ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: ART UNIT: SHIELD COLLAGE TERM: AUTUMN 2

YEAR GROUP: OAK

THE BIG QUESTION	
How can we use collage to create a shield that represents who we are?	
END OF UNIT OUTCOME	Children to create their own shield using collage
OBJECTIVES	Pupils should be taught: • to use a range of materials creatively to design and make products • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
CONCEPT: Transformation	
LESSON 1 QUESTION	**How can we use colour to represent ourselves?**
KEY KNOWLEDGE	**Shields (Coats of Arms) use colours, shapes and symbols to represent people or families.** Children know that shields in the past showed important meanings through simple pictures and colours. **Colours can show feelings, ideas or qualities.** Children know that choosing a colour can help express something about themselves (e.g., blue = calm, yellow = happy).
RICH TASK	Show children images of coats of arms and the House of Wessex shield. Explain in simple language: • A long time ago, important families or kingdoms had special shields called *coats of arms*. • They used colours and symbols to show what was important to them. • The House of Wessex, where King Alfred came from, had a blue shield with a golden cross and five martlets (a special bird). • The martlet never stops flying – it stands for working hard and not giving up. The cross showed their Christian beliefs, and blue stood for loyalty, truth, honour, and faith. • *What colours do you like? Why?* Children test out different colours on shield template 1. Choose colours and explain why.

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<table>
<tr><td></td><td colspan="3">2. Annotate (adult-supported) using simple words or phrases:
○ "I used red because…"

• What did you choose to put on your shield? Why?
• How does it show something about you?</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – give a word bank of colours and simple meanings ("red = strong", "blue = calm").
C - create simple patterns and lines within their shield.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Shield
Coat of Arms
Symbol
Colour
Pattern
Texture
Shape
Cross
Martlet (mythical bird)
Represent (to show something)
Design
Collage
Draft</td><td>RESOURCES
</td><td>

Shield templates</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 2 QUESTION</td><td colspan="3">How can we use symbols to represent ourselves?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Symbols are pictures that stand for something.
Children know they can choose symbols (like stars, animals, hobbies, objects) to show their interests, personality or identity.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">• What pictures or symbols could show something about you?
• What might you put on a shield to show who you are?

Model ideas on the board (e.g., football for someone who loves sport, a book for someone who loves reading).

Chn to make a brainstorm of sketches about themselves – split into sections:

Who do I love?

What am I good at?</td></tr>
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<tr><td></td><td colspan="3">What are my hobbies? X2

Children to share brainstorm of ideas with a partner and select the best symbols.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – provide picture cards with simple symbols (heart, star, animal, book, football).
C – experiment with collage materials to add texture</td></tr>
<tr><td>KEY VOCABULARY</td><td>Shield
Coat of Arms
Symbol
Colour
Pattern
Texture
Shape
Cross
Martlet (mythical bird)
Represent (to show something)
Design
Collage
Draft</td><td>RESOURCES</td><td>


Shield templates</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 3 QUESTION</td><td colspan="3">What textures, colours and materials can we use to create our shield design?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Children know they can:
• tear or cut shapes
• layer and overlap materials
• use different textures (smooth, rough, shiny, soft)
They understand that these choices will affect how their shield looks.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Show examples of collage artworks (simple, bold images).

• What materials can you see?
• What textures do you notice? (smooth, rough, shiny, soft)</td></tr>
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<tr><td></td><td colspan="3">Children experiment with different collage techniques in small groups
Skills to practise:

1. Tearing materials to create soft edges.
2. Cutting neat shapes with scissors.
3. Layering materials to build depth.
4. Overlapping shapes to create patterns.
5. Experimenting with textures (smooth vs rough, shiny vs dull).
6. Choosing colours that match their ideas from their draft shield.

Children create a mini practice collage on a small square of card (not their shield yet).</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – pre-cut shapes for tougher material (fine motor)
C – create a simple repeating pattern</td></tr>
<tr><td>KEY VOCABULARY</td><td>Collage
Texture (rough, smooth, soft, bumpy)
Layering
Overlap
Cut
Tear
Shape
Material
Background / Foreground</td><td>RESOURCES</td><td>Collage materials:
Tissue paper
Coloured paper
Foil
Fabric pieces
Ribbon, string, felt</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 4 QUESTION</td><td colspan="3">How can we use symbols, colours, and textures to design a shield that represents us?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Children know that before making their final shield, they create a detailed design showing:
• which colours they will use
• which symbols they will include
• where textures and collage materials will go
• how their ideas represent them</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Revisit what we've learned so far:

• What colours and symbols mean.
• How to use collage techniques (tearing, cutting, layering, overlapping, textures).

• Show where textured collage will be added.</td></tr>
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- Point out symbols and their meaning.

Plan should include:

1. **Symbols** that represent themselves (e.g., hobbies, interests, personality).
2. **Chosen colours**
3. **Areas where they plan to use layering, overlapping or special textures.**

Create a complete shield design, fully planned and annotated, ready for the final making lesson.

Children share their designs with a partner or small group.
Prompts:

- *What choices did you make? Why?*
- *How does your shield show who you are?*
- *What textures or collage materials will you use when you make it?*

</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – shield template with sections marked in
C- create own lines to divide shield into sections.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Design
Plan
Symbol
Texture
Colour
Pattern
Layer
Shape
Represent
Collage</td><td>RESOURCES</td><td>Design plan template</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 5 QUESTION</td><td colspan="3">How can we use collage to create a shield that represents who we are?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3"></td></tr>
<tr><td>END OF UNIT OUTCOME</td><td colspan="3">Children to create their own shield using collage.
Share shield with a partner – what can your partner find out about you from your shield?
Go on a shield parade to show shields to other classes.</td></tr>
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SUPPORT AND CHALLENGE	S – pre-cut shapes for tougher material (fine motor) C – create a simple repeating pattern		
KEY VOCABULARY	Collage Texture (rough, smooth, soft, bumpy) Layering Overlap Cut Tear Shape Material Background / Foreground	**RESOURCES**	Collage materials: Tissue paper Coloured paper Foil Fabric pieces Ribbon, string, felt