

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design

Year: UKS2 - Year 6

### Collage - Assemblage Art

**Louise Nevelson** 23.9.1899 -17.4.1988 (Modern Art)

**Georges Braque** (13.5.1882 – 31.8.1963 (Cubism, Fauvism, Collagist, Sculptor)

**Henri Matisse** 31.12.1869 – 3.11.1954 (Post-Impressionism, Modernism, Fauvism)

**Jason Mecier** Born in 1968 -

NC/PoS:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Prior Learning (what pupils already know and can do) Cutting and gluing. Collage art, using a glue gun in DT. Layering and overlapping in collage activities. Using an artist as inspiration and influence.

End Points (what pupils MUST know and remember)

Demonstrate secure practice of drawing exercises E & F (SEE OVERVIEW) to add to repertoire of skills and know they are to enhance pencil control and improve observational skills in drawing.

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Know collage comes from the French word 'coller' which means to either stick together or glue. Know the first example of Collage Art appeared within Braque's 1912 artwork titled 'Fruit Dish and Glass', where he glued down imitation wood-grained wallpaper.

Know Collage was first created by Cubist artists Georges Braque and Pablo Picasso, who were the first pioneers of this movement. Braque and Picasso began their cutting-edge assemblages around 1910.

Know Henri Matisse is known for his various cut-out collages. He used techniques of collage long after the initial success of the movement. During the late 1940s, Matisse began working with paper during the last decade of both his career and life.

Know Louise Nevelson and Jason Mecier are well known for their Assemblage Art which is an alternative collage style - often made from the things we throw away. A form of sculpture or collage made of "found" objects arranged in such a way that they create a piece of art.

Know how to talk about and describe artist's work by using the new art vocabulary in this unit of work.

Know that all artists use sketchbooks and that these are to be used to collect ideas and to practise skills.

Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.

### Key Vocabulary

Key vocabulary to teach each session; written in bold at the beginning of each session. To be revisited in following sessions.

### Session 1

**Key Vocabulary: Collage, French word 'coller', Picasso, Braque, Nevelson, Mecier, Matisse, influenced by, cubist/cubism, Assemblages**

In this session, question the children about their understanding of collage. Can they remember where the word collage comes from and what it means? Can they recall the artists studied previously, who used collage techniques in their work?

Explain that collage was first created by Cubist artists Georges Braque and Pablo Picasso, who were the first pioneers of this movement. Braque and Picasso began their cutting-edge assemblages around 1910. The first example of Collage Art appeared within Braque's 1912 artwork titled 'Fruit Dish and Glass', where he glued down imitation wood-grained wallpaper.

Children learn about alternative collage art – Assemblage and look at the artists, Louise Nevelson and Jason Mecier.

Louise Nevelson was a sculptor, known for creating art from discarded objects. She playfully called herself "the original recycler."

**Louise Nevelson 1899–1988 | Tate**

### Session 2

**Key Vocabulary: alternative collage – Assemblage, Louise Nevelson, Jason Mecier, reduce, reuse and recycle, background, lines, patterns, invent**

At the beginning of the session, use sketchbooks and drawing exercises E & F (see overview) to add to repertoire of skills to use and practise in sketchbooks to improve observational skills and recording accuracy. Objects should be anything unfamiliar, so children do not draw from memory.

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Remind the children of the collage art work created by Picasso and look at photocopied examples. Discuss and analyse the techniques, colours and shapes he used. Children to create a collage influenced by Pablo Picasso's collage work. Work on a coloured background and add lines and patterns. Use markers and newsprint or text, as well as coloured papers. Children to be creative in inventing their own response. Do not copy!

### **Session 3**

**Key vocabulary: Assemblage, sculpture, recycled objects, scrap, wood glue, composition, canvas, construction**

Assemblage Art is an alternative collage style, often made from the things we throw away. A form of sculpture or collage made of "found" objects arranged in such a way that they create a piece of art. Why is it important to reduce, reuse and recycle wherever we can?

Show the children images of Assemblage Art and discuss how this is composed. Provide children with a range of recycled items and other scrap materials. In their sketchbooks, children plan an assemblage, using the scrap and recycled objects. Encourage the children to arrange their recycled objects in a striking composition, so this will draw the viewers eye.

Children work on either box lids, old canvases or thick packaging cardboard to put together their assemblages. Use wood glue under supervision to attach the recycled objects. Photograph work to record the stages of construction.

### **Session 4**

**Key vocabulary: Assemblage, spray paint, monochrome finish**

Revisit the work of Louise Nevelson and look closely at her Assemblages and her monochrome finishes.

Under close adult supervision children start to spray paint their assemblages, using black or white matte spray paint, to achieve a monochrome finish. This task MUST be completed outside, where it is well ventilated. Children MUST wear face masks and disposable paper aprons, to avoid breathing in the fumes and to protect their clothing.

### **Session 5**

**Key Vocabulary: Annotate, evaluate, personal schema**

Evaluate their work. Did the children enjoy the activity? What have they learned about protecting the planet?

Annotate entries in sketchbooks, with names of the featured artists, their artistic style and art movement, media used and skills practised.

Annotate sketchbooks with comments on the development of their own personal schema, points for development, their likes & dislikes. Can the children talk confidently about their work, using the key vocabulary of art and design.

Future learning this content supports: Development of personal art schema and art genre preferences. Links to protecting the environment and the problems of global warming that will affect us all.