

SPACE to Flourish



More than gluing and sticking

Supporting Pedagogy Arts and Creativity Everywhere

“Collage is more than gluing and sticking! That is just the fixing agent! Collage is about engaging with materials, composition and the ideas being expressed. Collage is painting with material and that material can be anything that can be cut or torn into shape, arranged with other pieces and attached to a surface, although it can be digital too. Collage is often limited to just learning about glue and the vocabulary of texture but there is so much more to it. It is an art form, and communicative of children’s ideas, knowledge and memories. It can also be about play with colour, shape, form, line and texture, and finding harmonious ways in which to bring it all together.

Debi Keyte-Hartland

The Language of Collage

Rip, tear, cut, slice, create, arrange, crumple, gather, arrange, compose, juxtaposition, assemble, disassemble, stick down, move around, start again, recycle, shred, draw on, layer, combine, alter, choice, decisions, happy accidents, gesture, fold, image, digital, analogue, contrast, colour, shape, form, line...

Becoming pedagogically active

“When materials speak to the imagination, interesting things can happen.”

Ursula Kolbe

We invite you to think of collage as another play process of children. When children play they:

- **Explore** the properties and affordances of the materials they play with
- **Discover** and find out things
- They share and **communicate** their discoveries with each other and ourselves
- **Experiment** with what the materials can do and convey
- They **receive positive feedback** from their peers, and ourselves
- **Develop understanding** of concepts such as shape, measure, pattern
- **Describe** what they are doing and thinking
- Engage in **Possibility Thinking** - a creative and critical thinking process

Being pedagogically active

- **Notice** and **attune** yourself to how children think with the materials
- **Engage** with their ideas, as well as the process
- **Wonder** alongside of them... I wonder if...What might happen?
- **Notice** and be **present**, show value in what they do and think
- **Make visible** the creative processes and ways of flourishing in their learning and development
- **Provide opportunities** for repeating and revisiting
- Make it a more **social process - collaborate** on a shared project or idea
- **Encourage** children to share ideas and techniques with each other
- **Listen carefully** to gain insights into their big ideas and meaning-making
- **Go deeper - do more**
- **Make collections** of interesting materials and engage children in it too

Materials and tools



Be resourceful, sustainable, recycle and re-use

- Paper - different weights, textures, and colours
- Painted paper - cut up paintings and drawings, use paper punches to punch out shapes
- Handmade paper - have a go at making your own and a great way to recycle
- Magazines, cards, wrap
- Fabric scraps, threads and wool pieces
- Caps, lids, discarded small items
- Photocopies, photographs, digital images
- Shiny foil, stickers, string
- Napkins, serviettes
- Straws, old letters, packaging material

Tools

- Tear with fingers
- Scissors - straight edge and fancy
- Hole punches, paper punches
- Stickers - for decoration and attaching
- Tape - decorative washi rice tape, and masking tape are easier to use than transparent tape
- Glue Sticks or PVA - Elmers glue and UHU are both more eco-friendly, or mix flour and water
- Trays and containers for sorting
- Drawing media





“For many children, including the very young, it is clear that their organisation of shapes, colours, marks or objects is driven and guided by an aesthetic sense involving feelings and intuitions about harmony, balance, composition and design.”

John Matthews (2003)

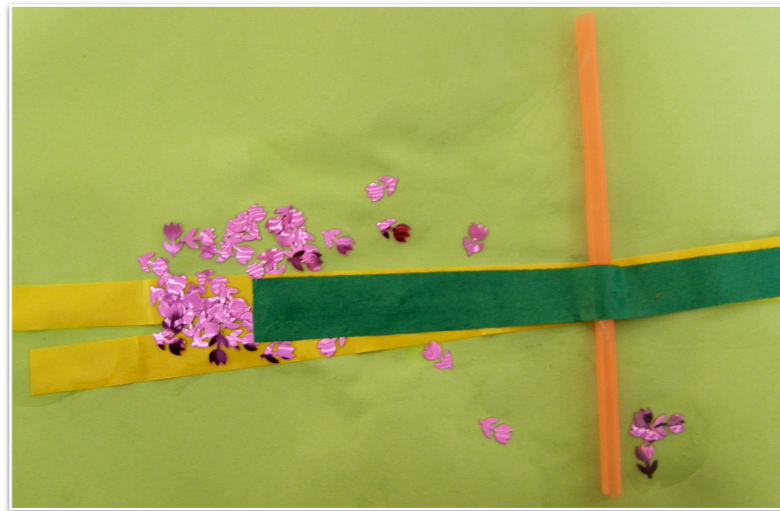
Adam selects several pieces of paper and begins to cut different lengths. He plays about with these strips, placing them onto the blue paper, making choices before gluing them down. He then takes a marker and begins to draw on the spaces in-between. He seems to like this effect and proceeds to then draw on the collaged paper strips. He said he was making patterns, but did not know what it was yet.

Matthews, J. (2003) *Drawing and Painting with Children: Children and Visual Representation*. London: Sage.

Attuning to what children do

As children play with the materials, they find ways in which to arrange them. Sometimes, at first, they attempt to use everything they can, layering one thing on top of another until there is no more. After time, and opportunity to repeat and revise, we can begin to see more thoughtful and intentional placements of materials as they create compositions involving mathematical ideas, and creating harmonious arrangements pleasing to them as the maker.

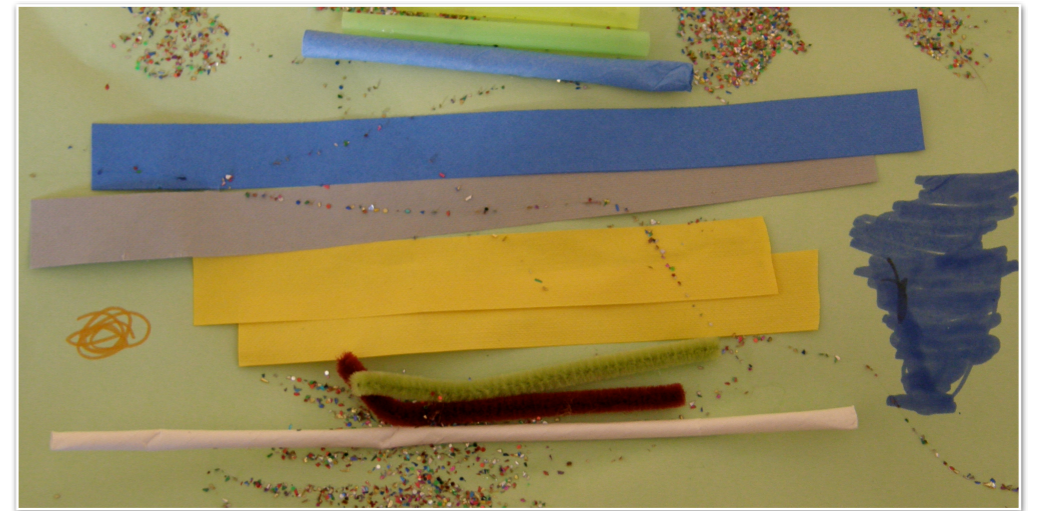
Composition: cross



Composition: framing



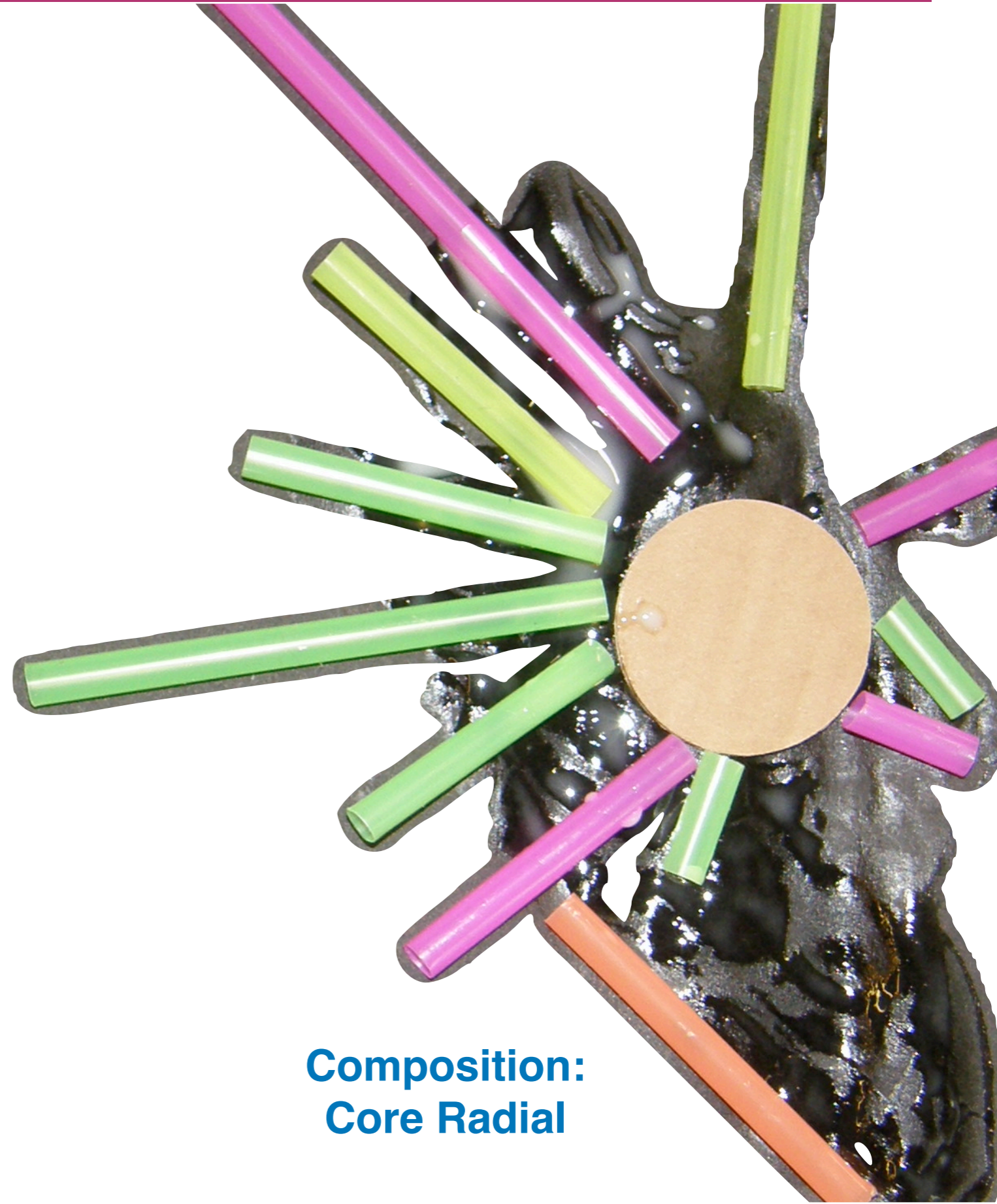
Composition: horizontal collections



Attuning to what children do



Composition: Connecting and Bridging



Composition: Core Radial

**Collage can
be both 2D
and 3D**



Combining media

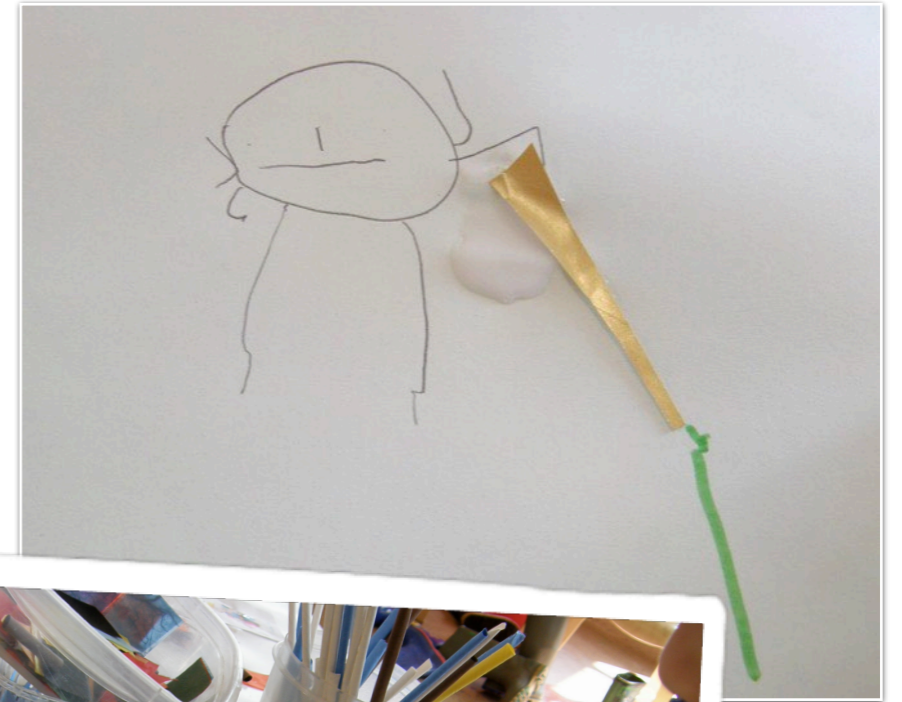
This is Yoda, from Star Wars

This mixed media collage began as a drawing of Yoda. In talking with the educator who was present, engaging in thinking about the idea of who Yoda was, and what Yoda did, Jade said:

“Yoda needs to have a lightsaber, it is made of light and metal. I need to find something like metal first.”

Jade, searched in the collage box, looking for something like metal and came back with some foil. She said:

“This is perfect... now all I have to do is make it the right shape and draw the green light coming out.”



Collaborative collage

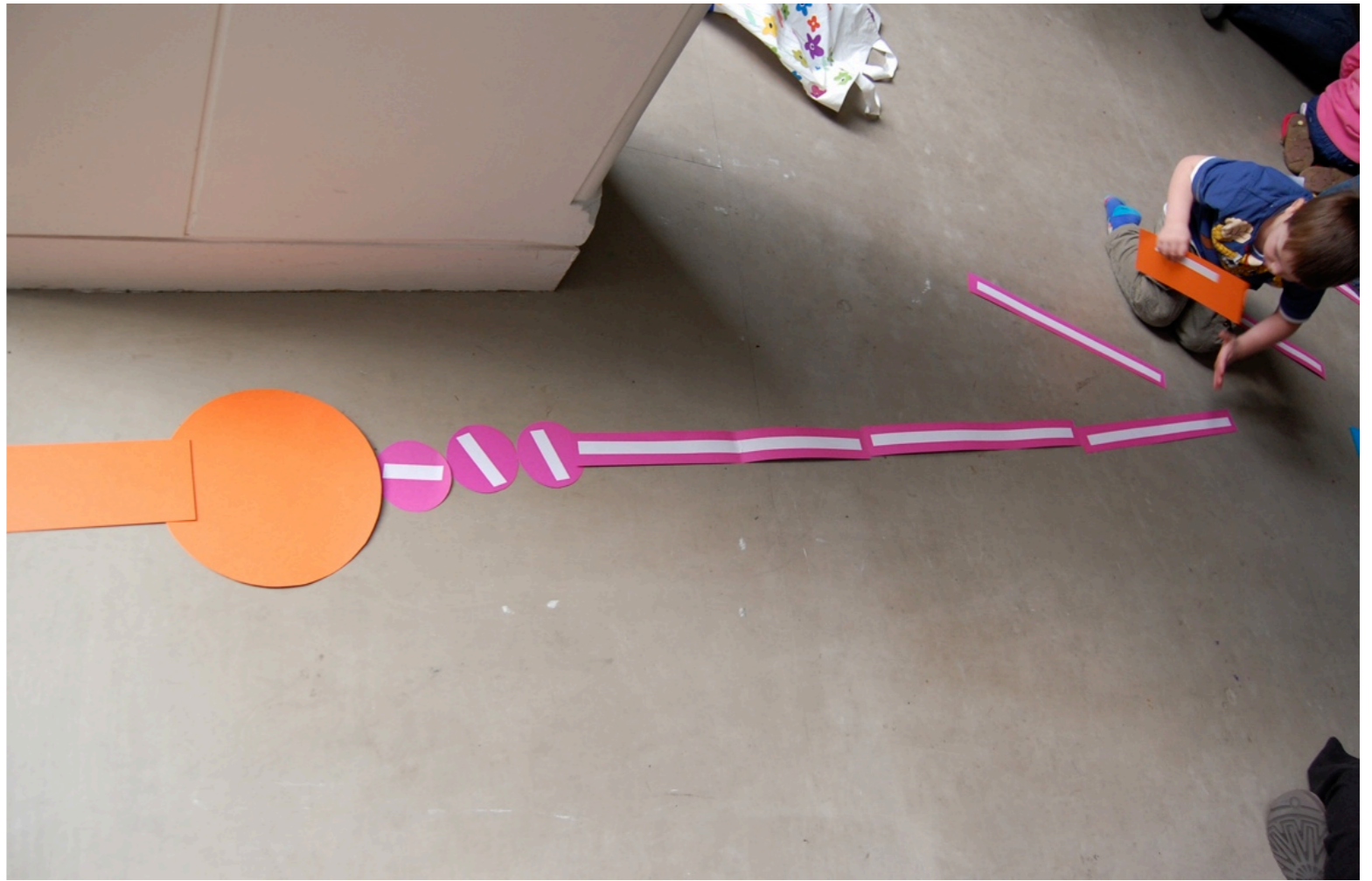
When children work and play alongside of each other, they share ideas, thoughts and techniques. The potential for creativity here is in the relations between the children, the children and the educator and the materials and ideas at play.





Window collage

Light
Layer
Overlap
Translucency
Opaque
Transformation
Colour
Shape



Place
Direction
Treasure
Position
Path
Road
Space
Mountain
Beach
Hide

Mapping collage



Going deeper with collage and children's ideas

- Invent creatures by bringing together multiple images and drawings
- Make story maps and treasure maps, maps of the nursery or forest school area
- Collage inside boxes - small matchboxes, shoe boxes and big ones they can get inside
- Combine analogue and digital resources - use the photocopier!
- Connect with children's ideas and discoveries
- Explore bold colour on a large-scale
- Explore transparency on windows and light boxes
- Explore shape, line, contrast, negative/positive space, words, numbers, signs and symbols
- Add paint or marks, letters or stamps
- Embellish by sewing and stitching
- Make portraits
- Make wearable collage - jewellery, hats, cuffs, badges
- Explore contemporary artists' work who use collage as a medium



“Materials set things in motion, incite questions, produce ideas.”

Pacini-Ketchabaw, Kind & Kocher (2017)

- What potential do you see in this language of communication for wider learning beyond EAD and/or connecting with your early years curriculum?
- When you attune and reflect on your observations of children, what do you discover about their ideas and creative thinking?
- How might you offer your children other ways/materials to collage based on your observation of them?
- How will you be pedagogically active with children in their exploration and expression in collage? Will you observe with curiosity, participate playfully, encourage connection and sharing of ideas between children?
- When you choose to document the processes of learning of your children, what do you find out about their skills, their expression through art, their learning, and flourishing - and your interactions as an educator?



SPACE to Flourish in Early Childhood

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With

Cathy Gunning & Debi Keyte-Hartland

Early Education Associate Consultants