

ART AND DESIGN IN SUFFOLK

Key Stages 1 and 2

Year 2/3/4 **COLLAGE**

	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Learning Intention	To respond to the work of Henri Matisse. 2b, 4c	To investigate and combine the visual qualities of materials and processes and match these to the purpose of their work. 2a	To select and collect visual information to help them to develop their ideas. 1c To respond to the facial images produced by the artist Francis Bacon. 1b	To use their own images as a starting point for further work. 1b To compare ideas and approaches in own and other's work. 3a To apply experience of different materials and a variety of techniques to communicate ideas. 2b	To explore the purposes and intentions of the artist Andy Warhol. 4c To collect visual and other information to help develop ideas. 1c To question and make thoughtful observations about starting points and select ideas for their work. 1b	To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. 3a To use collage to produce an individual response within a multiple image. 2a

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<p>Activity</p>	<p>MATISSE –THE DANCE' Talk to the children about 'The Dance' by Matisse. Discuss the way in which Matisse has described movement through the use of simple figurative forms. Explore the way in which Matisse has recorded the position of each part of the dancers' bodies. Model for the children how to tear pieces of paper to represent parts of the body. Ask them to use separate pieces for the head, torso, two limb sections for each arm and leg, feet and hands. Ask the children to experiment with the arrangement of the paper pieces to describe the 'frozen' position of a figure in motion. Use sketchbooks to explore this process.</p>	<p style="text-align: center;">→</p> <p>Discuss the figures produced in the last session. Ask the children to develop their ideas by inviting them to explore the making of an image of a group of figures on a single background. Model for the children the use of coloured tissue paper to explore overlapping figures. Encourage them to explore colour mixing by exploiting the translucent nature of tissue paper.</p>	<p>FRANCIS BACON – DISTORTED PORTRAITS Discuss examples of the work of Francis Bacon that show distorted facial features. Talk to the children about Bacon's use of photographs and film portraying facial distortions. Ask the children to search for similar images in magazines and newspapers describing extreme efforts, impact or emotion e.g. boxers. Ask them to arrange and assemble their collected images to produce a montage in sketchbooks. Ask the children to select an undistorted photograph and stick it onto a piece of paper. Model marking and cutting a series of straight or curved lines on the reverse side and reassembling the pieces to produce a distorted facial image. Stick down the pieces and experiment with other faces TEACHERS SHOULD SELECT BACON IMAGES AS APPROPRIATE AS SOME MAY BE CONSIDERED UNSUITABLE FOR YEAR 4 PUPILS.</p>	<p style="text-align: center;">→</p> <p>Discuss the facial images produced in the previous session and ask the children to suggest ways to develop their work using different media and techniques. Ask them to use a distorted photographic image as a starting point and produce an enlarged version using different materials. Work into the collage with drawing and painting media to adapt the image as it progresses.</p>	<p>ANDY WARHOL – POPULAR IMAGES Talk to the children about the pop artist Andy Warhol and his use of popular images. Look at and discuss his 'Campbell's Soup' images. Explain that he selected this image because Campbell's Soup was a popular choice of his for lunch. Discuss the children's lunching habits and ask each one to select a present day equivalent. Model for the children ways in which the selected label might be reworked and overworked in the style of Warhol. (see also Warhol's 'Jagger' portraits to explore further ideas for overworking an image). Work over the selected labels etc and extend to form a unique image. Explain to the children that in session 6 they will be producing a multiple image based on a piece of lunchtime packaging. Ask them to choose the item as a class.</p>	<p style="text-align: center;">→</p> <p>MULTIPLE IMAGE Ask the children to adapt and modify their collected identical items of packaging to produce unique state images. Model the use of markers, brusho, inks and further collage materials to adapt and modify the multiple items. Explain that the individual pieces are to be joined to make a group multiple image. Ask the children to comment on their own adapted image and that of others. Ask them to make suggestions and decisions as to the placement of each image in the construction of the group piece.</p>
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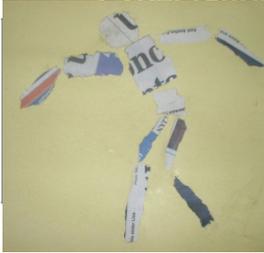
Skills, concepts, knowledge and understanding	Describing the body positions of figures in motion using torn paper.	Understanding and exploring the translucent nature of tissue papers. Developing ideas and applying knowledge of processes.	Using photographic images as a starting point for artwork. Developing and applying knowledge of the portrait work of Francis Bacon.	Using own images as a starting point for further work. Transposing imagery using different media and techniques.	Understanding that artists use different starting points for their work. Using objects from everyday life as a starting point for their own work.	Overworking identical designs to produce unique state imagery. Working collaboratively to form a class image.
Vocabulary	Position Arrange Motion Torn Represent Torso Limbs	Figures Position Overlapping Translucency	Distortion Portrait Photographic Facial	Starting point Transposing Adapt Modify	Equivalent Unique Reworking Overworking	Individual Multiple Unique
Curriculum links	Science – the body and movement, PE/Dance – making shapes with the body.	Science – the body and movement, translucent materials, PE/Dance- making shapes with the body,	PSHE/Citizenship – discussion of differences. Literacy – descriptive language.	Literacy/PSHE/ Citizenship– respect for own work and that of others.	Science – healthy eating Literacy – discussion of own experiences.	PSHE/Citizenship – working with others on a class project.
Resources	Paper, Sugar paper, Sketchbooks. Matisse 'The Dance' Google Images	Tissue papers, Paper, PVA glue.	Photographs of faces from magazines and newspapers, PVA glue, Scissors, Paper or sketchbooks. Francis Bacon –Portraits Google	As previous session, Images from previous session, Selected graphic materials, Ready-mix/powder paints, Paper.	Graphic and paint media, Selected packaging reflecting 'lunching habits'. Andy Warhol 'Campbell's Soup' 'Jagger' Google Images	PVA glue, Markers, Brusho dye, Inks, Collage materials.
Time	1hour	1hour	1hour	1hour	1hour	1 hour

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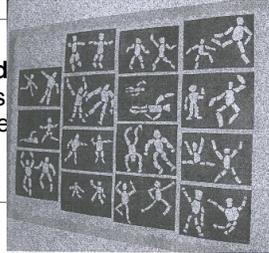
Key Stages 1 and 2

Year 2/3/4 COLLAGE

Expectations



They will be able to use collage in response to the work of Matisse, Bacon and Warhol. They will be able to suggest ideas and methods for their own work.



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Names

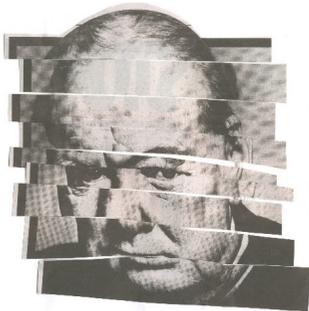


Next Steps



Most children will be able to explore ideas and collect visual and other information in responding to the work of Matisse, Bacon and Warhol. Explore how visual qualities can be organised and combined for different purposes to communicate their ideas. Comment on ideas, methods and approaches used in their own and others' work and adapt and improve their work.

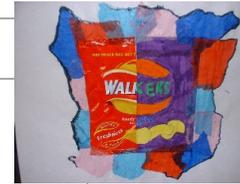
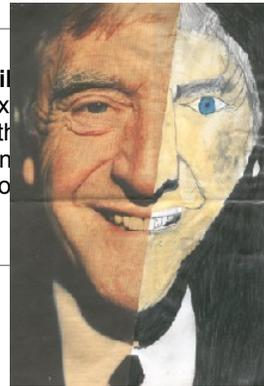
YEAR 5 – COLLAGE UNIT



They will be able to use collage in response to the work of Matisse, Bacon and Warhol. They will be able to suggest ideas and methods for their own work.



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YEAR 4



Class display of torn paper figures in response to 'Dancers' by Henri Matisse.

Portrait work developed in mixed media.

Group responses to the work of Andy Warhol.



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