

Whole School Art Planning

Aspect: - Collage

(MTP's linked to specific year group objectives and skill development)

Spring Term 1 - F1

Theme: - Buildings, Bridges and Growth


Expectations by the end of birth – 3 years children will be able to: -

(Expressive Arts and Design)

- 🕒 Explore different materials, using all their senses to investigate them and manipulate and play with different materials.
- 🕒 Use their imagination as they consider what they can do with different materials.

Expectations by the end of 3-4 years children will be able to: -

- 🕒 Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- 🕒 Develop their own ideas and then decide which materials to use to express them.
- 🕒 Join different materials and explore different textures

Session 1 - Adult Led Activity (Introduce and model technique / skill to the children)	Session 2 - Adult Led Activity (Introduce and model technique / skill to the children)	Session 3- Adult Led Activity (Introduce and model technique / skill to the children)	Session 4 - Adult Led Activity (Introduce and model technique / skill to the children)	Possible Final Piece of Work (Built upon skill development throughout the term)
<p>Investigate and introduce various materials for the children to draw on / explore scale e.g.: -</p> <ul style="list-style-type: none"> - Long strips of wallpaper, child sized boxes and different surfaces to work on – wall paper, rolled paper, table, easel, pavement etc... - Could do this both indoors and outdoors? 	<p>Introduce the simple concept of collage to the children – explore and look at a range of patterned/ textured paper/ cardboard together and allow the children to feel and talk about them.</p> <p>Activity - Groups Large Scale Paper/ Card (Floor) Collage Model using simple PVA glue correctly. Allow the children time to explore using the glue and sticking a variety of different paper/ card onto the large sheets of paper e.g., patterned, bumpy, thick, thin, coloured etc... to create a large-scale collage together. Discuss papers / colours of paper and begin to</p>	<p>Introduce child sized cardboard boxes / containers and scrap pieces of various textured and patterned paper/ fabrics to stimulate discussion and exploration. Recap and model using simple gluing (PVA) technique with the children, also look at glue sticks and explain that these are quicker and easier to use. Allow the children time to explore both. Using the PVA glue and glue sticks the children can practise sticking pieces of material/ paper with flat. large surfaces onto the boxes/ cardboard to create own simple collages/ representations of objects to practise gluing onto cardboard.</p>	<p>Model and introduce using other basic joining techniques to join materials like paper, straw, fabric etc to create a simple collage. Introduce how to create paste (flour and water) and how this can make the glue a bit thicker, Talk about colours, paper/ materials needed to represent bricks, sticks and wood? Could use some natural resources to stick on with PVA glue / paste. The children could make own / group collage of houses/ building practising their gluing skills and techniques focussed on previously.</p>	<ul style="list-style-type: none"> 🕒 Create own collages of using a variety of materials and joining/ gluing techniques explored – link to theme. 🕒 Create own/ group 'Little Pig's' house (collage) choosing own resources and materials explored Example throughout the term. <p>Example only: -</p> 



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	talk about their simple properties.			
<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> ⌚ A variety of media including pens, chalks, paint etc available for the children to explore using on various surfaces both indoors and outdoors, ⌚ Chalkboards, easel, wood, bricks etc available for the children to draw/ paint/ make own marks on. 	<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> ⌚ Various different textured/ coloured paper / card pieces for the children to explore. ⌚ PVA glue and spreaders ⌚ Large Paper ⌚ Various pictures of artists work linked to collage as a stimulus for the children to look at. 	<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> ⌚ Old cardboard boxes/ food containers ⌚ Various pieces of textured and patterned fabrics/ papers ⌚ Glue spreaders and sticks ⌚ PVA glue 	<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> ⌚ Photographs of 'Three Little pigs Houses' ⌚ Range of natural materials to create own/ group collages ⌚ Joining tools and materials -PVA glue, paste (flour and water) scissors etc...Move onto cello tape and glue sticks for more able. 	

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Theme: - Buildings, Bridges and Growth


Expectations by the end of Reception children will be able to: -

(Expressive Arts and Design)

- ⌚ Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- ⌚ Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- ⌚ Create collaboratively sharing ideas, resources and skills

ELG: Creating with Materials

- ⌚ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- ⌚ Share their creations, explaining the process they have used.

Session 1 - Adult Led Activity (Introduce and model technique / skill to the children)	Session 2 - Adult Led Activity (Introduce and model technique / skill to the children)	Session 3- Adult Led Activity (Introduce and model technique / skill to the children)	Session 4 - Adult Led Activity (Introduce and model technique / skill to the children)	Possible Final Piece of Work (Built upon skill development throughout the term)
<p>Focus upon introducing new and previous vocabulary taught in F1 linked to collage and discuss basic uses of materials, the children will be introduced to the concept of collage. They will begin to discuss and explore the importance of choosing for a purpose.</p>	<p>The children will explore different colours and shades. Discussions will begin about using a particular colour for a purpose. The children will be given scenarios and they will decide which material would be most fit for purpose. For example, if someone needed to wear a soft blue woolly jumper which materials would they need to use? Provide the children with a selection of both appropriate and misleading materials to see if they can select according to the criteria given/ given purpose.</p>	<p>Recap joining materials together? Can the children discuss and recap from F1 ways in which we can join materials together e.g., PVA glue, blue tack, cello tape/ masking tape/ paste etc...Teach how to use mid - high level joining techniques - staple, glue gun etc... Reiterate safety measures - using scissors correctly, stapler etc... Allow the children the opportunity to use a range of mid -high level joining techniques throughout activities in CP.</p>	<p>Introduce creating a group collage (working as a team and sharing ideas with each other) reiterating 'choosing purposefully' and ensuring that we fill the image. Some children would be cutting fabric whilst others are placing / 'joining' the materials onto the paper. Look carefully at images linked to the park visit- What can the children see? Colours etc... Discuss materials the children could use to represent various natural and textured objects. The children can begin to create their own group representations of scenes from the park visit. Discuss reasons for using materials and chosen joining skills.</p>	<ul style="list-style-type: none"> ⌚ Collaborative group collages linked to East park visit ⌚ Own colour and textured collages linked to 'fitting for a purpose'. ⌚ Clothing collages - Choosing appropriate materials for a purpose e.g. A red soft woolly jumper etc... <p>Example only: -</p> 



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<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> ⌚ A variety of materials left out for the children to explore their properties and use independently in own play for props and art work. ⌚ A selection of natural textures/ resources available for the children to explore and use in own simple collages (stones, grass, wool, ice, mud, sand, holly) ⌚ PVA glue/ paste/ scissors 	<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> ⌚ Provide various clothing templates for the children to see if they can choose and use various materials available that would be fit for purpose - e.g., a brown, rough jacket (Could use sandpaper, brown ribbon pieces etc...) ⌚ Selection of coloured / textured materials. ⌚ PVA glue / paste / scissors etc.. 	<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> ⌚ Various materials for the children to explore and associate with natural materials. ⌚ Various coloured paper/textured materials ⌚ Large sized paper ⌚ Park images/ scenes from the visit ⌚ Scissors ⌚ Glue gun, stapler, tape, glue etc... 	<p>C.P Enhancements (for the children to explore and investigate independently)</p> <ul style="list-style-type: none"> ⌚ Various materials for the children to explore both natural and manmade. ⌚ Various coloured paper/textured materials ⌚ Large sized paper ⌚ Park images/ scenes from the visit ⌚ Scissors ⌚ Glue gun, stapler, tape, glue etc... 	
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Whole School Art Planning

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Autumn - Year 1

Theme: The Train Ride

Previous Learning and Experiences from FS -

Children have had a variety of materials to draw on.

They have discussed different types of paper.

They have used a variety of joining such as PVA, glue sticks, paste, blue tack, cello tape, masking tape, (adult led staples and glue gun)

They have picked specific colours for certain collages, e.g., a park picture

They have picked specific materials for pictures such as a red woolly jumper.

Expectations by the end of Key stage 1 children will be able to: -

Develop a wide range of art and design techniques in using pattern and texture.

- 🕒 I can imaginatively handle different materials from a selection provided.
- 🕒 I can select, sort, cut and tear.
- 🕒 I can sort according to specific qualities, e.g., warm, cold, shiny, smooth

Resources needed:

A range of collage materials (cotton, paper, tissue paper, crepe paper, card, cellophane, buttons, feathers, magazine/newspaper pages, sequins)

Session 1 -	Session 2	Session 3	Session 4	Possible Final Piece of Work (Built upon skill development throughout the term)
<p><u>I can develop my experience of adhesives to overlap and overlay materials.</u></p> <p>This session should concentrate on adhesives. Children to experiment with which adhesive is the best to join certain materials to each other and to a page (cotton, paper, tissue paper, crepe paper, card, cellophane, buttons, feathers, magazine/newspaper pages, sequins).</p>	<p><u>I can select, sort, cut and tear</u> Recap on sorting to simple criteria.</p> <p>In this session the children need to be able to sort according to different criteria, e.g., hot, cold, this could be done in groups, pairs or individually. Children should sort materials based on colour, appearance and feeling.</p> <p>Once the materials have been collected, they should be able to tear the materials into the shape that they want to fill another</p>	<p><u>I can overlap and overlay materials.</u></p> <p>Provide children with a range of different pictures linking to their visit on the train (e.g. countryside fields that could be seen out of the window).</p> <p>Show the children how they can make their piece take shape by carefully tearing/cutting and then overlapping some of the materials. For example, make a grass scene overlapping some tissue paper so they can see how</p>	<p><u>I can select, sort, cut and tear.</u> <u>I can overlap and overlay materials.</u></p> <p>Provide children with a range of shapes of different sizes. Children to practise using skills from previous lessons to select, sort, cut and tear materials to different sizes to fill the shapes (likely with some gaps between the pieces at this stage - this will become more precise in Y2).</p>	<p><u>I can cut a variety of materials to suit my ideas / designs</u> <u>I am developing experience of adhesives and use these to overlap and overlay materials.</u></p> <p><u>NC - by the end of KS1 pupils should be taught to use a range of materials creatively to design and make products.</u> <u>By the end of KS1 children should be taught to develop a wide range of art design techniques us using pattern and texture.</u></p>



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<p>Explore with which adhesives can be seen and which cannot.</p>	<p>shape. Children to practise filling larger and smaller areas, by creating different sized pieces to fill.</p> <p>Children to draw upon knowledge of adhesives from previous lesson to join and overlap these materials to fill the space.</p>	<p>the colours change. For example, make a sky scene with blue tissue paper or blue cellophane so they can see how the blue changes shades, and then adding clouds using another material/colour over the top (e.g. crete/tissue paper or cotton wool).</p> <p>Children to experiment with a range of materials to create these different effects. This should be a draft – not part of the final piece.</p>		<p>Create their own collage of a train journey:</p> <p>Linking into the theme of A Train Ride, children to be shown a range of countryside pictures with two simple colour contrasts.</p> <p>Children should self-select the colours to represent their own ideas / designs of the countryside. Encourage the children to think about how they can make some colours look darker by overlapping.</p> <p>Once the materials have been selected, they should then cut the material into the shape they want to be able to create their own picture using the adhesive they think would be best to join the materials.</p> <p>Have a selection of materials ready for the children including different paper types and fabrics.</p> <p>Provide children with the outline of a simple train. Children to use collaging techniques to fill the shape of the train, and then overlap this on top of their countryside picture.</p>
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Whole School Art Planning

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Summer Term - Year 2

Theme: - Australian Adventure

Previous Learning and Experiences from Foundation Stage and Year One -

Foundation Stage

Children have had a variety of materials to draw on.

They have discussed different types of paper.

They have used a variety of joining such as PVA, glue sticks, paste, blue tack, cello tape, masking tape, (adult led staples and glue gun)

They have picked specific colours for certain collages, e.g., a park picture

They have picked specific materials for pictures such as a red woolly jumper.

Year One

Selecting the correct adhesive for the correct materials

Overlapping / overlaying to build up on colours

Selecting materials to represent feelings, e.g., hot / cold

Cutting specific shapes to fill a space

Expectations by the end of Key stage 1 children will be able to: -

Develop a wide range of art and design techniques in using pattern and texture.

- 🕒 I can imaginatively handle different materials from a selection provided.
- 🕒 I can select, sort, cut and tear.
- 🕒 I can sort according to specific qualities, e.g., warm, cold, shiny, smooth

Resources needed:

A range of collage materials (cotton, paper, tissue paper, crepe paper, card, cellophane, buttons, feathers, magazine/newspaper pages, sequins), a range of adhesives

<p>Session 1 - <u>I can recap my learning from Y1 and select, sort, cut and tear materials.</u></p>	<p>Session 2 <u>I am developing an awareness of contrast in texture.</u></p>	<p>Session 3 <u>I am developing an awareness of contrast in texture and colour</u></p>	<p>Possible Final Piece of Work (Built upon skill development throughout the term)</p>
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Recap with the children that they have used the tearing and cutting technique to produce a collage piece and show them their train journey picture.

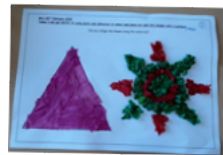
Children to practise using their cutting and tearing techniques to replicate pictures of "under the sea", this time thinking more carefully about creating different shades. They will also determine the effect of having darker/lighter colours and how this might impact upon the mood. How would they create a stormy sea, like we would have around our country? How would they create a warmer, calmer sea, like in Australia? Can they choose appropriate materials?



Move this on to different ways of using paper. Demonstrate to the children scrunching and talk about this technique being used when they want to fill small spaces or make their work stand out. It will feel different on the paper.

Give the children two different shapes to collage. One where a large area needs to be filled and one with smaller areas so that they can see the advantages of both ways of collaging.

E.g., can be done in groups



Children to then use the scrunching technique to practise recreating different features of the Great Barrier Reef that would have a rough/raised texture (e.g. coral, rocks, etc) by precisely placing the crumpled material together to fill a space.

Children to be shown pictures of the different creatures that live in the Great Barrier Reef (turtles, exotic fish, jellyfish). Identify the shapes, colours and textures that can be seen for each creature.

Building on sorting skills from Y1, children to sort a range of materials by texture and colour to identify which would be the most suitable for creating the creatures above.

Children to then practise different ways to use collage to replicate the creatures (outlines of the creatures can be provided to support). In Y1, children learnt to tear and cut to fill a space. They should now focus on doing this with more accuracy. E.G. the different shapes on the turtle's shell should be accurately cut and overlapped to create the overall shape. They might first do this by cutting the shapes, then tearing, then scrunching and decide which is the most effective.

They should do this for a range of different creatures to practise different skills and

Recreate an "under the sea" collage linking to the Great Barrier Reef. Focus on different textures and colours (e.g. the blue for the sea may be made of teared up tissue paper, but coral in the foreground may be crumpled for a raise effect, jellyfish tentacles may be thin bits of string/thread that are dangling off the page etc.)



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use a range of materials for effect.





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Summer Term – Year 3

Theme: - Eurovision

Previous Learning and Experiences from Foundation Stage and KS1 –

Foundation Stage

Children have had a variety of materials to draw on.

They have discussed different types of paper.

They have used a variety of joining such as PVA, glue sticks, paste, blue tack, cello tape, masking tape, (adult led staples and glue gun)

They have picked specific colours for certain collages, e.g., a park picture

They have picked specific materials for pictures such as a red woolly jumper.

Year One

Selecting the correct adhesive for the correct materials

Overlapping / overlaying to build up on colours

Selecting materials to represent feelings, e.g., hot / cold

Cutting specific shapes

Year Two

Different ways of using paper – e.g., scrunching, how to fill large and small spaces.

Continue the sorting of shades etc... but then using materials to create two simple contrasting pictures.

Finally using all of the skills from year one and two to create a picture of the Great Barrier Reef, focusing on contrasting texture and colour of the water, animals and plants.

Expectations by the end of Key stage 2 children will be able to: -

- 🕒 I can work with and manipulate (with accuracy) a range of natural, craft and found materials to create a piece.
- 🕒 I can effectively overlap and position materials to add depth to a picture.
- 🕒 I can embellish my design using a range of materials and techniques.
- 🕒 I can effectively create a mood and follow a specific theme.

Resources needed:

A range of collage materials (cotton, paper, tissue paper, crepe paper, card, cellophane, buttons, feathers, magazine/newspaper pages, sequins, natural materials), a range of adhesives

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Session 1 -	Session 2	Session 3	Possible Final Piece of Work (Built upon skill development throughout the term)
<p><u>I can improve skills of overlapping and overlaying to place objects in front and behind.</u></p> <p><u>I can cut multiple shapes with increasing accuracy using scissors and arrange/stick these on a surface for a purpose.</u></p> <p>Take children outside to look at the trees and the grass on the fields (maybe inside the woodland walk if you can). Discuss what can be seen in the background (the sky) and that there are branches and leaves that overlap each other and intertwine. From where the children are stood, can they see the grass closer towards them?</p> <p>Come back to the classroom and explain that in every picture, there is a foreground and a background as well as details in the middle (middle ground). Show children some David Hockney landscape paintings and explain that he is a famous artist from Yorkshire (born in West Yorkshire then lived in Bridlington for a while).</p> <p>When looking at these pictures, explain that these have been painted and show a natural landscape. Encourage children to consider the shapes that they are made up of and look at how the shapes overlap each other. Consider the background, foreground and details.</p>	<p><u>I can experiment with creating mood, feeling, movement and areas of interest.</u></p> <p><u>I can use the natural environment or townscapes as a stimulus, recreating shapes and textures observed.</u></p> <p>Begin to explore the “mood” and “feeling” of the current season. Discuss colours that link to this mood. Go outside and observe how the natural environment moves. Consider the movement of trees, leaves, flowers, grass and discuss how this might change over the year e.g., how flower buds blossom and how the leaves fall from trees.</p> <p>Discuss with children how this movement may be recreated (link to work from previous session). Children to take pictures of the natural environment. At this stage a particular focus on the trees would allow children to explore different shapes and textures to create specific moods and movements.</p> <p>Children to gather resources from the natural environment to allow them to explore how to recreate tree/leaf movements including how to recreate the appropriate textures and shapes.</p>	<p><u>I can select and use materials to achieve a specific outcome.</u></p> <p><u>I can make a representational textured image from found textures that have been selected.</u></p> <p>Introduce children to the coiling method of manipulating paper. Children to practise the coiling technique by exploring how this can be used to fill spaces and create particular shapes.</p> <p>Children to use the coiling technique to create contrasting moods for Spring/Summer/Autumn/Winter. Which shapes can they recreate using coiling? Does it make a difference if the paper is coiled tightly or loosely? How can colours be arranged using this method?</p> <p>Explore how coiling creates a different effect compared to the natural resources used in the previous lesson.</p> <div data-bbox="1173 1094 1559 1369" data-label="Image"> </div>	<p>Children will create a natural landscape piece using a mixture of natural resources that have been gathered and other craft resources that can be used to effectively add detail to the final piece. Children will use tearing, cutting and scrunching skills from KS1, as well as coiling and using natural resources from this unit to recreate a nature scene.</p> <p>If possible, at the time, take children to visit East Park, Country Park or another natural landscape in the area. Encourage children to take pictures of trees or flowers which they will later use to create a collage.</p> <p>Children should recreate a piece using a natural landscape as a stimulus. Within the piece, they should:</p> <ul style="list-style-type: none"> ☺ draw upon the taught skills from across the unit ☺ consider how they will create a foreground, middle ground and background within their image ☺ depict an appropriate mood ☺ ensure that they are effectively overlapping

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Provide children with a range of craft materials that they could use to recreate overlapping in the natural landscape. Encourage children not to make a full piece, but to practice creating overlapping hills, overlapping trees/leaves/branches etc and how they would create an image that clearly shows a background, middle ground and foreground.

At this stage, they will not produce a finished piece, but they may practise how to create a falling leaf effect over and over or how to show tree branches blowing in the wind.

When children are exploring with creating movement and mood, encourage them to draw upon the overlapping skills from last lesson. They will also need to explore the best adhesives to use (drawing upon learning from year 1) to ensure that the resources from the natural environment stick together.



resources to create their piece.

- ⌚ Choose a mixture of natural and craft resources where appropriate (e.g., trees created with natural resources but sky created with craft resources/another media (i.e., they might paint the sky))



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Allow children to practise different ways of creating these effects, drawing on the knowledge of how to manipulate paper and cut shapes from Year 1/2. Encourage children to carefully consider the shapes that they need to cut out in order to recreate shapes from nature.





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Summer Term – Year 5

Theme: - Land of the Free

Previous Learning and Experiences from Foundation Stage, KS1 and LKS2 –

Foundation Stage

Children have had a variety of materials to draw on.

They have discussed different types of paper.

They have used a variety of joining such as PVA, glue sticks, paste, blue tack, cello tape, masking tape, (adult led staples and glue gun)

They have picked specific colours for certain collages, e.g., a park picture

They have picked specific materials for pictures such as a red woolly jumper.

Year One

Selecting the correct adhesive for the correct materials

Overlapping / overlaying to build up on colours

Selecting materials to represent feelings, e.g., hot / cold

Cutting specific shapes

Year Two

Different ways of using paper – e.g., scrunching, how to fill large and small spaces.

Continue the sorting of shades etc... but then using materials to create two simple contrasting pictures.

Finally using all of the skills from year one and two to create a school field picture having been outside to feel and discuss what natural environments feel like.

Year Three

Overlap and overlay objects for effect to create foreground, middle ground and background.

Cut shapes with increasing accuracy using scissors.

Choose appropriate resources to create a desired effect.

Know how to create mood and movement within a piece of work.

Experimented using the coiling technique to fill a space and represent a mood.

Expectations by the end of Key stage 2 children will be able to: -

- 🕒 I can work with and manipulate (with accuracy) a range of natural, craft and found materials to create a piece.
- 🕒 I can effectively overlap and position materials to add depth to a picture.
- 🕒 I can embellish my design using a range of materials and techniques.
- 🕒 I can effectively create a mood and follow a specific theme.


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Resources needed:

A range of collage materials (cotton, paper, tissue paper, crepe paper, card, cellophane, buttons, feathers, magazine/newspaper pages, sequins), a range of adhesives, pens

Session 1 -	Session 2	Session 3	Possible Final Piece of Work
<p><u>I can use a range of media to create collage.</u></p> <p><u>I can select and use cutting tools and adhesives with care to achieve a specific outcome.</u></p> <p>Introduce children to the work of Picasso and explore a range of cubism artwork. Encourage children to discuss what they notice, how it makes them feel etc. Explain to the children that cubism aims to combine a range of perspectives and it typically uses a range of geometric shapes.</p> <p>Children to be given time to explore creating cubist portraits by drawing a face outline on some paper and then adding facial details. They can explore with both creating their own using a range of media or finding them from pictures, magazines, etc. They will explore the range of shapes and perspectives possible and they will consider how different layouts and overlapping of the objects may alter the image completely.</p>	<p><u>I can use a range of media to create a collage.</u></p> <p><u>I can add embellishment using a variety of techniques, including drawing, painting and printing.</u></p> <p>Children will now begin to look at other ways to create cubist portraits. Using their knowledge of overlapping, cutting, textures and colours from Y3/4, children will create a collaged background to represent their personality (e.g., if they consider themselves to be a cheerful, happy person, they may use brighter colours and smooth shapes, whereas if they are often rebellious or mischievous, they may begin to explore shapes with sharper edges and unpredictable colours etc).</p> <p>Once they have created their collage, children will explore with drawing/painting a cubist self-portrait directly over the top. It may be a good idea to practise the cubist drawing separately first so</p>	<p><u>I can use a range of media to create collage.</u></p> <p><u>I can select and use cutting tools and adhesives with care to achieve a specific outcome.</u></p> <p><u>I can add embellishment using a variety of techniques, including drawing, painting and printing.</u></p> <p>Children will then create a mixed media cubism portrait collage by combining drawing and collaging. The children will design their own cubist portrait drawing upon their cubism knowledge and understanding of effective collage from EYFS, KS1 and LKS2 (see above for previous teaching). They will carefully consider the shapes, textures and colours to use in addition to embellishments that they will add. Children will choose whether to use found materials or whether to draw/paint/print their own features to add details and build up the collage.</p> 	<p>(Built upon skill development throughout the term)</p> <p>Produce a cubism self-portrait collage with embellishments for further details.</p>

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 	<p>that children are confident with creating the piece. Children will need to carefully consider the perspectives and the shapes they will choose and they will need to think carefully about colours – refer back to Picasso, did he use realistic colours?</p> 		
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