

10pm - Explore and deeply a range of textures and patterns using a range of materials to their own collage.
Resources - tissue paper, paper, card, magazines, flowers, twigs, leaves, feathers, bottle tops - Anything you can find in school, outside or you can save up from home.

“Woolly Mammoth (A3) - by **Marshall**



“Billy Kenny (A3) - by **Crysper English**

<https://www.unacademy.com/upskill/all-thru-craft/>

Lesson 1 - Look at Woolly Mammoth and Billy Kenny's work and show the difference of a collage. “What do they like, don't like. What materials have they used? What texture and pattern has been created? Then get them to either collage a tree or portrait. Also in this input I would ask the children glue together 2 pieces of paper with glue - one use loads on and the other just use a small amount - which is better? Then when they create one “use a small amount of glue”. Make sure you print for every child a piece of paper with the two glues of artwork on and the artif. They can then cut and stick this into their books and measure around it if need to fit on their own paper (it to page after and just use it as reference (also explain they can do this during input)).

Lesson 2 - Now explain further they have made a collage, layering a picture with different materials. You can use anything for this, tissue paper, paper, card, magazines - I have lots - flowers, twigs, leaves, feathers, bottle tops. It is all about using the right item to create the texture or pattern they want and layering! Use some good examples from the last lesson pointing out good parts of a collage e.g. this child layered, this child didn't use too much glue, this child used 3 different resources to build their collage etc. Now Design a collage, referring back to the two artif and the key skills of layering, texture and pattern. I would give them an end goal (e.g. do in any style - EXG if the key word is like and the secret aim - could do a Kenya landscape (if so will need to show examples of Kenyan landscapes and animals etc for inspiration) or could link to science and then collage an ecosystem they will be working landscape or collage a flower of their choice and background).

Lesson 3& 4 - Third lesson- they could start making their collage and the final lesson finish it. (Encourage editing along the way, if they don't like change it, I would give them the choice to do in book over two pages or an A3 over or A4)

Lesson 5 - Have this ready in case, if the children have not understood or majority did not get the learning objective. You can use an extra lesson to add texture and pattern on top their already made collages or make a new one completely with a more step-by-step lesson.

Art Plan Year 1 Ourselves

J Rink

Art Plan Year 1 Ourselves:

Resources in Education ,1976 **The Saturday Review of Politics, Literature, Science, Art, and Finance** ,1916
Journal of the Society of Arts ,1886 Ourselves ,1918 **Art World and Arts & Decoration** ,1913
Institutional Self-study Prepared for the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools University of Illinois at Chicago,1987 School ,1908 **The Bookseller** ,1899
Annual Report ,1919 **The Renaissance in Italian Art** Selwyn Brinton,1909 **Record of the Convention** Western Arts Association,1919 **Architect** ,1908 **Otis Self-administering Tests of Mental Ability** Arthur Sinton Otis,1922
Art and AsiaPacific ,2003 *Journal of the Society of Arts Royal Society of Arts (Great Britain)*,1871 *What our daughters can do for themselves* J. E. Davidson,1894 **The Saturday Review of Politics, Literature, Science and Art** ,1872 **The North Carolina Teacher** ,1928 **Arts Digest** ,1929 **Pencil Points** ,1922

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