what composition is, how the work is laid out and the effect it creates. Model playing around with the composition of something and how it appears differently i.e more or less pleasing to the viewer.

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On a small area of their sketchbooks, they could create a collage using found items. Could they go for a 5min walk around the school to see what they can collect (natural found object outside, or look through a paper recycling bin), they gather their small selection and create their mini collage. Spend time talking to the children about their composition. Remind them that KS spent time laying his collage pieces down in a way that looked pleasing to him.

Next look at Hannah Höch's work and add a sticker of her work in books.



**'The Bouquet' Hannah Hoch**

Discuss what they notice in her work, then share that Hannah Höch is a famous German artist. She used a type of collage called photomontage. In photomontage, photographs are cut up and stuck back together to make a collage. <https://www.bbc.co.uk/bitesize/articles/zfrtfdm#z8mcdnb> watch video to support. 'The Bouquet' features lots of eyes representing a bouquet of flowers.

Give them an image of a local landscape/image from a magazine or a photograph (that they have brought in from home) which they can cut up and rearrange in a small section of their sketchbook. If you have time they could even take a photo, print it and arrange it the way they wish to. This might have to happen prior to the lesson to save time. The whole lesson's learning should not take up more than 3 pages of sketchbook (1 page for the initial assessment, 1 for KS study and the other for HH's study).

In sketchbooks, they note whether they prefer Hannah Höch's technique or Schwitters and why (scaffold with visual sentence structure). I like ... 's collage because....(of the use of photos, the use of recycled materials, I like the way x has laid out the work, etc)

**Deeper learning question:** Can you explain the composition of your collage? Why have you chosen to lay parts of your collage in that way?

2. **Learning question:** Can I say what I like and dislike about a piece of collage artwork?

**Why am I learning this?:** To understand why people create art and to develop an appreciation of other artist's work as well as my own.

**Core Vocabulary:** collage, texture, mixed media, realistic

**Aspirational Vocabulary:** composition, surreal, abstract,

**Reconnection from previous learning:**

What is collage? Can you remember the key features of Hoch and Schwitters' work? What techniques did they use? (photomontage, recycled/found materials) Can you explain the composition of your collage? Why have you chosen to lay parts of your collage in that way? How did Schwitters choose to lay out his?

**Activity:**

Let's learn about the techniques used by other collage artists, introduce **Brianna McCarthy's collage - Chocolate Lady, 2011.**

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She imagines faces and makes collages of them. She uses paper and card. She places them one on top of another. Her portraits celebrate how people are all different and beautiful.

Talk about the texture in her artwork. What does texture mean? Do you think her work is abstract, realistic or surreal? Why?

In books they describe the artwork and whether they like it or not (offer sentence structure in visual format to support, also supply the key words to aid the sentence, texture, bright colours, abstract, surreal, realistic, different, beautiful, materials)

In sketchbooks they have a go at creating their own imaginary face using paper/card etc. (They could make up a title for it) Adaption could be to make a familiar face such as their own). Show them how they can rip the material as well as cut with a scissors discussing the effects they create. Encourage them to have go at ripping and cutting with a scissors.

Next look at Rebecca Maloney's video showing how a mixed media collage can come together. [https://www.youtube.com/watch?v=tZuWhewds\\_Y](https://www.youtube.com/watch?v=tZuWhewds_Y). What does mixed media mean? She has used a range of different media which means different materials. She is inspired by found materials. She uses textures, colours, and images. She creates a story with the materials, colours, textures and images.



'New Day' 2023 Rebecca Maloney

Spend time talking about what they notice in the above collage titled 'New Day' 2023. What story does this image tell you?

What do you like/dislike about the mixed media technique? In books they write about how she creates her collage, the story it tells you and whether they prefer it to BM. I like/dislike Rebecca Maloney's collage because...(key words: mixed media, paint, colours, effect, story, textures, recycled materials).

**Deeper learning question:** Can you compare two collage artists' work? How are they similar and how are they different? (they all use recycled materials and give a message/story but the techniques are different)

3 **Learning question:** Can I experiment with different ways of sorting, cutting and shaping materials?

**Why am I learning this?:** To develop my technique and my own style of creating a collage.

**Core Vocabulary:** layers, texture, mixed media

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**Aspirational Vocabulary:** composition

**Reconnection from previous learning:**

Discuss the collage techniques used by the 4 artists so far, texture, photomontage, recycled/found materials, mixed media. What messages were they giving the viewer? Can you compare the artists' work? How are they similar and how are they different? (they all use recycled materials and give a message/story but the techniques are different)

Focus on practising techniques used by one of our artists- Rebecca Maloney- layering papers to create mountains. Watch video: <https://www.youtube.com/watch?v=OhG-mgQPess>

How can we cut the paper in different ways? Cut/rip. Scrunch in clumps or lay in thin strips, allow children to explore with the materials and practise layering and sticking down the papers in their sketchbooks. Remind them about carefully considering where they glue their pieces. Artists put them down in a certain way that looks pleasing, or for a certain effect i.e to make it look like something. i.e. look at the honeycomb hexagons by RM.



They are carefully placed with images inside each one so they can tell a story. They might re create the honeycomb example, or they might choose their own story to tell.

There is no pressure for them to create a final collage, this is a lesson for exploring the composition, and exploring with the texture of the materials. Give them a chance to look at each other's work and take note about how they have cut, shaped and placed their materials. They can peer feedback against this on post its in each others books. E.g. Well done you have...

**Deeper learning question:** Can different collage techniques be used in the same piece of art? Why do you think this?

4

**Learning question:** Can I explore using a variety of media to create a collage?

**Why am I learning this?** To develop my skills and my own style of creating a collage.

**Core Vocabulary:** mixed media, texture

**Aspirational Vocabulary:** composition

**Reconnection from previous learning:**

Recap via a gallery walk. What was the technique they used in the last lesson to layer materials? What were the different ways of cutting, shaping and setting out the pieces (composition)? What was effective?

**Activity:**

Focus on texture and using paint alongside the papers. Re watch the video created by Rebecca Maloney where she uses paint as well as materials to layer. i.e mixed media [https://www.youtube.com/watch?v=tZuWhewds\\_Y](https://www.youtube.com/watch?v=tZuWhewds_Y)

Children to have a go at making marks with paint on a separate piece of thick paper/card (colour of their choice) so that they can be glued in sketchbooks when dry. Remind them of the variation in line we created last term with charcoal and pencil, this can also be achieved with paint. Then they begin layering the different papers over the paint using the video as inspiration. Encourage them to develop thicker textures by folding and crumpling the paper too. Again, there is no expectation for them to create a collage of something specific. They are just exploring the technique today.

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	<p>Allow children to take part in a gallery walk and comment verbally on each other's techniques of using mixed media to create a collage.</p> <p><b>Deeper learning question:</b> Which collage technique do you prefer and why? How is it effective?</p>
5	<p><b>Learning question:</b> Can I select particular techniques to develop my own collage?  <b>Why am I learning this?</b> To apply the skills I have learned about collage to create my won piece of artwork.  <b>Core Vocabulary:</b> <i>collage, texture, mixed media, layers</i>  <b>Aspirational Vocabulary:</b> <i>composition,</i>  <b>Reconnection from previous learning:</b>            Gallery walk and compare their mixed media collages against the work of Maloney. What are the similarities/difference. Take note of the discussion and add a copy to all sketchbooks.  <b>Activity:</b>            Explain that today they will apply all the techniques they have learned about collage to create their own Malawian landscape collage.            Provide images of Malawian landscapes for them to interpret into a collage. Discuss the techniques we have learned about and how they could apply this i.e photomontage, using paint, recycled materials, telling a story about Malawi, varying the way we cut/shape and place the materials.            Give children a separate piece of card/paper to begin their artwok and allow them the freedom to create their pieces. Question them as they work and guide them to consider the techniques that we have learned about and how they have applied them. i.e. mixed media using paint, layering, texture by folding, cutting, scrunching, photomontage by using photos, telling a story            As they work, take pupil voice via voice recording/video and add this in a sticker to their work. (you could add this as a QR code to their books) <a href="https://www.qrcode-monkey.com/">https://www.qrcode-monkey.com/</a>  <b>Deeper learning question:</b> Tell me about your collage? Why have you chosen to create it in this way?</p>
6	<p><b>End of unit assessment:</b> Instead of a quiz, teachers should compare the initial assessment task with the final task as well as the journey of skills developed throughout the sketchbook.            In sketchbooks, glue in a copy of their work, then children to reflect on their first and final piece of work. What was difficult? What have you learned to do that you couldn't do? What new things have you learned?</p>
<p><b>End points:</b></p> <p>To develop a sketchbook that is individual to each child. The sketchbook includes the process of exploring various collage techniques inspired by African art.</p> <p>To develop an understanding of how a variety of artists have used different collage techniques and to what effect</p>	

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To develop the skills to create their own textured collage of a Malawian landscape inspired by the techniques of Kurt Schwitters & Rebecca Maloney