

# ART AND DESIGN IN SUFFOLK

## Snape Primary School CYCLE D WW2 theme: Autumn 2020

### COLLAGE Autumn Term 2020 – YEAR 2/3/4

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
<b>Learning Intention</b>	To investigate and respond to the work of Paul Klee and his use of complementary colours. 1b, 2a	As previous session + To identify what they might change in their work. 3b	To respond to the work of Victor Vasarely. 1b, 3a To develop cutting and sticking skills. 2b	To adapt work according to views and describe how they will develop it further. 3b	To respond to the work of Henri Matisse. 1b, 4b To investigate positive and negative images. 2a	As previous session +To adapt their work according to their views. 3b To collaborate on a group piece. 5b
<b>Activity</b>	<p>PAUL KLEE – "HIGHWAY AND BYWAYS" Talk to the children about Klee's image – "Highway and Byways" and discuss and explore the idea of making an image in response to this work. Ask the children to choose a primary colour and mix it's complementary colour to paint papers for the construction of an image in the next session.</p> <p>(Refer back to sketchbook work on complementary colours from Yr 2.)</p>	<p>→</p> <p>Review the coloured papers produced in the previous session. Remind the children of how Paul Klee used primary and complementary colours in his image. Ask the children to cut the coloured papers into strips and begin to arrange an image in the style of "Highway and Byways". Encourage them to use alternate colour strips to create pathways across a surface. These can run in any direction, even crossing each other. During the activity, ask the children what they might like to adapt or modify within their work. Fix the final image with PVA glue.</p>	<p>VICTOR VASARELY Talk to the children about the work of Victor Vasarely and his use of regular and irregular, straight, vertical and horizontal lines. Invite the children to respond to his work using thick and thin pre-trimmed strips of black and white paper. Ask the children to use black paper on a white surface and white paper on a black surface. Ask them to consider the width of each strip as they place them side-by-side and also the width of the spaces between the strips.</p>	<p>→</p> <p>Explore ideas through a series of three or four pieces of work and identify what is most effective in their own and others' work. Invite them to suggest improvements and make modifications according to their views.</p> <p>Use the computer to explore lines and spaces between lines as an extension to this work.</p>	<p>HENRI MATISSE – POSITIVE AND NEGATIVE Discuss the cut paper shapes used by Matisse in his "Jazz" images. Ask the children to cut a single, simple shape from a black sheet of paper and position this onto a white background. Also, place the remaining black section onto another piece of white paper. Draw the children's attention to the way the selected shape appears twice, once in black on a white background and once in white on a black background. Ask the children to explore these ideas with other shapes and record the process in their sketchbooks.</p>	<p>→</p> <p>Show the children more of the collage work of Henri Matisse. Invite them to reflect on their positive and negative images from session 5 and compare their ideas to Matisse's 'Le Ciel' and 'La Mer'. In groups, ask them to produce a cut paper image using shapes associated with a familiar place as in the work of Matisse i.e. the playground, the classroom, the park etc...or linked to a specific time of year i.e. winter.</p>

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<b>Skills, concepts, knowledge and understanding</b>	Mixing primary colours to make complementary colours. Transposing ideas from painting to collage in response to the work of Paul Klee.	Modifying and adapting work as it progresses. Developing a response to the work of Paul Klee, understanding his use of primary and complementary colours. Developing cutting and sticking skills.	Developing an understanding of work by Victor Vasarely. Arranging and assembling horizontal and vertical, thick and thin paper strips.	Adapting and modifying ideas.	Developing an understanding of positive and negative imagery.	Collaborating with others on a large-scale project. Comparing ideas and approaches to the work of Henri Matisse.
<b>Vocabulary</b>	Pathways Direction Crossing Overlapping Complementary colours	Response Direction Crossing Overlapping Complementary colours Strips	Vertical Horizontal Optical illusion	Adapt Modify	Positive Negative	Response Associated Familiar Reflecting
<b>Curriculum Links</b>	Literacy – speaking and listening. .	PSHE/Citizenship – respecting and valuing the work of others.	Numeracy – vertical and horizontal.	PSHE/Citizenship – respecting and valuing the work of others. ICT – Exploring line and space.	Literacy- speaking and listening, story of Icarus.	PSHE/Citizenship – working collaboratively with others, Science/Geography – e.g. environment/ seasons.
<b>Resources</b>	Ready-mix paint – primary colours, White paper, Scissors.  Paul Klee “Highway and Byways” <a href="#">Google Images</a>	As previous session + PVA glue Sugar paper for background.  Paul Klee “Highway and Byways” <a href="#">Google Images</a>	Black and white paper strips. Black and white paper for backgrounds.  Victor Vasarely <a href="#">Tate</a> <a href="#">Google Images</a>	As previous session, PVA glue.	Black and white paper, Scissors, PVA glue.  Henri Matisse “Jazz” <a href="#">Google Images</a>	Paper for backgrounds, Paper, Scissors, PVA glue.  Henri Matisse “Le Ciel” and “La Mer” <a href="#">Google</a>
<b>Time</b>	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour

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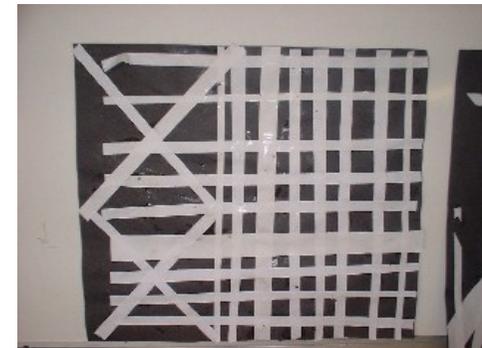
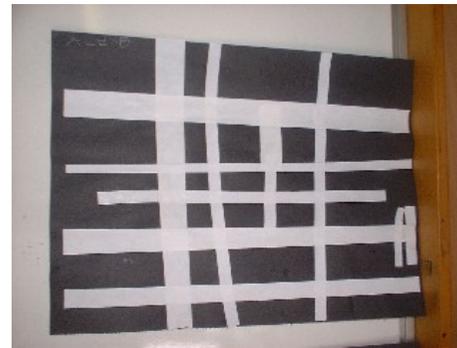
### COLLAGE – YEAR 2/3/4

Expectations	Names	Next Steps
<p><b>Some children will have made limited progress. They will be able to...</b> explore line, colour, shape and space and use cut paper shapes to create collages in response to the work of artists. They will be able to talk about their own images and those of others and suggest improvements for their own work.</p>		
<p><b>Most children will be able to...</b>use information about the work of artists and explore how line, colour, shape and space can be organised and combined to create responses to artists' work. They will be able to compare and comment on ideas, methods and approaches used in their own and others' work.</p>	<p><b>YEAR 4 - COLLAGE UNIT</b></p>	
<p><b>Some children will have progressed further. They will be able to...</b> explore relationships between line, colour, shape and space and discuss how artists have used these elements in their work. They will be able to choose and experiment with methods and processes and organise visual qualities to suit their intentions. They will be able to discuss their own work and the work of others and suggest improvements that may be made.</p>		

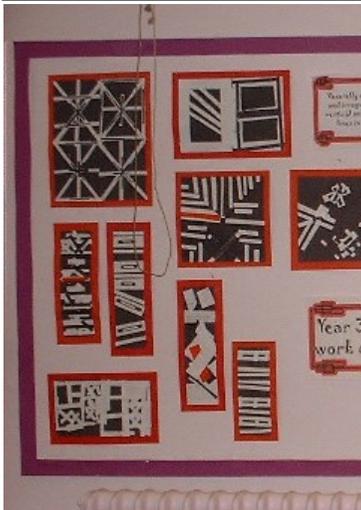
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## Key Stages 1 and 2

### COLLAGE – YEAR 2/3/4

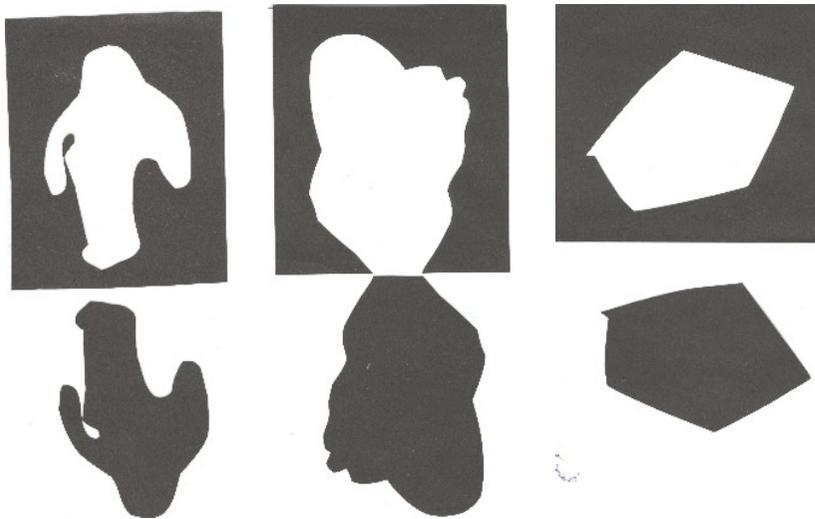


Cut paper collage in response to the work of Paul Klee.



Part of a display of images in response to the work of Victor Vasarely.

Individual responses to the work of Victor Vasarely.



Cut paper images.



Collaborative response to Henri Matisse.