

## Art Long Term Progression Plan: Collage

| Concept                       | EYFS   | YEAR ONE   | YEAR TWO   | YEAR THREE  | YEAR FOUR   | YEAR FIVE  | YEAR 6   |
|-------------------------------|--|--|--|---|---|--|--|
| <p>Content</p> <p>Collage</p> | <p>Handle, manipulate and enjoy using materials.</p> <p>Create simple collages using a range of natural and manmade objects.</p> <p>Select, sort, tear and glue down items to create a simple collage.</p> <p>Use appropriate language to describe colours, media, equipment and textures.</p> <p>Possible artists to use.<br/>Jean Arp.</p> | <p>Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper etc.</p> | <p>Create textured collages from a variety of media.</p> <p>Be able to make a simple mosaic.</p> | <p>Name tools and materials they have used.</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Refine work as they go to ensure precision.</p> <p>Begin to select colours and materials to create effect, giving reasons for their choices.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p> <p>Add relief to collage through the use of</p> | <p>Created textured collages from a variety of media.</p> | <p>Add collage to a painted, printed or drawn background.</p> <p>Use collage as a means of extending work from initial ideas (Link with painting/ printing theme).</p> <p>Possible artist to use.<br/>Lance Letscher</p> | <p>To be expressive and analytical to adapt, extend and justify their work</p> <p>Use collage as a means of extending work from initial ideas (Link with painting/ printing theme).</p> <p>Possible artist to use.<br/>Max Ernst.<br/>Lance Letscher</p> |

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|                  |  |   |  | <p>textiles, straws, thread, paper etc.<br/>Begin to experiment with creating mood, feeling, movement and areas of interest using different media.</p> <p>Possible artist to use.<br/>Kara Walker</p> |  |  |                       |
| Why Here/Why now | <p>To become familiar with properties of materials.</p> <p>Select appropriate materials for a collage.</p> | <p>To develop understanding of different materials and textures, knowing how we can use these to create an image.</p> | <p>To continue on building knowledge of materials, knowing what textures are best to use and why in their collages.</p> <p>Start to building up reasoning for why they have chosen different materials based on texture.</p> | <p>To begin to develop techniques needed to create a collage.</p> <p>Select appropriate materials to give/create a specific effect within a collage e.g., water, clothing.</p>                        | <p>Select appropriate materials to give/create a specific effect within a collage e.g., water, clothing.</p> | <p>To combine knowledge and skills of collage to create mixed media art work and to evaluate and adapt work where necessary.</p> |                       |
| Key Vocabulary   | <p>Collage, tear, sticking, pattern, picture.</p>  |   |  | <p>Materials, media, scrape, coil, join, layering, mosaic,</p>  |  | <p>Fold, crumple, pleating, creasing.</p>  | <p>Score, fraying</p> |

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| <b>Theoretical Knowledge.<br/>(Cultural and contextual content)</b> | <p>Theoretical knowledge needs to be the starting point for each unit of artwork. This will include,</p> <p>EYFS/Yr1- To have an image of the focus artist with examples of their work to chose from. Children are to select their favourite pieces to add to their sketchbooks as a montage.</p> <p>Yr2, Yr3, Yr4- As above, but to include discussion and written sentences to clarify the choice of work. The children begin to interpret pieces of work thinking about how and why questions in relation to the artist’s work.</p> <p>Yr5, Yr6- As above, but to create a detailed fact file of the focused artist. The children to continue to improve their ability to interpret pieces of work thinking about how and why questions in relation to the artist’s work.</p> |
| <b>Practical Knowledge</b>  | <p>Your practical knowledge is the content lined out in the long-term plan. Practical knowledge will develop over the course of the term by ensuring your lessons are sequential and builds up to a final piece of work.</p>   |
| <b>Disciplinary Knowledge</b>                                       | <p>Children explore concepts of quality, value, and purpose. This should link to your theoretical knowledge and should give a personal response to the art work they are focusing on.</p>  |