

6 to 8 Year Olds - Matisse Collage Inspiration

Learning Outcomes Achieved (AusVELS)

Creating and making is one part of the AusVELS Curriculum. It focuses on the ideas, skills, techniques, processes, performances and presentations. These include engagement in concepts, the way students explore the ideas, experiences and feelings. Students will work on their planning skills, application of arts elements and the principles and conventions of art. (VCAA, 2013)

Duration Estimated:

2 hours - 1 hour to paint and allow the sheet to dry
- 1 hour to create the collage

Size of Group

Works with about 10 children if the room permits it.

Lesson Resources

- * Blank White A4 Sheets of Paper
- * Variety of Dye Paint
- * Paint Brushes
- * Grey Lead Pencils
- * PVA Glue

Background to Learning

Children will learn about collage, about how colour works and blends together. Children will work on their instruction and listening skills.

Instructions

1. Give the children a sheet of paper and allow them to choose a coloured dye.
2. Tell the children to paint the whole sheet with dye. When they paint the sheet tell them to create three shades with the one colour and get them to add a bit of texture too.
3. Set the sheets aside to dry.
4. Have the children draw an animal multiple times, practicing their drawing skills, whilst waiting for their paper to dry.
5. Have the children draw their animal bigger on a sheet of paper.
6. Once the coloured paper is dry, give them the instructions to cut, or rip their paper into small pieces, then tell them to glue these pieces on their drawing, creating a colour animal collage. Don't tell them how to glue it down, or give them any assistance in their art. It is their art work, not yours.

Assessment

Have children share their collages with other people in the class. Have the children assess each others work. (Ensure they are not best friends as the results will be biased).

For the Teacher:

- * Assess the way the children listen and follow instructions.
- * Take notes on what the child is doing and how they are doing it.
- * Have a discussion with the student about how they created their work, and get their feedback on it. (Ideas from Boughton, 1994)

****Remember**:** It is about the process of the task, not about the product.