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| **Year 3 Art Medium Term Plan Autumn 1 - Collage** | |
| **National Curriculum/P.O.S**   * to use a range of materials creatively to design and make products * to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space * about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | **Skills, knowledge and understanding.**   * Understand the properties of different glue and how these can be used to fix materials together * Use collage as a means of collecting ideas and information to build a visual brainstorm * Collect and select textured papers to form a collaged image * To know and understand that Hannah Hoch was a collage artist * To know and understand that collage uses papers, fabrics and materials that are layered and placed carefully to create an image. * To know that she made art that she believed in. * To know and understand that she was part of an art movement called the DADA movement. |
| **Vocabulary**  Collage, photomontage, texture, pattern colour, composition, layering, portrait. | **Artist/art movement**  **Hannah Hoch** – German , female, collage artist.  Famous for being one of the first artists to use photomontage - the cutting up of photographic images and rearranging to make a new composition.  Born 1889 – died 1978 |
| **Materials/resources**  **Variety of papers, sketchbooks, pencils, graphite, digital camera, black pens, pva glue, glue spreaders.** | **Curriculum links/websites**  [**https://www.bbc.co.uk/bitesize/articles/zfrtfdm**](https://www.bbc.co.uk/bitesize/articles/zfrtfdm) |
| **Lesson 1**  **What is collage?**  Show the children a variety of collage artworks by different artists and allow the children time to talk about what they see and notice. Do they know how the images have been made? How are they different from drawings and paintings? Can anyone explain what process has been used to achieve the finished results?  Explain that the images are collage pieces which means what? How do we make a collage and what does the word mean? An artistic composition made from different materials (paper, fabric etc) glued onto a base.  Look at some example images of collages created by different artists. Which do the children like and why? In their sketchbooks the children will start to create their collage research page. They can use found images, drawings and annotations to create their sketchbook page. Teacher model how to do this using own sketchbook.  **Lesson 3**  **What is photomontage?**  Recap learning so far. What is photomontage? Look at examples of Hannah Hoch’s photomontage pieces. What do the children notice about them? Can they explain how they make them feel and what they have observed?  Explain that the children will be creating their own photomontage of themselves. To do this they will need images of themselves and will need to consider the things that are important to them in their lives – family, friends, interests, hobbies, school etc. In their sketchbooks the children can start to sketch out ideas for their photomontage. Teacher and T.A. to take x2 photos of each child and print off while children are working in their sketchbooks.  Encourage the children to use lettering from magazines and newspapers in their photomontage just like Hannah Hoch. What words might they include in their final piece?  **Lesson 5**  **What is photomontage?**  Children will continue to work on their final photomontage piece using ideas from their sketchbook pages and collected images, papers and lettering from the previous week. Encourage the children not to stick anything down but just place the pieces of the composition first until they are happy with the composition. Build up the layers of their photomontage carefully bit by bit. Encourage them to be creative and ensure that they use a combination of collage, photos, lettering and drawing in their final piece. Their final piece should represent them but not necessarily look like them. Teacher continue to model the process of making a collage/photomontage. | **Lesson 2**  **Who was Hannah Hoch and why is she important in art?**  Show a photograph of German, female artist Hannah Hoch. Give the children a few minutes to look at the photo and discuss what they think about her. Can they find any clues from the image/photo about the person? Take feedback and explain that it is a photo of German, female artist Hannah Hoch who is famous for creating collage compositions and for creating photomontage. Look at some examples of her work including photomontage. What do children think of them? Do they look realistic or abstract? How do they make them feel when looking at them?  In their sketchbooks the children will start to make an artist research page about Hannah Hoch. They can use any drawing materials to record their ideas. They can use original images from the artist to cut up and stick on to the sketchbook page. They should annotate their page with key information/words about the artist. Can they pick their favourite piece of her work and say what they like about it? Teacher model how to do this using own sketchbook.  **Lesson 4**  **What is photomontage?**  Recap learning so far and remind the children of the features of photomontage. Using their ideas from their sketchbook pages the children will begin to create their photomontage. They will work on A3 paper and this will form the base of the photomontage. Consider background papers to create interest and contrast. Use their portrait photos to add the next layer to their collage/composition. Teacher model how to fold and cut the photos so that they do not end up with too many small pieces. Using magazines and newspapers can they find images/words that represent their interests. Can they draw those details into the composition? Finally, use lettering from newspapers and magazines to add words. Remind the children throughout the lesson that they are creating a photomontage of themselves that is personal to them.  **Lesson 6**  **What is photomontage?**  In this final lesson allow children time to complete and reflect on the photomontage process. Use gallery time for the children to look at other photomontage pieces and comment on them. What do they notice? Do the final pieces reflect the child? Encourage the children to comment on other children’s work. Did they find any part hard/challenging throughout the process? If they could repeat the process would they do anything differently or are they happy with the finished piece?  Children complete personal assessment of final piece in their sketchbooks. |