

ART AND DESIGN IN SUFFOLK

Snape 5/6 Collage 2

COLLAGE – YEAR 5

| | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 |
|---------------------------|--|--|--|--|---|--|
| Learning Intention | To respond to the work of Gustav Klimt. 1b, 4c. To collect visual information to help develop ideas using a sketchbook. 1c | To combine visual and tactile qualities of materials and match these to the purpose of their work. 2a To use a variety of methods and approaches to communicate ideas. 2c | As previous session + Talk about own work and that of others and develop and modify ideas in the light of these discussions. 3a, 3b | To respond to the work of Pablo Picasso. 1b, 4c To apply their experience of materials and processes. 2b | As previous session + Compare ideas and approaches in their own and others' work. 3a | As previous session. To review and modify work as it progresses. 3b |
| Activity | COLLAGED RESPONSE TO GUSTAV KLIMT Talk to the children about the work of Gustav Klimt and discuss his use of repeated geometric shapes in the patterning of gowns and clothing. Give the children photocopies of his paintings and ask them to make studies in their sketchbooks using viewfinders placed onto individually selected areas of the photocopies. Ask the children to use the studies or a combination of them to produce a design for a collage. | → DEVELOPING DESIGNS Ask the children to draw out their final design onto paper. Encourage them to build up their collage work in layers beginning with pale pastel colours, e.g. tissues and overworking and developing the colours with Brusho. Discuss images as they progress and add other collage materials as the work develops. Ask the children to scan studies from session 1 and the developing work from session 2. Invite them to explore software to develop ideas for patterning. | → BUILDING UP DESIGNS Ask the children to continue to use a range of collage materials to build up their designs in layers. This may include gold and silver papers. Focus the children's attention on Klimt's use of linear marks placed upon open geometric shapes, e.g. spirals on triangles. Mark makers may be employed in this final layer. | CUBIST FIGURATIVE IMAGES Show the children Cubist figurative images by Pablo Picasso and discuss the way he has represented a three-dimensional figure on a flat surface. Explain that they are going to produce a figurative image in the Cubist style using collage and painting techniques. Ask them to make direct observational studies of figures from different viewpoints, (near and far and from unusual angles) on a single surface as a starting point for their collage. | → DEVELOPING CUBIST RESPONSES Ask the children to discuss and modify the work as it progresses. Invite them to compare ideas and approaches and say what they think and feel about them. Ask the children to adapt and refine their compositions to portray multi-viewpoints of objects on a single 2D surface. Use chalk on sugar paper to draw out their final composition. Encourage them to use a wide range of materials to develop their image. Ask the children to reflect on the materials and techniques they use and how these match their intentions. | → DEVELOPING CUBIST RESPONSES Discuss work produced so far and suggest modifications and future developments. Continue to develop images from previous session and incorporate inks, dyes and stains to enhance work and produce a multi media image. Encourage the discussion of own work and that of others as images progress. |

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| Skills, concepts, knowledge and understanding | Developing the use of p simple geometric shapes and patterning in response to the work of Gustav Klimt. Using a sketchbook to select and record aspects of Klimt's images. | Applying experience of materials and process and developing control of tools and techniques. | Selecting and matching materials and processes to suit their intentions. Developing questioning and thinking skills through the practical development of their work. | Describing 3D form on a 2D surface. Applying knowledge of the Cubists. | Applying experience of materials and processes. Working in the style of Pablo Picasso. | Discussing work as it progresses and making modifications according to their views. |
| Vocabulary | Patterning Geometric shapes Viewfinders Aspects Select | Layering Brusho Pastels Scanning | Linear Spiral | Cubist Dimension | Cubist Multi media Plane 2D and 3D Representing Figurative. | As previous session + Adapt Develop Modify Layer Overwork. |
| Curriculum links | Literacy – speaking and listening – discussion, Numeracy – geometric shapes. | ICT – scanning and exploring patterning | Numeracy – geometric shapes. | Literacy - discussion PSHE/Citizen-ship – respecting and valuing the ideas and work of others. | Literacy – discussing work, Numeracy – 2 and 3 dimensions. | As previous session. |
| Resources | Sketchbooks, Viewfinders, Drawing pencils, Coloured pencils and pens. Gustav Klimt Google Images | Paper, Tissue, Brusho dye, PVA glue. Gustav Klimt Google Images | Gold and silver papers, foil papers, Sweet wrappers etc. PVA glue, Work from previous week. Gustav Klimt Google Images | Sugar paper, Chalk. Cubist figurative images Picasso Google images Tate | Collage materials, Ready-mix paint, Powder paint, Chalk, Sugar paper. Cubist figurative images Picasso Google images Tate | As previous session. |
| Time | 1 hour | 1 hour | 1 hour | 1 hour | 1 hour | 1 hour |

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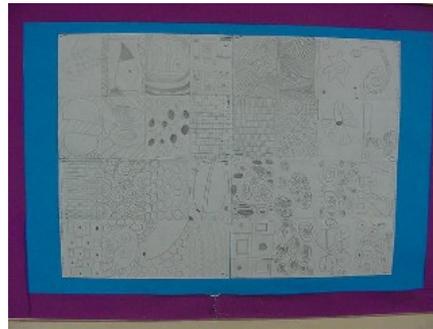
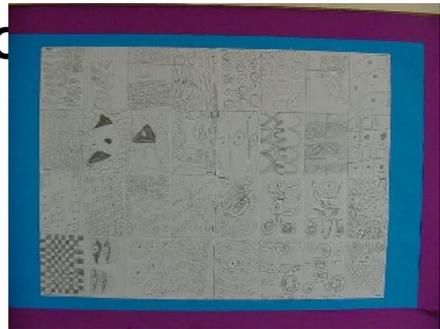
COLLAGE – YEAR 6

| Expectations | Names | Next Steps |
|---|---------------------------------------|------------|
| <p>Some children will have made limited progress. They will be able to ...explore ideas about the work of Gustav Klimt and Pablo Picasso; use materials and processes to communicate ideas through a multi-media collage and suggest ways of improving their own work.</p> | | |
| <p>Most children will be able to...explore ideas about the work of Gustav Klimt and Pablo Picasso's Cubist work; collect visual and other information by observing and recording from first-hand and secondary sources. They will be able to use materials and processes to communicate ideas, methods and approaches in their own and others' work and discuss, adapt and improve their work to realise their intentions.</p> | <p>COMPLETED COLLAGE UNITS</p> | |
| <p>Some children will have progressed further. They will be able to...select relevant visual and other information in developing their work; and manipulate materials and processes to communicate ideas and meanings. Analyse and comment on ideas, methods and approaches used in their own work and that of Gustav Klimt and Pablo Picasso. They will be able to match visual and tactile elements to their intentions, adapt and refine their work to reflect their view of its purpose and meaning.</p> | | |

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Sketchbook responses to the images of Gustav Klimt.

Responses to the work of Gustav Klimt.



Class display.

Collaged response to the figurative work of Pablo Picasso.

ART AND DESIGN IN SUFFOLK
Key Stages 1 and 2

COLLAGE YEAR 6