

# Brough Primary School – Curriculum Intention Plan 2021 - 2022



<b>Subject: Art</b> <b>Year Group: Year 3/4</b>		<b>Area of learning: Drawing &amp; Collage –</b> <b>Megan Coyle</b>
Links to previous work/Remember when	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Using cut and torn papers and other materials to make simple patterns and images.</li> <li>Recognising that materials look and feel different, choosing the most suitable materials for a required effect.</li> <li>Mixing paper and other materials with different textures and appearances.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Drawing confidently from imagination.</li> <li>Combine schematic and observational approaches.</li> <li>Add detail to art work.</li> <li>Observing and recording the shapes, patterns and textures found in objects.</li> <li>Working in a combined schematic and observational way with confidence in placing objects.</li> <li>Using drawing as a starting point for work in other media as well as in its own right.</li> </ul>	
<b>Term</b>	<b>Year 3/4</b>	<b>Key Skills to be taught</b>
<b>Autumn 2021</b>  What the children should know at the end of this series of lessons		<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Using collage to explore wider art themes.</li> <li>Returning to work using a range of techniques to develop the final image.</li> <li>Experiment with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned)</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Observing how shape, colour and tone can be used to describe form.</li> <li>Using observational drawings as opening studies for more developed work. (To be kept in a sketch book)</li> <li>Using line, tone and texture to represent objects in three dimensions.</li> </ul>

## Vocabulary

Magazine, newspaper, photo montage, abstract, media, music, pasting, glue, scissors, join, mixed, Collage, pasting, cut outs, painting, drawing, fabric, form, pasting, glue, scissors, combine, mixed, Megan Coyle, imagination, texture, combine, visual, tactile.

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Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>i). To learn about the artist Megan Coyle and about her work taking pictures from common everyday magazines and turning them into art.</p> <ul style="list-style-type: none"> <li>● Research the work of Coyle to help understanding of the scope of her work – landscape work, animal collages and people portraits.</li> <li>● Use one of the time lapse videos Coyle created with her landscape work to help the children understand her style and choice of media. <a href="https://megancoyle.com/tag/landscape-art/">https://megancoyle.com/tag/landscape-art/</a></li> <li>● Have students read the <a href="#">brief biography of Megan Coyle</a> and study her <a href="#">animal collages</a>.</li> <li>● Have students read and respond to questions from the Student Activities: <a href="#">Ways to Portray Animals in Art</a>, <a href="#">Animal Collages</a>, and <a href="#">Setting and Colour</a>.</li> <li>● Discuss Megan Coyle’s “painting with paper” technique. How does she use texture and colour for her animal collages? How are her animal collages different than <a href="#">her portraits</a>?</li> <li>● Discuss the importance of setting and colour. How can they convey a certain mood? What can both do to tell you more about a specific animal?</li> </ul>
2	<p>i). To plan a collage linked to Diwali and a Diwali lamp as a central feature.</p> <ul style="list-style-type: none"> <li>● Begin by working through this page Megan has constructed - <a href="https://megancoyle.com/learn/middle-school/animals/animal-collages/">https://megancoyle.com/learn/middle-school/animals/animal-collages/</a></li> <li>● Will it be in a natural or man-made habitat? Will there be a setting, or will you only use solid colours for the background?</li> <li>● What artistic style will you use? Do you want the animal to look realistic?</li> <li>● Will you use natural colours for the animal? Or will you use colours that aren’t natural? <a href="https://megancoyle.com/learn/middle-school/animals/setting-and-color/">https://megancoyle.com/learn/middle-school/animals/setting-and-color/</a></li> <li>● What will the animal do? Is it standing still or in motion? Is it in a scene of a story you’ve imagined?</li> <li>● What will the mood be? Will the setting or background be cheerful or dark? How about the animal?</li> <li>● <a href="https://megancoyle.com/learn/middle-school/animals/">https://megancoyle.com/learn/middle-school/animals/</a></li> <li>● <a href="https://megancoyle.com/wp-content/uploads/Learn-Make-an-Animal-Collage.pdf">https://megancoyle.com/wp-content/uploads/Learn-Make-an-Animal-Collage.pdf</a></li> </ul>
3&4	<p>i). Create a Diwali Collage in the style of Megan Coyle. Use this link to show hoe Coyle starts with a pencil sketch and moves on to a completed collage - <a href="https://megancoyle.com/learn/process/">https://megancoyle.com/learn/process/</a></p> <ul style="list-style-type: none"> <li>● Keep in mind that you will write a science report on that animal once you complete your artwork.</li> <li>● Sketch the animal and its habitat on a piece of paper.</li> <li>● Once you decide how the animal will look, select the colours for your collage.</li> <li>● Cut the pieces of paper into different shapes based on the shapes of highlights and shadows you’d like to include.</li> <li>● Arrange the pieces of paper on top of the sketch. Once you find an arrangement that you like, glue down the paper.</li> <li>● Continue to cut and paste paper until you cover the entire page.</li> </ul>

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	<ul style="list-style-type: none"> <li>Once your collage is complete, with no paper remaining uncovered, use a couple of coats of UV protective varnish to hold all of the pieces of paper in place and to protect them from the sunlight.</li> </ul>
5	<p>i). To evaluate their art work in terms of the effectiveness of the choice of colour (especially whether it is natural or not), setting and mood. Is their work reflective of the style of Megan Coyle?</p> <ul style="list-style-type: none"> <li>Use paired evaluation so each child evaluates both their own product and that of a partner.</li> <li>Emphasise that evaluating art is more than just liking it or disliking it.</li> <li>You need to be able to look more closely at the elements of art and the principles of design that they have used to be able to comment on how effectively the artist has used them to communicate his or her message.</li> </ul>

## Learning Outcome/product

The end of this series of lessons will be a collage inspired by the work of Megan Coyle. Children and teachers can have some choice as to whether to select an animal from the local area or whether to select an animal from further afield. The completed work of art will be multi-layered and use pictures from magazines in the style of Megan Coyle.



<b>Assessment records</b>	<b>List only those children who have not achieved the expected outcomes.</b>

<b>Assessment records</b>	<b>List only those children who have exceeded the expected outcomes.</b>

**End of unit assessment question**

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E.g. What is the style of Megan Coyle when she produces collages?