

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Topic/Key Question	Year Group	Term	Time Allocation
Art	Street Art	5	Summer 2	6 weeks

Lesson Sequence	Time Allocation	Key Question/WALT	Teaching Activities:	Resources
Lesson 1	1 hour	WALT: Through sketching, to develop ideas and techniques for art work comprising stylised graffiti lettering.	<p>What do you think of when you hear the word 'graffiti'? Discuss and respond to this question, and the images of tagging, vandalism, 'beautiful' graffiti, and well-known street art on the subsequent slides. Graffiti art polarises opinion. Which of these words (on the slide) do you most identify with it? Discuss. Explain that, although it is seen by many as purely vandalism, some see graffiti as an art form, too. Can you describe the style of graffiti art? What makes it distinctive? What tools and materials are used? Why do people make graffiti? Discuss, then show some reasons, including simply saying 'I was here', or feeling that making a mark somewhere will bring good luck. Show other forms of public expression with similar sentiments: initials etched in trees, 'love locks' on bridges, and coins in fountains. Where is it OK to make graffiti art? Discuss, then show the explanation. Graffiti often features text. Text pieces are sometimes called 'throw-ups' or 'throwies'. The slides show examples of these.</p>	<p>Slides</p> <p>Challenge Cards 1A/1B/1C</p> <p>Colour Wheel cards</p>

			<p>Discuss the effects created, e.g. highlights, shadow, depth, movement, decoration.</p> <p><u>Main Activities:</u></p> <p>Provide Challenge Cards 1A and 1B. Children are challenged to develop ideas for their own 'throwie' graffiti art in sketchbooks, additionally featuring highlights and shadows.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>Allow time for children to swap sketchbooks and discuss their work with each other. Encourage children to explain to others how they developed effects they were pleased with, such as creating highlights, shadow, or a sense of depth. Can children express their own ideas, and explain the views of others, about graffiti? Can children use pencils and felts as instructed to create stylised text? Can children revise and improve their ideas through repeated sketching?</p>	
Lesson 2	1 hour	<p>WALT: Through sketching, to develop ideas for improving a public space with street art.</p>	<p>Show the first few slides, which explain how graffiti has become increasingly seen as an art form, and share some history about graffiti in New York City and how it became increasingly elaborate over time. Today, street artists may be commissioned to create works of art on buildings, or in public spaces. They rarely have a neat, rectangular canvas, like many artists choose to work on. Show images of unusual shaped spaces with graffiti. Additionally, show images of work by street artists which use unusual techniques or materials. Why do you think graffiti and other forms of street art are chosen to decorate public</p>	<p>Slides Urban Art 2A/2B/2C sheets</p>

			spaces? Do you think it has improved the spaces we've looked at? Discuss, then show some suggestions.	
			<u>Main Activities:</u>	
			Provide the Urban Art 2B sheet. In sketchbooks, children are to develop ideas for street art that would improve one of the unusually-shaped spaces shown. If time, children may produce a larger, 'final' piece using pencil, felts or paints either in sketch books or on art paper.	
			<u>Plenary & Assessment Questions:</u>	
			Show the Plenary slide. People have always tried to improve public spaces with art. Many villages, towns and cities around the country have art on the streets, often in the form of sculptures, fountains or murals. What public art do you have in your local area? Do you think it improves the area? Discuss. Can children consider ways in which street art can improve public spaces? Can children consider reasons why graffiti and other street art is allowed in certain spaces? Through sketching, can children develop ideas for a work of art that would improve a space?	
Lesson 3	1 hour	WALT: To express ideas through a satirical work of art designed for public spaces.	Show a number of well-known images of satirical, political and 'protest' street art. What do these show? What do they have in common? Allow time for children to discuss and respond to the images and questions shown, then show some explanations of the pieces. Show images of political murals in Northern Ireland. Discuss what can be seen. Show images of street art memorials and murals depicting significant cultural icons. Explain that people	Slides Satirical Art 3A/3B sheets Challenge Cards 3A/3B/3C

			<p>respond strongly to these – particularly images of well-known figures who have died. Show and describe a mural of David Bowie in Brixton – his home town. Why do people care so much about these pieces of street art? What effects do they have? Why do they have such a powerful effect?</p> <p><u>Main Activities:</u></p> <p>Provide both Satirical Art 3 sheets, which show and describe unjust behaviour and social/political/ environmental issues. Challenge Card 3A instructs children to sketch, revise and improve a design for a piece of street art which satirises one of the issues shown.</p> <p><u>Plenary & Assessment Questions:</u></p> <p>Are there any interesting murals or other pieces of street art in your local area? What do you know about them? What do they show? Do they have a 'message', like some of the satirical pieces of street art we've looked at? Discuss. Can children identify and discuss the meaning of satirical works of art? Can children simplify a design for street art to make it immediate, recognisable and easy to replicate? Can some children adapt their designs so they may be reproduced in a variety of ways?</p>	
Lesson 4	1 hour	WALT: To develop techniques for creating street art using stencils.	<p>Banksy is a street artist who makes satirical, humorous art using stencils and spray paint. Show some examples. Challenge children to discuss what they think the 'message' of each piece is. Explain that Banksy's works are now considered to be valuable. What do you think about this? How can street art be valuable? Discuss. Show</p>	<p>Slides</p> <p>Challenge Cards 4A/4B/4C</p> <p>Photo Cards 4A/4B</p>

			<p>examples of stencil street art advertising. Explain that graffiti and street art appeals to advertisers for precisely the same reasons that street artists developed their distinctive styles: it can be bright, bold, eye-catching, easy to replicate (like a logo), easy to understand, and memorable. Banksy often uses stencils to create all or part of his designs. How are stencils made? How are they used? What effect do they create? Why do you think many street artists use them? Discuss, then show the suggested answers. Explain, in greater detail, how stencils are made, including creating extra stencils for a layered effect.</p>	
			<p><u>Main Activities:</u></p>	
			<p>Note that this activity prepares children for the Main Activity in Lesson 5. Prior to the lesson, check equipment is functional and safe to use and consult school Health and Safety policy. Choose Challenge Card 4A, B or C to show how to draw and cut out stencil designs. Children are challenged to turn one of the images of everyday objects on Photo Cards 4A or B into a simple stencil design.</p>	
			<p><u>Plenary & Assessment Questions:</u></p>	
			<p>What did you find most difficult about the process of making stencils? Did you make any mistakes? How could you improve? Allow time for children to think, pair, share. Can children identify features of street art which are appealing to advertisers? Can children visualise how images may appear when created using stencils of their</p>	

			own design? Can children turn simple images into stencil designs?	
Lesson 5	1 hour	<p>WALT: To create street art using stencils.</p>	<p>Show the step-by-step instructions for creating stencil art by stippling paint. To ensure children understand the reasons for the processes, discussion questions (and answers) are shown. How could we make stencil designs more complex, interesting, or add detail? Discuss, then show a number of suggested techniques including: Using different colours within the same stencil to add detail Slightly shifting the stencil and using a contrasting colour to create a shadow/3-D effect. Using additional stencils of the same original image, where different parts have been cut out. Show some examples of finished stencil street art to inspire children.</p>	<p>Slides</p> <p>Challenge Cards 5A/5B/5C</p>
			<p><u>Main Activities:</u></p>	
			<p>Note that this activity follows on from the Main Activity in Lesson 4. Ideally, prepare large pieces of board (ply or OSB are ideal sheet material, as their surfaces will not swell or warp too much when paint is applied) by painting them white or grey. These may be leant against exterior walls so children may paint directly on them. Alternatively, provide large pieces of stiff paper or thin card attached to easels or walls. Additionally, provide masking tape for holding stencils in place while painting. On Challenge Card 5A, B or C children are instructed to apply their stencil designs from the previous lesson, then paint using two colours to create a 3-D/shadow effect.</p>	
			<p><u>Plenary & Assessment Questions:</u></p>	

			<p>Allow some time for children to look at each other's work and comment on it. Invite a few children to describe their process and, optionally, appraise their own work in front of the class. Can children work safely as instructed while cutting out their stencils? Can children use a variety of painting techniques to create stencil street art? Can some children create more complex stencil art by moving their stencil, or using two or more stencils?</p>	
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