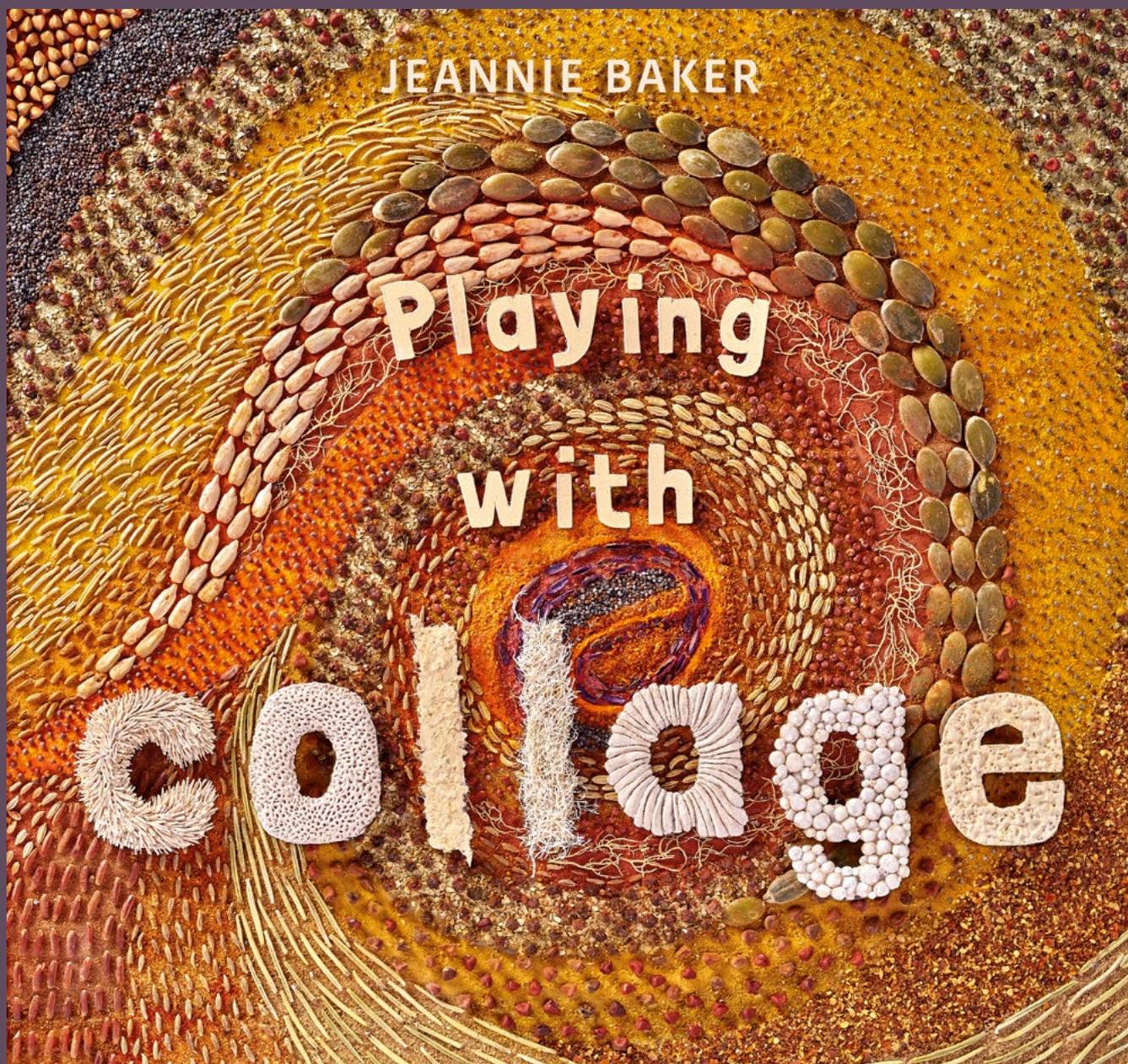


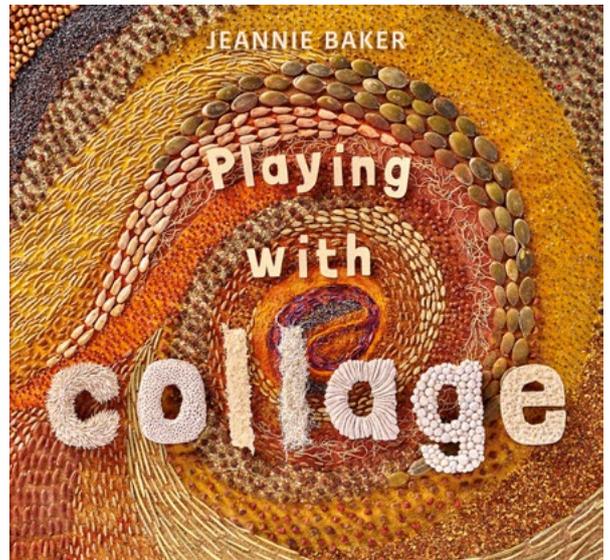
TEACHER RESOURCE KIT



written by
LEONIE JORDAN

Playing With Collage

Over the course of a 40-year career, Jeannie Baker has perfected the art of collage in the creation of picture-book classics such as *Where the Forest Meets the Sea* and *Window*, a Boston Globe-Horn Honor Book. Her stunning pieces, devised by assembling all sorts of different textures, are known all around the world. Whether it's dried flowers or tiny shells, spaghetti or postage stamps, she uses the world around her to make work that is astonishingly beautiful and deeply creative. In *Playing with Collage*, she shares her secrets at last – and encourages her readers to get creative. Within each of this book's four main sections, Jeannie presents an abstract collage of her own and offers suggestions and starting points for beginners. There are no right or wrong answers in this treasure of a book, it's all about trusting your instincts ... and playing!



9781406378665

Teacher Resource Kit

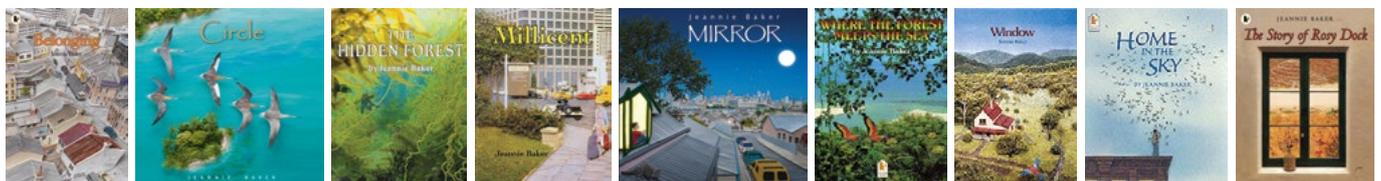
This Teacher Resource Kit features comprehensive lesson plans to facilitate the exploration of visual arts and collage using *Playing with Collage*. The lesson plans are designed in three age groups: Foundation – Year 2, Year 3 – 4 and Year 5 – Year 6. These activities have been written to the Australian Curriculum (see page 12). This Teacher Resource Kit was written by Leonie Jordan.

Jeannie Baker

Jeannie Baker is the author and illustrator of a number of children's picture books, including *Where the Forest Meets the Sea*, a Boston Globe-Horn Honor Book; *Window*, shortlisted for the Kate Greenaway Medal; *Mirror*, winner of the Children's Book Council of Australia Picture Book of the Year Award; *Home in the Sky*, *Circle* and *Belonging*, among many more. Her characteristic use of mixed media to create detailed and elaborate collages is stunning and unique. Originally from the UK, Jeannie lives in Australia.



Also Available



LESSON ONE

Resources:

- Jeannie Baker, *Playing with Collage* (2019), Walker Books
- Interactive whiteboard or computer to show film clip
- Coloured paper (at least 2 different colours)

F-2	3-4	5-6	QUESTION/ACTIVITY	
●	●		Ask students how many different ways they can think of to make a picture; for example, sketching, painting, drawing in the dirt, taking a photograph, etc. Ask students if they have heard of collage.	1.1
		●	Ask students to define the word “collage”.	1.2
●	●	●	Read out the definition of collage from the title page of <i>Playing with Collage</i> : “A COLLAGE is an artwork made from a number of different parts that are stuck together.” Write a class definition of collage on the board and ask students to copy it into their workbooks.	1.3
	●	●	Explain that that the word “collage” originates from the French word “colle”, meaning “to glue”.	1.4
	●	●	Discuss the ways that a collage is different to a painting or drawing. Consider how it looks, feels, and smells; the process of making it; how you would display it; and how viewers might engage with it.	1.5
●	●	●	Show students the video “How to make a collage with Jeannie Baker” https://youtu.be/Xsv3U6cPaGo	1.6
	●	●	Ask students if they have read any of Jeannie Baker’s books before. If so, what do they remember about them? Can they think of any other illustrators who use collage in their illustrations?	1.7
●	●		Explain that students are going to learn how to make a collage using the book <i>Playing with Collage</i> . Show the class the front cover, pointing out the title and the author’s name. How does the title make them feel about the book? Do they think it will be a fun book? A serious one? Imagine that the book was called <i>Working with Collage</i> or just <i>Making Collages</i> . Would the book have sounded as exciting?	1.8
●	●		Discuss the terms “fiction” and “nonfiction”, describing nonfiction as a book which gives facts or information rather than telling a story. Ask students whether <i>Playing with Collage</i> is a fiction or a nonfiction book. Can they give examples of any other nonfiction books that they have read?	1.9
●	●		Open <i>Playing with Collage</i> so that students can see the front and back covers. Ask students if they can identify any items used in the cover artwork.	1.10
●	●		Ask students what the cover image reminds them of, exploring the way that the same image can look like different things to different people. Tell students that the picture is not of a specific thing but is instead an “abstract”. Ask students to guess what this word might mean. Explain that an abstract picture is not meant to look like a particular thing, such as a person or a place. Instead, the artist is playing by putting together different colours, textures and shapes in a way that pleases them.	1.11
●	●		Read out the following quote from the Introduction to <i>Playing with Collage</i> : “When you work in abstract, you don’t have to worry about how things ‘should’ be done – it allows you to be far more creative and free. There are no right or wrong answers: nothing is ‘bad’, just trust your instincts and PLAY!” Explain that students are going to get the chance to create their own abstract pictures over the coming lessons.	1.12
●	●		Give students 2 sheets of different-coloured paper and challenge them to make a mini-collage in 10 minutes using only geometrical shapes.	1.13

- Explain that students are going to learn how to make a collage using the book *Playing with Collage*. 1.14
 - Show the class the front cover. What expectations do they have from the cover and title? What tone do they expect the book to have? What do they think the author's perspective will be on collage?
- If students have access to computers, give them a list of collage artworks to look up. Ask them to choose one which they like and to complete the following tasks. (Note: If students do not have access to computers, show them some examples of abstract collages on the electronic whiteboard or from books.) 1.15
- Write down the title of the artwork
 - Write down the artist's name
 - Write down the year the artwork was made
 - Do a pencil sketch of the artwork
 - Write down 2 things they like about the artwork
- Suggested collages
 - Georges Braque, *Violin and Pipe*
 - Sarah Eisenlohr, *Walk on the Beach*
 - Joseph Cornell, *Tilly Losch*
 - Hannah Hoch, *Flight*
 - Eileen Agar, *The Bird's Nest*
 - Eric Wilson, *Abstract – The Kitchen Stove*
 - Elwyn Lynn, *Compass*
 - Henry Matisse, *Large Composition with Masks*
 - Peter Blake, *Sgt. Pepper's Lonely Heartclub Band* album cover
 - Bronwyn Brancroft, *You Don't Even Look Aboriginal*
- Challenge students to create a collage portrait of themselves in 10 minutes using one sheet of newspaper and one page from a magazine. 1.16

LESSON TWO

Resources F-2:

- Jeannie Baker, *Playing with Collage* (2019), Walker Books
- Collage-making tools to display to students e.g. glue, cardboard, paintbrushes, paints, palettes/mixing trays and scissors
- Class set of "Collage Materials" worksheets

Resources 3-4:

- All of the resources for F-2
- Old newspapers and magazines

Resources 5-6:

- All of the resources for F-2
- Bags

Worksheets available from www.walkerbooks.com.au/teachers

- ● Look at the section of *Playing with Collage* entitled "Tools". Show students the tools that they will be using in class to create their own collages. Explain what each item is for and how to use it safely and correctly. 2.1
- Ask students to write a list of collage tools in their workbooks and to draw a picture of each item beside its name. 2.2

● ● ●	Introduce the term “materials”, explaining how materials are different to tools. You may like to say that tools are things you use to create an artwork but which aren’t part of the finished artwork, while materials are things that an artwork is made of and which form part of the finished artwork.	2.3
● ●	Show students the four artworks from the “Paper”, “Out in Nature”, “On the Beach” and “In the Kitchen” sections of <i>Playing with Collage</i> . Prompt students to see if they can recall the word “abstract” from the previous lesson.	2.4
●	Ask students which of these artworks they prefer. What do they like about it? How does it make them feel? Talk about the way that artworks make people think of different things and feel different emotions.	2.5
● ●	Give each student a copy of the “Collage Materials” worksheet. Divide the class into small groups and allocate each group a section of the book. Cover the "Collage Materials" text. Ask students to look through their section and list the materials they can see in the pictures. Report back to the class, with other students using the information to complete their tables.	2.6
●	Give each student a copy of the “Collage Materials” worksheet. Cover the "Collage Materials" text. Divide the class into small groups. Ask students to look through the book and list at least 5 materials used in each section.	2.7
● ● ●	As a class, brainstorm other materials that you could use in a collage and add these to the table.	2.8
● ●	<p>Have a class discussion about responsible collecting focusing on conservation, safety and the importance of asking permission. Write a series of actions on the board and ask students to decide whether each action is OK, is not OK or if they would need to check with an adult first. Examples could include:</p> <ul style="list-style-type: none"> • Picking flowers from your garden. • Picking flowers from a neighbour’s garden. • Taking leaves from a National Park. • Peeling bark off a tree. • Taking shells from the beach. • Cutting pictures from an old magazine. • Cutting pictures from a library book. • Cutting up old birthday cards. • Cutting up an old t-shirt. • Picking up bits of rubbish from the ground. • Taking newspapers out of the recycling bin. • Using wrapping paper from a present. • Picking up a bit of sharp, rusted metal. 	2.9
●	Ask students to suggest guidelines for safe and responsible collecting. For instance, not taking vegetation from National Parks, checking there are no creatures in shells before removing them, not stripping bark off trees, asking permission before picking flowers from people’s gardens and taking care with anything that could be sharp or otherwise dangerous. As a class, develop a set of rules and record these somewhere visible.	2.10
●	Give each student a page from a newspaper and a page from a magazine and challenge them to create a mini-portrait of themselves in 10 minutes.	2.11
● ●	Homework: Ask each student to bring in one piece of material that they would like to use in a collage.	2.12

●	Briefly show students the four main artworks from <i>Playing with Collage</i> . Explain that these pictures are different to the ones they may have seen in Jeannie Baker's other books as they are "abstracts". Ask students to try to define this term. Were any of the artworks they saw in the previous lesson's research activity abstracts?	2.13
●	Read out the following quote from the Introduction to <i>Playing with Collage</i> : "When you work in abstract, you don't have to worry about how things 'should' be done – it allows you to be far more creative and free. There are no right or wrong answers: nothing is 'bad', just trust your instincts and PLAY!" Ask students to try to come up with some other advantages of abstract art.	2.14
●	<p>Choose one of the four artworks to discuss as a class, focusing on elements such as colour, texture and composition/positioning. Some questions to consider could include:</p> <ul style="list-style-type: none"> • Which part of the collage is your eye drawn to first? Why do you think this is? Is it the size? Colour? Where something has been placed? Something else? • What different colours have been used? Do the colours contrast (look different) or are they complementary (that is, similar to each other)? • How have the different materials been positioned? Are they crowded? Spaced apart? Do they overlap or are there gaps between them? • What are some of the different shapes you can see? Are the shapes rounded and smooth or do they have sharp corners? How would you describe the overall shape of the collage? • Look at the edges of the materials. Are they jagged? Frayed or torn? Smooth? Do you think that they were that way naturally or might Jeannie Baker have adjusted them? • Are there any parts of the collage that you would like to touch? What different textures might there be? Smooth? Rough? Soft? Furry? • What feelings or emotions does the collage make you feel? Why do you think this is? 	2.15
●	Explore the way the same artwork can often evoke different responses from different people depending on their background and experiences, and that there is no right or wrong way to respond.	2.16
●	Ask students to imagine they were looking at the actual collage rather than a printed photograph of it. How would it be different?	2.17
●	Have students suggest possible titles for the artwork and explain why they chose them.	2.18
●	<p>Homework: Give each student a "Collage Materials Checklist" worksheet and a bag. Explain that they will be making their own personal collage in class and that they should start collecting materials for it. Their aim is to check as many items off the checklist as they can, as with a scavenger hunt. Explain that they can also collect items that are not on the list and can collect more than one of each item. All of the items should be able to fit in their paper bag. Explain that they don't have to use all of the materials in their collage, but the more they have to choose from, the more interesting their artwork will be. You may like to maintain engagement by returning to this checklist each day throughout the unit; for example, asking students how many items they have checked off so far or keeping a class tally.</p>	2.19

LESSON THREE

Resources:

- Jeannie Baker, *Playing with Collage* (2019), Walker Books
- Large sheet of cardboard
- Glue
- Bags

F-2	3-4	5-6	QUESTION/ACTIVITY	
●	●		Place a large piece of cardboard at the front of the classroom. Explain that the class is going to create an abstract collage together on this cardboard.	3.1
●	●		Go around the class and ask each student to introduce the piece of collage material they have brought in. (You may like to have the students draw lots to determine the order they will present in.) Ask them to explain where they found it and why they chose it. For example, did they like the colour, the shape or the texture? Did it remind them of something else – for instance, a tree, cloud or butterfly?	3.2
●			After they have introduced their piece of material, have the student glue it on the piece of cardboard.	3.3
	●		Write all the adjectives on the board as the students call them out. Ask students to suggest different categories these adjectives could be divided into; for example, words describing feeling or touch, words describing how something looks, words relating to feelings or emotions, judgement words (i.e. biased words which imply a positive or negative attitude).	3.4
	●		Have each student add their piece of material to the piece of cardboard to create an artwork. Remind them that they can adjust their material before adding it, if they choose; for example, they could cut, fold, tear, crumple, colour it in or alter it in some other way. As the students decide where they will position their material, discuss elements like contrast, size, positioning and shape as they emerge in the artwork (see activity 2.15 for discussion points).	3.5
●			Present the finished artwork to the class. Discuss the different elements of the artwork. For example: <ul style="list-style-type: none"> • Which part of the collage do you notice first? Why do you think this is? Is it the size? Colour? Where something has been placed? Something else? • What different colours have been used? Do the colours contrast (look different) or have similar colours been placed next to each other? • How have the different materials been positioned? Are they crowded? Spaced far apart? Do they overlap or are there gaps between them? • What are some of the different shapes you can see? Are the shapes rounded and smooth or do they have sharp corners? How would you describe the shape of the whole collage? • Look at the edges of the materials. Are they jagged? Frayed or torn? Straight? • What different textures are there? Smooth? Bumpy? Rough? Soft? Furry? • Do any parts of the collage stick out of the page (i.e. are 3D)? 	3.6
●	●		Explain that artworks in galleries often have titles. Ask the class to suggest possible names for their artwork and explain why they chose them.	3.7
●			Homework: Give each student a bag. Explain that they will be making their own personal collage in class and that they should start collecting materials for it. All of the materials should be able to fit in the paper bag. Explain that they don't have to use all of the materials in their collage, but the more they have to choose from, the more interesting their artwork will be. You may like to maintain engagement by returning to this activity over the next few lessons and keeping a running tally or chart of how many items students have collected.	3.8

Homework: Give each student a “Collage Materials Checklist” worksheet and paper bag. (You may alternatively prefer to develop your own checklist as a class.) Explain that they will be making their own personal collage in class and that they should start collecting materials for it. Their aim is to check as many items off the checklist as they can, as with a scavenger hunt. Explain that they can also collect items that are not on the list and can collect more than one of each item. All of the items should be able to fit in the paper bag. Explain that they don’t have to use all of the materials in their collage, but the more they have to choose from, the more interesting their artwork will be.

3.9

You may like to maintain engagement by returning to this checklist each day throughout the unit; for example, asking students how many items they have checked off so far or keeping a class tally.

LESSON FOUR (OPTIONAL)

This lesson focuses primarily on English and literacy skills. If you prefer to focus on Visual Arts content and skills, you may choose to omit this lesson.

Resources:

- Colour photocopies of the class collage created in lesson 3.
- Blank paper

● ● Give each student a colour photocopy of the class collage and a blank sheet of paper. Ask them to write a short story or poem inspired by the collage. 4.1

● ● Laminate the stories and bind them into a book to keep in the class library. 4.2

LESSON FIVE (OPTIONAL)

If it is not practicable for the class to go on a collecting expedition, you may choose to omit this activity.

Resources:

- Jeannie Baker, *Playing with Collage* (2019), Walker Books
- A selection of leaves and flowers
- Heavy books
- Blotting paper

● ● ● Read the section in *Playing with Collage* entitled “Tips – Pressing Vegetation”. Explain that vegetation refers to leaves and flowers. Remind students that if they are going to use vegetation in their own collages, they may need to press it first. You might want to set up a station in the classroom in case students are not able to do this at home. 5.1

● ● ● Demonstrate how to press vegetation. You may like to introduce a science element to the lesson by identifying the different plant species that you are using. 5.2

● ● ● Go on a class nature-collecting expedition in the school playground or a nearby park. 5.3

LESSON SIX (OPTIONAL)

Resources:

- Jeannie Baker, *Playing with Collage* (2019), Walker Books
- Class set of “Jeannie Baker Picture Book Study” worksheets
- Class set of *Where the Forest Meets the Sea* (F-2), *The Hidden Forest* (3-4), or *Circle* (5-6) OR an alternative Jeannie Baker picture book. One copy per 2-3 students is recommended.

Worksheets available from www.walkerbooks.com.au/teachers

F-2	3-4	5-6	QUESTION/ACTIVITY	
●			Read a picture book by Jeannie Baker to the class. <i>Where the Forest Meets the Sea</i> is suggested.	6.1
	●		Read a picture book by Jeannie Baker to the class. <i>The Hidden Forest</i> is suggested.	6.2
		●	Read a picture book by Jeannie Baker to the class. <i>Circle</i> is suggested. If using <i>Circle</i> , show students the video of Jeannie Baker discussing the book at https://youtu.be/0QwNIsMXGmE	6.3
●	●		Discuss how the pictures in this book are different to the ones in <i>Playing with Collage</i> , focusing on how the former tell a story and show people, objects and places that can be identified, while the latter are abstract.	6.4
●	●		Imagine that if instead of using collage to illustrate her story, Jeannie Baker had drawn pictures or taken photographs. Would the book have felt different? In what way?	6.5
●	●	●	Divide the class into groups of two or three and give each student a copy of the “Jeannie Baker Picture Book Study” worksheet. Allocate each group a double page spread to examine, recording their observations on the worksheet.	6.6
●	●		Have each group report back to the class.	6.7
		●	Ask students why they think Jeannie Baker wrote the book; for instance, to inspire people with the resilience of nature, to raise awareness of the need to protect habitats, to educate people about wildlife.	6.8
		●	Ask students why Jeannie Baker may have included the young boy as a framing device for the godwits’ story. Look at how he is depicted on the first page and in the final pages of the book. How has he changed? How does his journey relate to that of the birds?	6.9
		●	Distribute a selection of picture books with collage illustrations around the room. A list of suggested authors is provided in the “Further Resources” section. Allow students to look through and see how different artists use collage. Have them select one book and write a paragraph in response to the following question: “How are the illustrations in the picture book similar and different to Jeannie Baker’s?”	6.10

LESSON SEVEN

Resources:

- Jeannie Baker, *Playing with Collage* (2019), Walker Books
- Optional: Jeannie Baker, *Where the Forest Meets the Sea* Walker Books (1987)
- Sand
- PVA glue and containers to put glue in
- Paint brushes
- Selection of different papers (coloured paper; crepe paper; wrapping paper; pages from old books, magazines and newspapers etc.)

F-2:

- “*Where the Forest Meets the Sea Collage*” worksheet.

3-4:

- “*The Hidden Forest Collage*” worksheet.
- Coloured pencils
- Paint

5-6

- Optional: Jeannie Baker, *Circle* (2016), Walker Books
- Class set of the “*Circle Collage*” worksheet
- Coloured pencils
- Paint

Worksheets available from www.walkerbooks.com.au/teachers. You may want to print the worksheet on thicker paper or have students glue them to cardboard.

F-2	3-4	5-6	QUESTION/ACTIVITY	
●	●	●	Read out the section of <i>Playing with Collage</i> entitled “Laying Down an Area of Texture”.	7.1
●			Give each student a copy of the “ <i>Where the Forest Meets the Sea Collage</i> ” worksheet. If you have a copy of <i>Where the Forest Meets the Sea</i> , you may also want to show them the corresponding page from the book.	7.2
	●		Give each student a copy of the “ <i>The Hidden Forest Collage</i> ” worksheet. If you have a copy of <i>The Hidden Forest</i> , you may also want to show them the corresponding page from the book.	7.3
		●	Give each student a copy of the “ <i>Circle Collage</i> ” worksheet. If you have a copy of <i>Circle</i> , you may also want to show them the corresponding page from the book.	7.4
●	●	●	Direct students to complete their own collage, following the instructions in <i>Playing with Collage</i> to lay down sand in the beach section of the worksheet. Give them a selection of paper to use for the rest of the picture, reminding them that there is a lot they can do with the paper: cut it into different shapes; scrunch it into little balls; tear it; overlap it; use a hole punch on it; paint, colour or draw on it, and more! Hint: have students think about the order they want to do the different sections in before they start. It may be easier to do the beach section last as the sand may spread if the glue is not fully dry. However, if they want to paint on top of the sand, they may want to do it first.	7.5
●	●	●	Homework: Advise students to bring the collage materials they have collected to the next lesson.	7.6

LESSONS EIGHT - TEN (VARIABLE)

F-2 and 3-4:

The number of lessons can be adjusted, depending on the time available. Ideally, students should have 2-3 lessons to complete their artwork so that they have sufficient time to develop and refine their ideas.

5-6:

Ideally, students should have at least 2 lessons to complete their artwork so that they have sufficient time to develop and refine their ideas. If spending only 2 lessons on the artworks, you may want to give students an additional lesson to work on their digital galleries. (See lesson 10.)

Resources:

- Jeannie Baker, *Playing with Collage* (2019), Walker Books
- An A4 piece of cardboard for each student
- PVA glue and containers to put glue in
- Paint brushes
- Coloured pencils
- Paint
- Extra collage material in case students forget theirs
- Class set of the “My Collage” worksheets

Worksheets available from www.walkerbooks.com.au/teachers.

F-2	3-4	5-6	QUESTION/ACTIVITY	
●	●	●	Have students work on their collages.	8-10.1
●	●	●	Once they have finished their artworks, ask students to complete the “My Collage” reflective worksheet.	8-10.2
●	●		Create a classroom gallery, with students suggesting possible ways of displaying the artworks. Invite parents or another class to view the completed gallery.	8-10.3

LESSON ELEVEN

F-2	3-4	5-6	QUESTION/ACTIVITY	
		●	Have students present their artworks to the class.	11.1
			Have a class discussion about different ways that they could display their artwork for the public. Some ideas to consider could be:	11.2
		●	<ul style="list-style-type: none"> • Where would you display it? What places could you display it in, other than a traditional art gallery? • How would you present it? Would you hang it on the wall? Lay it flat? Prop it against something? • Does it need a frame? If so, what colour would it be? What could it be made of? Consider untraditional materials such as sticks, wire, rope etc. How large should the frame be in comparison with the picture? • What might you need to do to protect and preserve the artwork? Think about people trying to touch it, as well as environmental factors such as sunlight or damp. Would you cover the artwork with a material such as glass or plastic or leave it exposed? • Could you present the artwork digitally; for example, in an online gallery? What might be the advantages and disadvantages of this? Who would see it, compared to if it was hanging in a gallery? • If you took a photograph of the artwork as Jeannie Baker does, what are some ways that you could utilise this photo? For example, in a book, online, or printing postcards. 	

LESSON TWELVE

Resources:

- Computers with internet access
- Digital files of students' artworks. (If the computers have scanners attached, students will be able to create these themselves during the lesson.)

F-2 3-4 5-6

QUESTION/ACTIVITY

Divide students into pairs. Have students create an online gallery to display their artwork. (You may like to use a platform like Weebly for Education (<https://education.weebly.com/>) or Seesaw (<https://web.seesaw.me/>) The gallery could include:

12.1

- an explanation of collage
- their artworks labelled with the title, artist's name and date
- an "artist's statement" for each artwork explaining the materials and techniques used
- an artist's biography
- a space for students to comment on each other's work

AUSTRALIAN CURRICULUM OVERVIEW

Please note: an extended version of this overview is available at www.walkerbooks.com.au/teachers

THE ARTS: VISUAL ARTS

Foundation - Year 2	Year 3 – Year 4	Year 5 – Year 6
ACAVAM106	ACAVAM111	ACAVAM114
ACAVAM107	ACAVAM112	ACAVAM115
ACAVAM108		ACAVAM116
ACAVAR109		

Key content descriptions have been identified from the Australian Curriculum (<https://www.australiancurriculum.edu.au>). However, this is not an exhaustive list of Australian Curriculum content able to be addressed through studying this text. Information is correct as at March 2019.

FURTHER RESOURCES

Websites

- Jeannie Baker's website (www.jeanniebaker.com)
- Teacher notes for *Where the Forest Meets the Sea* (<https://readingaustralia.com.au/books/where-the-forest-meets-the-sea>)
- Teacher notes for *Circle* (classroom.walkerbooks.com.au/circle)

Other picture book illustrators who use collage

- Alex Ayliffe
- Eric Carle
- Lauren Child
- Rebecca Cool (Australian)
- Lois Ehlert
- Jack Ezra Keats
- Leo Lionni
- David Miller (Australian)
- Patricia Mullins (Australian)
- Ellen Stoll Walsh
- Shaun Tan (Australian)

Collage resources

- Art Radar. (2015, April 17). *What is... collage?* (artradarjournal.com/2015/04/17/what-is-collage-art-radar-explains)
- Campbell, H. (2000). *Art of parts: Collage and assemblage from the collection.* (www.artgallery.nsw.gov.au/artsets/6mga1g)
- Prudhoe, C.M. (2003, September 22). *Picture books and the art of collage.* (www.thefreelibrary.com/Picture+books+and+the+art+of+collage.-a0110310807F)
- Restrepo, V. (2013, February 6). *Art techniques for kids: History of collage.* (victoriarestrepo.com/2013/02/06/art-techniques-for-kids-history-collage)
- Richman Abdou, K. (2017, July 14). *Exploring the cutting-edge history and evolution of collage art.* (mymodernmet.com/collage-art-collage)
- Tate Gallery. (n.d.). *Collage.* (www.tate.org.uk/art/art-terms/c/collage)