

Unit Overview for Art and Design - Subject: Collage

Year Four: Spring Term

**Key Vocabulary:**

Daub, stamp, emblem, motif, ornamentation, geometric, stylised, abstract, collage, overlap, arranging, photomontage.

**Media/tools:**

Paper, photographs, magazines, scissors and glue.

**Key Artists:**

David Hockney (photomontage – collage from photographs), Romare Bearden



**PRIOR LEARNING**

**STARTING POINTS:**

Most children can:

Engage in opportunities to increase awareness of colour, pattern, shape, and texture by combining collage and textile materials in different ways.

Experiment with combinations of materials.

Use scissors accurately to cut out shapes for attaching.

Attach paper in a variety of different ways.

Combine materials into a mixed media image.

Curriculum Skills	Learning Intention	Knowledge
<p><b>KEY LEARNING:</b>  <b>SKILLS AND KNOWLEDGE</b>                      Explore and work from images from the natural and designed world to produce textured pieces (selecting fabrics, papers and stitches that relate to these images), use a range of colours and materials to create an image based on a landscape/cityscape/rainforest.                      Refine and alter ideas and explain choices using an art vocabulary.</p>	<p><b>Artists – evaluating, analysing and contextual knowledge</b>                      Why have these artists used photographs to create a collage?                      Describe effect created in David Hockney and Romare Bearden collages.                      Identify these can be abstract and asymmetrical.                      Analyse how images have been laid out and overlapped.                      How does the style of these two artists differ?</p>	<p><b>INTENDED END POINTS:</b>  <b>UNDERSTANDING</b>                      Use language to describe the visual and tactile qualities of textiles.                      Inspiration for collage work can be drawn from real life.                      Colour and texture can be representational as well as realistic – personal interpretation and stylisation is valid.                      To make an image look real, one needs to refer to observational drawings as a starting point.</p>

<p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p>		<p><b>Sticky Knowledge:</b> To know that collages can be made from a variety of media and that materials are stuck down and overlapped.</p>
	<p><b>Accumulation of Technical Skill</b>  <b>How are abstract images created for a single image?</b>          Create a collage inspired by the work of David Hockney.          Practise cropping, laying out and overlapping images to create an abstract collage.          Create a similar image from a series of viewpoints of the same image.</p> <p><b>How are images created from a series of images and media?</b>          Create a collage inspired by the work of Romare Bearden.          Select colours and images from a range of magazine images and coloured paper to create a simple image.</p>	
	<p><b>Innovation and Application</b>  <b>How can you combine the style of two artists?</b>          Design and create an image using a combination of the techniques studied.          Use a range of collage techniques to create a desired effect.</p>	
	<p><b>Creative Reflection</b>  <b>Is your artwork effective?</b>          Decide what has been effective on the collage.          Decide what could be improved next time.          Discuss which feature draws the eye.</p>	

**Thinking Deeper:**

*Where could this technique be used in the wider world?*

**Links to other subjects**

- **Subject Specific links:** Computing – editing images and digital photography.
- **Personal Development:** Creativity, resilience, expression of self.
- **S.M.S.C.:** Developing knowledge of a range of styles.
- **Cultural Capital:** Compare and comment on different approaches used by artists in different cultures and periods of time – links to printing skills and knowledge.
- **British Values:** Mutual Respect & Liberty. Showing appreciation of each other's artwork.
- **Careers:** Discussion about a range of artists and their jobs.
- **Equality:** New techniques introduced.