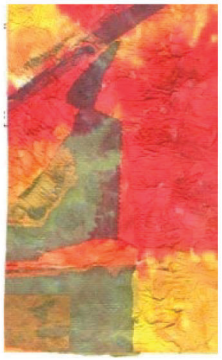
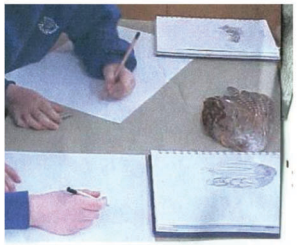
	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
Learning Intention Children should learn:	To investigate and combine visual and tactile materials and processes to explore ideas for different purposes.	To use a viewfinder to select and record from first-hand observation.	To apply their experience of materials and processes, developing their control of tools and techniques.	To investigate and combine visual and tactile qualities of materials and processes to make collages. To adapt their work according their views and describe how they might develop it further.	To respond to the work of Dale Devereux-Barker and investigate the use of symbols in his work.	To apply experience of materials and processes developing their control of tools and techniques. To adapt work according to views.
Activity	EXPLORING COLLAGE TECHNIQUES Ask the children to use a range of collage materials, both papers and fabrics, to produce experimental and exploratory pieces in sketchbooks. Encourage the children to experiment with and combine materials (e.g. overlay and mixed media processes) to produce different effects. Use paints, inks and stains over the collaged images and experiment with the different effects that may be produced. Ask the children to annotate examples in sketchbooks for future reference.	DRAWING NATURAL FORMS AS STARTING POINT Ask the children to place a small viewfinder onto an object such as an onion section, wood grain, feather etc. and produce some detailed observational drawings in their sketchbooks. Focus their attention on lines, shapes and colours within the natural forms. Explain that these studies will form the starting point for some collage developments in session 3.	> DEVELOPING COLLAGE WORK Ask the children to begin by drawing out their selected linear designs from session 2 with chalk onto sugar paper. Offer the children the opportunity to select from a range of materials for collage to develop their studies. Encourage them to reference the range of annotated examples in their sketchbooks from session 1 in developing ideas for their work.	> OVERWORKING WITH INKS AND STAINS Continue building up, layering and enriching their linear designs with a range of materials. Ask them to make appropriate changes to their work as it progresses and to refer to the work of others to inform their own work.	RESPONSE TO DALE DEVEREUX-BARKER Discuss the work of the artist/print maker Dale Devereux-Barker and in particular his work entitled 'My Week.' Examine his use of simple drawn forms and symbols to communicate meaning. Ask the children to explore in their sketchbooks the use of simple symbols to communicate meaning. Invite them to choose a day from the previous week and identify five events from within the day. In their sketchbooks draw five squares to represent the five events and draw a simple form or symbol to represent each event e.g. cup for morning drink.	> DEVELOPING COLLAGE WORK Ask the children to transpose the five drawn designs from session 5 into five collaged squares, using regular sized squares for each child. Ask the children to draw and cut each symbol from coloured paper of their choice and glue it to one of the background squares. The five squares will then be assembled into a 'Day Strip'. Ask the children to adapt and modify their work as it progresses.

Skills, concepts, knowledge and understanding	Developing understanding through exploratory and experimental appoaches to collage techniques and processes. Layering and overworking.	Using the viewfinder to select and record from direct observation.	Selecting and developing ideas for own work. Overworking images.	Selecting materials by colour and texture according to their intentions. Adapting and modifying own work and commenting on the work of others.	Working in response to the images of Dale Devereux-Barker. Developing understanding of symbols to represent meaning.	As previous session + adapting work as it progresses.
Vocabulary	Collage materials Layering Overworking Brusho colour Inks Stains	Vocabulary relating to chosen natural objects. Viewfinder Direct observation Natural objects Select Lines Shapes Colour Tones Texture Pattern	Overlapped Layering Develop	Inks Stains Overworking Layering	Symbols Represent Event	Symbol Represent Adapt Modify
Curriculum links	Literacy – annotation, inform and explain. Science – properties of materials.	Science – living things and materials. ICT – digital camera/ microscope as a viewfinder.	Literacy – speaking and listening – discussion of work.	Literacy – discussing work as it progresses.	PSHE/Citizenship – lifestyles. RE-use of symbols.	As previous session +
Resources	Papers, fabrics and other collage materials, Brusho colour, Ready-mix paint, Inks, Stains, Sketchbooks, Scissors.	Viewfinders, Sketchbooks, Natural forms, Pencils, Pastels.	Papers, fabrics and other collage materials, Brusho colour, Ready-mix paint, Inks, Stains, Sketchbooks, Scissors.	Papers, fabrics and other collage materials, Yarns and threads, Brusho colour, Ready-mix paint, Inks, Stains, Sketchbooks, Scissors.	Brusho colour, Paints, Inks, Ready-mix paint, Dale Devereux-Barker – Slamnet/art Google Images	Coloured papers, Squares of coloured paper, PVA glue.
Time	1 hour	1 hour	1 hour	1 hour	1 hour	1 hour

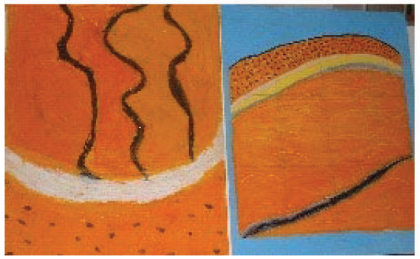
Expectations	Names	Next Steps
Some children will have made limited progress. They will be able to… explore visual and tactile qualities; experiment with materials and processes and record ideas in a sketchbook. They will be able to use natural forms as a starting point for collage work and comment on differences in their own and others' work and suggest improvements to their own work.		
Most children will be able to… organise and combine visual and tactile qualities of materials and develop explorations, ideas and responses in their work. They will also be able to compare and comment on ideas, methods and approaches in their own and others' work and adapt and improve their work as it progresses.	**YEAR 6 – COLLAGE UNIT**	
Some children will have progressed further. They will be able to… record, collect and select visual and other information to help them develop ideas; manipulate visual and tactile qualities and different materials and processes, matching these to suit their intentions. Also they will be able to analyse and comment on ideas, methods and approaches used in their own and others' work and refine their work to reflect their own view of its purpose and meaning.		



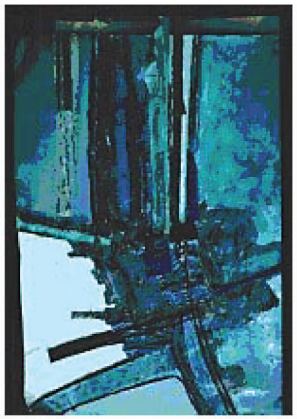
Sketchbook experiments.



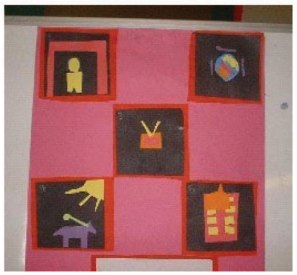
Drawing of natural forms.



Focus on colour and shape of natural forms.



Overworked, collaged images using natural forms as a starting point.



Responses to the work of Dale Devereux-Barker.