

# YEAR 1

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Collage</b>	<p><b>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</b></p> <p><b>Specific:</b></p> <p><b>Creating with Materials ELG:</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Select, sort, cut, tear, stitch and discuss</p> <p>Sort according to specific qualities, e.g. warm, cold, shiny, smooth</p>	<p>Engage in more complex activities, e.g. cutting a variety of materials</p> <p>Experience adhesives and decide on the most effective for a given task</p>	<p>Develop skills of overlapping and overlaying</p> <p>Develop awareness of contrasts in texture and colour</p>	<p>Experiment with creating mood, feeling, movement and areas of interest</p> <p>Interpret stories, music, poems and other stimuli</p>	<p>Use the natural environment or townscapes as a stimulus</p> <p>Select and use materials to achieve a specific outcome</p>	<p>Use advanced stitching and applique to add embellishments</p>

## COMPOSITES

### Collage

To use a range of techniques; sort, cut, tear, stitch to create a collage.

To sort according to specific qualities, e.g. warm, cold, shiny, smooth

## COMPONENTS

	1	2	3	4	5	End Point
	Can I explore and arrange different materials to create an image?	Can I select and arrange colours, shapes and patterns to	Can I create a collage?			To create a collage using a range of techniques and have a greater understanding of materials.

		achieve a desired effect?				
<b>CONCEPTS</b> <a href="#">Link to concept map</a>	Culture Critical thinking Influence	Culture Critical thinking Influence	Culture Critical thinking Influence			
<b>SKILLS</b>	<b>Select, sort, cut, tear, stitch</b> and discuss Sort according to specific <b>qualities</b> , e.g. warm, cold, shiny, smooth	<b>Select, sort, cut, tear, stitch</b> and discuss Sort according to specific <b>qualities</b> , e.g. warm, cold, shiny, smooth	<b>Select, sort, cut, tear, stitch</b> and discuss Sort according to specific <b>qualities</b> , e.g. warm, cold, shiny, smooth			Children will be able to sort a range of materials. They will have explored a range of techniques, made judgements about the techniques and applied them to create a collage.
<b>KNOWLEDGE</b>	Children can select and arrange colours, shapes and images to achieve a desired effect Children can apply accurate cutting and tracing skills Children can evaluate my own work	Children can images, colours and textures Children know tearing and cutting paper techniques. They understand what the term muted means	Children can create a muted background and can use line to represent simple shapes They can use templates to draw shapes and can apply and blend colours			Children will know how materials can be sorted and understand which techniques can be used for different materials. They will know how to layer these techniques in order to create a collage.
<b>LESSON LINK</b>	<a href="#">MTP</a>	<a href="#">MTP</a>	<a href="#">MTP</a>			
<b>PROGRESSIVE VOCABULARY</b>	select, sort, cut, tear, stitch qualities	select, sort, cut, tear, stitch qualities	select, sort, cut, tear, stitch qualities			Articulate and recognise subject specific vocabulary.
<b>CURRICULUM EXPERIENCES</b>			Children will create a collage using a range of techniques.			Children will have explored the work of Paul Klee and have used their understanding of materials and techniques to create a collage.
<b>END POINT</b>	Children will have created a landscape.	Children will have explored techniques.	Children will have a completed collage.			Children will have created a collage.