

## Art KS4 Autumn Year 1: Graffiti

Art discipline opportunities:

Painting, drawing, stencilling, printmaking, mixed media, graphics, illustration(should include some drawing)

Cross curricular themes: geography, storytelling, material names and textures, geometry and shape, writing, history, identity

**Artist examples: Banksy, Keith Haring, Jean-Michel Basquiat**

<p><b><u>Curriculum intent</u></b></p>	<p><b>Exploring and developing ideas:</b></p>	<ul style="list-style-type: none"> <li>• Provide opportunities to look at a range of work from different artists and designers from different cultures backgrounds and disciplines, describe and compare them.</li> <li>• Explore some different ways that art can be used, e.g. to share ideas, experiences and imagination.</li> <li>• Provide opportunities to develop ideas from a starting point as work progresses through to evaluation (appropriate to the level)</li> <li>• Encourage pupils to look at and show preference and/opinions in relation to own ideas and the work of others.</li> </ul>
	<p><b>Investigating and making:</b></p>	<ul style="list-style-type: none"> <li>• To give pupils a growing understanding of colour, pattern, texture, line, shape, form and space e.g. from identifying primary, secondary colours to mixing and knowing how to mix colours. E.g. Identifying shapes, to drawing shapes to drawing 3D shapes and understanding shadows.</li> <li>• Provide opportunities to experiment and express creatively through Art, Craft and Design areas including, painting, drawing and sculpture.</li> <li>• Teach skills in different range of materials to design and make with, in order to develop growing control and confidence.</li> </ul>
	<p><b>Evaluate and developing:</b></p>	<ul style="list-style-type: none"> <li>• Encourage pupils to take ownership of their work and understand their work in relation to others.</li> <li>• To give pupils opportunities to show/communicate/describe/review what they have done.</li> </ul>
<p><b>In this unit pupils will:</b></p>		<p>Pupils will explore how to create a piece of graffiti art that conveys a message. Pupils will gain knowledge of lettering, properties of materials, equipment and colours used in creating graffiti art. Pupils will learn to describe, identify parts or show understanding of an artwork through observation, relative to the students level. Pupils will develop skills in using line, colour and shape to create works of art. Pupils may use letters or images to create their graffiti. Pupils will learn how to add meaning in their own art work, e.g. Choose to convey a message about the environment/society (Banksy), make a piece of art that shows a story or image (Basquiat) or use bold colours that show a personality (Haring). Pupils will do some work to draw/sketch their idea in pencil, and experiment with other materials (examples could be making different textures</p>

with paint or using or making stencils to print) Pupils will see their work and know their work in relation to others. Pupils will show/communicate/describe/review what they have done.

**All pupils will use their art journals to explore and experiment with ideas and techniques.**

**Core vocabulary:**

**words, line, shape, texture, colour**

**Key topic vocabulary:**

Message, meaning, graffiti, environment, letters drawing, sketch, idea, design, same, different, colours, shapes, repeat, again, like, not like, better, improve, change, me, mine, likes, dislikes, favourite, material, spray paint.

Sculpture/surface: Action words e.g. fold, bend, push, squeeze, build, attach, glue, card, clay, scissors, tape, shiny, hard, soft, bumpy, stretchy, rough, tool, equipment

Painting: layer, mix, primary colour, secondary colour, brush, palette, warm colours, cold colours

Drawing: Texture, shading, shapes, lines, pencil, pen, pattern, straight, curved, wavy, round, size, scale, position, composition

Printing: stamp, stencil, print

**Cross-curricular vocabulary:**

City, country of origin, society, citizenship, shape, colour, Country, continent, Job, work.

**Prior knowledge**

(What students may have already studied)

Key stage	Subject	Topic	Term/year taught	Content
3	Maths	Shape and colour	Year one, Year two, Year three	Shapes and colours to create work.
3	Science	Properties of materials Everyday uses of materials	Year one	Material properties, choosing materials for the job
3	Science	Changing materials	Year two	Material properties, choosing materials for the job
3	Science	Various	Year one, Year two, Year three	Colours
3	PSHE	Looking after our school	Year one, Year two, Year three	How should a school/community look?
3	Art	All	Year one, Year two, Year three	drawing, designing, action verbs.
3	DT	All	Year one, Year two, Year three	drawing, designing, action verbs.
3	English and other	All	Year one, Year two, Year three	Reading, using words, writing words and understanding their meaning.

	3	ICT	Word processing	Year one	Using words, writing words
	4	History	History of Manchester	Year one	Understanding of what is different/unique about the environment we live in/ identity.
	4	Geography	The UK	Year two	Understanding of what is different about the environment we live in.
	4	Geography	All around the world	Year one	
	4	Maths	Shape, position and direction of shape,	Year one	Using shapes to draw.

Knowledge of the artist and genre - Banksy, Keith Haring, Jean-Michel Basquiat			
	P4-6	P7-8	Step 1-2
<u>Subject specific knowledge</u>  <u>What do pupils need to know?</u>	<u>To know</u> the medium the artist uses. <u>To identify</u> a piece of the artist's work from a selection.	<u>To know</u> the name of the key artist. <u>To know</u> the medium the artist uses. <u>To know</u> some features of the artist's work.	<u>To know</u> the name of the key artist and recall key facts e.g. where they are born, what genre of art, medium the artist uses etc. <u>To know</u> the features of the artist's work.
<u>Subject specific skills</u>  <u>What do pupils need to be able to do?</u>	<u>To be able to</u> recognise a piece of work by the artist. <u>To be able to</u> choose their favourite picture created by the artist. <u>To be able to</u> recreate a piece of work by the artist.	<u>To be able to</u> research the key artist and medium. <u>To be able to</u> evaluate if they like or don't like the artist's work and say why. <u>To be able to</u> recreate a piece of work by the artist.	<u>To be able to</u> research the key artist and medium. <u>To be able to</u> discuss and evaluate the key artists work. <u>To be able to</u> identify the medium and elements of the artist's work. <u>To be able to</u> recreate a piece of the artist's work.
<u>Suggested teaching activities</u>  <u>How should I teach this?</u>	Research the artist/share information about the artist with the children. Explore artist's work. Compare artist's work. Evaluate artist's work. Recreate artist's work.		

Art skills - creating a piece of graffiti art that conveys a message.

	B2 step P4-6	B2 step P7-8	B2 Step 1 - 2
<p><b><u>Subject specific knowledge</u></b></p> <p><b><u>What do pupils need to know?</u></b></p>	<p><b><u>To know</u></b> how to make a piece of graffiti art.</p> <p><b><u>To know</u></b> how to handle different materials.</p> <p><b><u>To know</u></b> how to draw with a pencil.</p> <p><b><u>To know</u></b> how to use a paintbrush on paper.</p>	<p><b><u>To know</u></b> what materials are needed to create their final piece of work.</p> <p><b><u>To know</u></b> how to copy simple lines.</p> <p><b><u>To know</u></b> the difference between shapes, lines and colours.</p> <p><b><u>To know</u></b> how to mix colours.</p> <p><b><u>To know</u></b> the difference between straight and curved lines.</p>	<p><b><u>To know</u></b> what materials are needed to create their final piece of work.</p> <p><b><u>To know</u></b> the method used to create their work.</p> <p><b><u>To know</u></b> the names of primary and secondary colours.</p> <p><b><u>To know</u></b> how to use pencil to create textures.</p> <p><b><u>To know</u></b> how to use different drawing medium to produce different line.</p>
<p><b><u>Subject specific skills</u></b></p> <p><b><u>What do pupils need to be able to do?</u></b></p>	<p><b><u>To be able to</u></b> communicate about work.</p> <p><b><u>To be able to</u></b> make a selection of material for a piece of work,</p> <p><b><u>To be able to</u></b> show some control with a pencil.</p> <p><b><u>To be able to</u></b> show some control with a paintbrush.</p> <p><b><u>To be able to</u></b> explore different materials.</p> <p><b><u>To be able to</u></b> evaluate their design by saying what they like or don't like.</p> <p><b><u>To be able to</u></b> evaluate their work by saying what they like or don't like.</p>	<p><b><u>To be able to</u></b> identify materials needed to create a piece of work.</p> <p><b><u>To be able to</u></b> handle and manipulate different materials and textures.</p> <p><b><u>To be able to</u></b> copy simple lines.</p> <p><b><u>To be able to</u></b> discuss patterns in terms of shapes, lines and colours.</p> <p><b><u>To be able to</u></b> talk about a line as either curved or straight.</p> <p><b><u>To be able to</u></b> mix colours and makes adjustments to the colour.</p> <p><b><u>To be able to</u></b> evaluate their design and give some ways they can improve it.</p> <p><b><u>To be able to</u></b> evaluate the work they created and give some ways they can improve it.</p>	<p><b><u>To be able to</u></b> evaluate own work and suggest changes.</p> <p><b><u>To be able to</u></b> evaluate their design and make any improvements.</p> <p><b><u>To be able to</u></b> evaluate their work and make any improvements.</p> <p><b><u>To be able to</u></b> evaluate others work.</p> <p><b><u>To be able to</u></b> Apply improvements which are suggested by staff</p> <p><b><u>To be able to</u></b> name materials and methods used in their work.</p> <p><b><u>To be able to</u></b> name primary and secondary colours.</p> <p><b><u>To be able to</u></b> use pencils to create textures.</p> <p><b><u>To be able to</u></b> uses different medium when producing lines.</p>
<p><b><u>Suggested teaching activities</u></b></p> <p><b><u>How should I teach this?</u></b></p>	<p>Design, plan and annotate work before creating.</p> <p>Match message to the picture.</p> <p>Evaluate work and recreate using evaluation.</p> <p>Compare different pieces of graffiti art.</p>		

Examples of work:



Suggested flow:

**NB: some suggestions may need more than one week.**

<p>Hook</p> <p>Explore what is and what is not art in graffiti art. Explore where you find graffiti art.</p> <p>Explore some Graffiti artists.</p> <p>Recognise key features</p>	<p>Knowledge development of focus artist</p> <p>Exploring the different line, shapes, colours and features of the art.</p> <p>Exploring colours, lines and patterns and anything that shows meaning.</p>	<p>Skill development in relevant medium.</p> <p>Recreating a piece of art work.</p>	<p>Workshop task - further skill development.</p> <p>Create a collaborative piece of artwork/do a carousel to test skills such as making different textures with paint, using stencils, painting and drawing on different surfaces.</p>	<p>Plan, design and develop <b>own ideas</b> using skills developed so far.</p> <p>Sketches, plans, painting or collage (could create a digital drawing).</p>	<p>Creating and making using designs and ideas and implementing skills.</p>	<p>Evaluate</p> <p>Self-evaluation.</p> <p>Peer evaluation.</p> <p>E.g.</p> <p>What went well?</p> <p>What did you find difficult?</p> <p>How did you solve the problem?</p> <p>What would you do differently next time?</p>	<p>Completing and implementing changes from evaluation</p>
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