



CREATING COLLAGES

KNOWLEDGE ORGANISER



Overview

- A collage is a piece of art that is made by sticking different materials to make a picture.
- Collages often use different colours and textures of paper or fabric, photographs or newspaper/magazine cuttings.
- The process of finding, collecting, arranging and sticking is called collage.
- Collage became popular in the twentieth century, when lots of different artists began to use collage to get across their ideas.
- Some of the most famous collage artists include Romare Bearden, Hannah Höch and Henri Matisse.



Collage can be made with many different materials. Lance Letvier used large pieces of crumpled metal in his collage 'Big Eye' (2008).

Significant Artists - Famous and famous creative ones

Marie Hoch (1870- 1979)		Hannah Höch was a German artist who made collages in the 'Dada' style (wanting to make fun of the world). Her art was often surreal, meaning she tried to make her collages look as strange and random as she possibly could!
Romare Bearden (1911- 2000)		Romare Bearden was an African American artist who was best known for his collages. They show the lives of black people in America in the 1920s and 1930s. In 'Out Chorus', he arranged different jazz musicians playing in a 'chorus' together.
Henri Matisse (1869- 1954)		Henri Matisse was a French modern artist. He is famous for his paintings and sculptures but said he was never truly expressing himself until he used collage. In 'The Snail', he arranged different pieces of coloured paper in the style and shape of a snail's shell. He loved bright colours!

Styles and Techniques

Style	<p>-Collage is an art form, but it is also the process of finding, collecting, arranging and sticking materials to a backing. There are a range of different materials that we can use, including paper, card, tissue paper, newspaper, fabrics, magazines and photographs. We can cut these using scissors and paste using appropriate types of glue.</p>	
Technique	<p>-Collage artists especially have a theme - this means a topic that they are going to make their collage about (e.g. an event from history or something from nature). They consider which colours, textures and materials will show this theme. They often experiment with different orders and arrangements. Some materials and colours are more powerful together or further apart. When happy with the arrangement, you can sketch this in pencil onto your backing before you stick.</p>	
Texture	<p>Texture is important in adding depth to a collage. Whether a material is shiny, rough, smooth, bumpy or matte, this can add meaning to the artwork. E.g. rough or torn paper can be used to show ideas like destruction or unhappiness.</p>	

Creative Ideas and Examples

Materials	<p>Silhouette: Buildings can be created using black card or paper. These highlight the brightness and movement of the fire in comparison. Consider the shape of buildings at the time.</p>
Technique	<p>Arrange: Try different arrangements before sticking your materials down. Which colours best show the hottest parts of the fire. Which shapes show the movement of the fire?</p>



A child's Great Fire of London collage.

Collage Timeline

1900-1920
Some examples used different colours trying to make artworks have flat paper shapes.

1920s
Artists such as Picabia and Braque created collages which included pieces of newspaper etc.

1930s
In the Fine Art movement artists used pictures and photos from mass media (e.g. newspaper) collaged together in different arrangements.

1950s
The practice of 'assemblage' became popular. Artists create collages using photographs and everyday materials.

Present Day
Collage continues to be an important and popular art form. Artists continue to use it to create unique images.

Key Vocabulary

Collage

Shapes

Lines

Colours

Materials

Size

Texture

Straight

Curve

Point

Arrange

Feature

Backing

Silhouette

Teaching Collages Intakes

Ashok Kumar

Teaching Collages Intakes:

Teacher Education G.S. Prakasha, Anthony Kenneth, 2023-06-30 This volume analyses how teaching internships that support teacher education programmes are conducted across the globe. Teaching internships are important learning experiences in teacher training programmes a core experiential component that enables teachers in training to acquire skills in practical setups. The book takes readers through various aspects of teaching internships Extending its application to both national and international teacher education programmes to include teacher training in elementary primary secondary and higher secondary schools the volume discusses various existing teaching internship models important guidelines and best practices assessment practices typical challenges as well as future opportunities for effective teaching internships. It also shares expertise insights and know how from scholars around the world on planning and executing excellent internships for these programmes Drawn from expert research this book will be of interest to students teachers and researchers of education teacher education sociology of education and politics of education. It will also be useful for teacher trainees academicians teacher educators policymakers school teachers curriculum developers teacher training institutes and universities offering teacher education programmes

The Future Structure of Teacher Education in Northern Ireland

Higher Education Review Group for Northern Ireland, 1980 *Teacher Education in the English-Speaking World* Tom O'Donoghue, Clive Whitehead, 2008-04-08 This book compares teacher education across ten English speaking regions using a long standing comparative approach. It includes twelve chapters an introductory chapter and one for each region written by experts. It aims to structure understanding at the macro level and facilitate crossnational communication

Current

Trends in Indian Education Ashok Kumar, 1991 *Teacher Training in Northern Ireland* Great Britain. Department of Education for Northern Ireland, 1982 *Training, Recruitment and Utilisation of Teachers* Organisation for Economic Co-operation and Development Directorate for Scientific Affairs, 1969 Parliamentary Debates. Legislative Council and House of Representatives New Zealand. Parliament, 1987

Managerial Cultures in UK Further and Vocational

Education John Baldwin, Neil Raven, Robin Webber - Jones, 2022-06-09 This book offers unique insights into the impact of the rise of a managerialist culture in Further Adult and Vocational Education FAVE in England. It will also raise awareness of the consequences of the imposition of top down models of educational change and improvement upon the practices of educational leaders middle and senior managers and policy professionals across the FAVE sector. The overall aim of this book is to understand the language policies values and approaches currently espoused in post 16 learning. Often these are driven by or measured by technical rational approaches which can have a negative impact on individuals working in the sector lead to a narrowing of the curriculum and range of assessment opportunities and do not support student progression. The authors propose tentative researched and evidence based suggestions for new ways of working which might ultimately have a significant benefit to post 16 learning. The book will appeal to those engaged in researching education either as academics

policy makers trainees or practitioners who are interested in ways of reflecting on researching into and improving practice

Parliamentary Debates New Zealand. Parliament,1983 **Teachers and Trainers in Vocational Education and Training** Jette Harrebye,1998 This fourth volume in the series provides a systematic description of the situation of teachers and trainers in vocational education and training VET in five European countries Denmark Finland Iceland Norway and Sweden Each country report begins with an outline of the national context the country s geographical features and the ethnological composition of its population cultural history and religious considerations are included where they are relevant to VET A brief description follows of the overall education system of which VET is a part The next section of each report examines the VET system within which the teachers and trainers who are the subject of this publication serve The following section describes the teaching and training faculty in quantitative and qualitative terms to the extent that the relevant information is available and an account of teachers and trainers legal standing rights and duties and also those of the teacher unions and other professional organizations that work on their behalf The final substantive sections explore the inservice and continuing training opportunities open to teachers and trainers in VET and possibilities for career advancement A separate section lists the addresses of institutes associated in some way with the initial or continuing training of teachers or trainers in VET Finally each country report presents a list of acronyms and abbreviations used in the text YLB

Libraries in Colleges of Education Library Association,1972 Education ,1967 Education Statistics of New Zealand ,1988

Teachers in Australia Australian College of Education,1967 *International Handbook of Education Systems: Asia, Australasia, and Latin America* John Cameron,1985 **Achieving a Better Future** Papua New Guinea. Department of Education,2004 **Innovations and Initiatives in Teacher Education in Asia and the Pacific Region: Case studies of fifteen national systems** ,1990 **New Zealand Journal of Geography** ,1984 *The Education of Teachers in Britain* Donald E. Lomax,1973 **Fact Book on Manpower** ,1987

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