



Kindness

Positivity

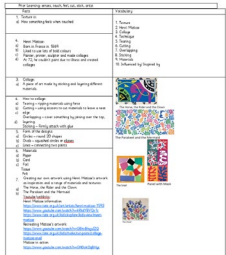
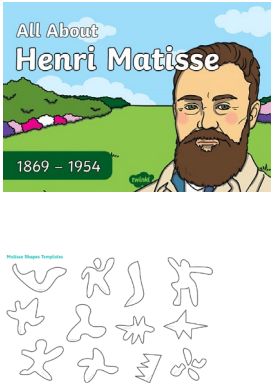
Respect




ART MEDIUM TERM PLANNING



Year Group: Y2	TERM: Autumn	Theme: Texture and Collage Matisse and Owls
<p><b>National Curriculum:</b> Key stage 1 Pupils should be taught: ♣ 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.</p>		
<p><b>Context: In this unit children will learn how to use a range of materials to creatively design and make pieces developing techniques with texture. Children will explore the work of Henri Matisse and his time as an artist. Children will study owls, observe them, hold them, draw them and make their own collage inspired by Matisse. They will manipulate materials to create a base. They will build up shapes, making patterns and creating their own picture. Children will choose a range of materials and embellishments that create an effect to represent an owl.</b></p>	<p><b>Concepts:</b></p> <p>Colour, pattern, line, texture</p> <p>To use a range of materials to creatively design and make artwork developing techniques with texture.</p> <p><i>Talking about art – The past, other cultures</i> <i>Skills and processes – Drawing in a sketchbook, collage</i></p>	<p><b>Vocabulary:</b></p> <p>texture, Henri Matisse, collage, technique, materials, influenced by/inspired by, tearing, overlapping, sticking, cutting.</p>
<p><b>Prior Knowledge:</b> touch, feel, sense, artist, sticking, cutting, layering</p>		<p><b>Future Knowledge:</b> In Y4 as part of the Romans topic the children will study mosaics and build on their cutting and designing skills. They will use precision and a knowledge of colour.</p>

**End points /by the end of this unit pupils will...**

- Children understand what texture is.
- Identify the textures of a range of different materials
- Learn who Henri Matisse was as an artist
- Explore how texture was used by Henri Matisse in 'The Snail' Identify materials that Matisse used.
- Identify the content (what it is), form (light/dark), process (how it is made) and mood (feelings created)
- Observe owls and look carefully at the shapes that make up the owls. Using pencil.
- Use this knowledge to develop an owl collage, linked to Literacy and science, when the owls come to visit.

Learning Objective	Teaching Input/ Activities	Key Questions	Resources
<p>1</p> <ul style="list-style-type: none"> <li>• Stick fact file into sketchbook</li> </ul>  <ul style="list-style-type: none"> <li>• Learn about Matisse</li> <li>• Create a mini Collage inspired by the snail</li> </ul>	<p><b>Collages by tearing inspired by 'The Snail'</b></p> <ul style="list-style-type: none"> <li>• Children will make their own collage inspired by 'The Snail' using paper and card.</li> <li>• Discuss how Matisse cuts his shapes from paper and arranges them to make a picture.</li> <li>• This is called a collage</li> <li>• Children need to understand the techniques – tearing, overlapping and sticking.</li> <li>• Children tear four or five Henri-Matisse-inspired shapes on colours of their choice then experiment with how to place them onto a coloured background for optimum effect.</li> <li>• Children then experiment with placement. How does the effect of the collage change other?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a collage and how are they created?</li> <li>• Can you experiment with placement and composition?</li> <li>• How does the effect of the collage change when you layer multiple shapes on top of each other?</li> </ul>	<p><a href="https://www.twinkl.co.uk/resource/ks1-all-about-henri-matisse-powerpoint-ad-223">https://www.twinkl.co.uk/resource/ks1-all-about-henri-matisse-powerpoint-ad-223</a></p> 

	<ul style="list-style-type: none"> <li>Show the children the shapes (link in folder)</li> <li>Children can have fun with art elements like colour and texture. Henri Matisse's bold shapes are perfect for this.</li> </ul>		
<p>2</p> <ul style="list-style-type: none"> <li>Make a collage linked with Matisse's work.</li> </ul>	<p><b>Collages by cutting inspired by 'Panel with Mask' and 'The Sheaf'.</b></p> <ul style="list-style-type: none"> <li>Children use the cutting technique to cut out neatly? They should understand cutting, tearing, overlapping and sticking.</li> <li>They create their own collage inspired by 'Panel with Mask' noting the use of different textures.</li> <li>Children stick carefully within a Boundary/frame by using the appropriate amount of space?</li> </ul>	<ul style="list-style-type: none"> <li>Can children name a wider range of materials?</li> <li>Refer back to start of the topic – what were the different textures?</li> </ul>	 <p><a href="https://www.twinkl.co.uk/resource/henri-matisse-inspired-art-challenge-and-collage-activity-pack-t-ag-1655721807">https://www.twinkl.co.uk/resource/henri-matisse-inspired-art-challenge-and-collage-activity-pack-t-ag-1655721807</a></p>
<p>3</p> <ul style="list-style-type: none"> <li>Observed owl timed drawings</li> </ul>	<p><b>Observational drawing of Owls</b></p> <ul style="list-style-type: none"> <li>Children experience a morning or real owls flying, holding, listening to the 'Owl Man'</li> <li>In groups children will be led to look at the shapes that make up an owl.</li> <li>They will observe the feathers and how they layer up on the body.</li> <li>Children will make a 2 minute, eyes</li> </ul>	<p>Can you see that the owl is made up of a collection of ovals? Look how large the head is compared with the rest of its body.</p>  <p>Children experience the flight and feel of owls.</p>	<p>Use sketchbooks and drawing pencils.</p>  <p>Archie the Barn Owl</p>

	<p>half closed drawing in their sketchbook</p> <ul style="list-style-type: none"> <li>• Then a 10 minute more detailed Sketch, looking at making marks to represent texture</li> </ul>		
<p>4</p> <ul style="list-style-type: none"> <li>• Draw owl and collage</li> </ul>  <p>layering, overlapping, tearing, sticking.</p>	<p><b>Collage of Owls</b></p> <ul style="list-style-type: none"> <li>• Using the step by step information on the flipchart children draw an outline on card.</li> <li>• Children choose from a range of natural materials and embellishments to create features on the owl.</li> <li>• Children use layering and overlapping to represent the feathers.</li> </ul>	<p>What is the same about this material?          What is different?          Where may you see this material?          Why do people create collages?          Why have you chosen that colour?          What do you notice about the texture of your material?          How do these materials contrast?          How do you know how much space you will need?</p>	 <p>Shape based observational Drawing.</p>