



Art Unit Plan Overview

Year: 3/4 Term: Autumn B

Unit: Banksy- Printing

Artist	Banksy
Skills	<p>Printing - children create stencils for graffiti art and make artwork related to important topics or themes to convey messages. They explore colour mixing by layering spray paints to create vibrant and dynamic effects in their artwork.</p> <p>Drawing- children use sketchbooks to practice ideas and techniques, record their surroundings, thoughts, and feelings.</p>
Vocabulary	Graffiti, stencil, urban, pattern, techniques, street art, equipment, spray paint, paint brush.

	Making skills	Generating ideas	Teaching Points	Activities	Evaluation
1 <i>Signs and symbols</i>		<p>To explore graphic (eg cartoons/ graffiti) art</p> <p>Use a sketchbook to make records of the world around them, ideas, thoughts - art as a means of giving messages.</p>	<p>Starter Begin by asking the children to think about where they have seen pictures that communicate specific information to people, such as directions. Discuss vocabulary: SIGN/ SYMBOL</p> <p>Graffiti Art PowerPoint (slide 4) What do these signs and symbols mean? Walk, roadworks, stop traffic lights, airport, no smoking, no parking, school/ children crossing. Why do these pictures work well/ help us? Eg., people who can't read the language can still understand what is being communicated/ quicker to understand than reading.</p>	<p>Activity Give out 'WWH and activity sheet lesson 1'. 1. Complete table of signs (perhaps have word bank on board, if needed). 2. Answer the question: What happens to the bear and pony at the end of this cartoon?</p>	<p>. Self-assessment Ask children to get a green assessment pen and look at WWH at top of Activity sheet 1. If self-assessment is to be accurate, children need to know exactly what each statement means. Please repeat this process for future self-assessments in this unit. Go through each statement, one at a time. Go through assessment criteria. If you could match traffic light etc to what it means, give ' I can match signs and symbols to meaning' a little green tick. If you could understand the comic, tick , I can understand a story told in</p>

		<p><i>To learn about great artists, craft & design and how artists use formal elements.</i></p> <p><i>Vocabulary: Talk showing a developing use of the language of art</i></p>	<p>Graffiti Art PowerPoint (slide 5/6)</p> <p>Talk briefly about:</p> <ul style="list-style-type: none"> -Industries/ practices linked to art (comics/ cartoons) -The stories told with art <p>Look at these pictures.</p> <ul style="list-style-type: none"> -With your Talk Partner work out the story that is being told. -What is happening in this story of a bear, pony, crocodile and ice-cream? 	<p>3. Ask children to think of 3 things that they did at the weekend. Without using words, get them to draw them on the sheet in the boxes provided. Can their Talk Partner guess what they did, just from looking at their drawings?</p>	
<p>2</p> <p>Who is Banksy?</p>		<p>To explore graphic (eg cartoons/ graffiti) art</p> <p>To learn about great artists, craft & design and how artists use formal elements, and know:</p> <ul style="list-style-type: none"> •The name of the artist •Where the artist is from •If this work is traditional, modern or contemporary <p>To say how they feel</p>	<p>Part 2 Messages in Art: Banksy</p> <p>Graffiti Art PowerPoint (slides 4-17inc)</p> <p>Work through the PowerPoint, discussing the information, taking opinions and thoughts from children and explaining any vocabulary that your class may be unfamiliar with.</p> <p>Try to encourage talk and development of use of the language of art.</p> <p>Slide 7: Who is Banksy?</p> <p>Slide 8: What is Graffiti?</p> <p>Slide 9: Banksy's Beginnings</p> <p>Slide 10: Skeleton Rower</p> <p>Slide 11: Voicing his opinion</p> <p>What makes the children angry/ upset/ sad?</p> <p>What would they want to change?</p> <p>Slide 12: Technique: including a short video of technique: https://youtu.be/pe440ZO71Zs</p> <p>Slides 13-17: Explore the messages behind the art work - using the following questions, as appropriate:</p>	<p>Activity</p> <p>Give out sketchbooks and Artist Study sheet/s</p> <p>You may want to break this up into segments/ sections pages depending on the age of children.</p> <p>Go through activity and explain.</p> <p>Go through first section as a class.</p> <p>Create word bank if needed.</p> <p>E.g. If you really liked the work, put a big smile on the face etc...</p> <p>Demonstrate how to make careful</p>	<p>What can the class remember about the artist?</p> <ul style="list-style-type: none"> • Who made it? • Where were they from (culture)? • How has the artist produced this work (methods/ materials)? • What was the background to the art (time in history)? • Is it traditional, modern or contemporary? • Why was it made (purpose)? • What is your personal opinion of this work? • Why do you like this art?

		<p>about the work. To make careful copies of the artist's work</p> <ul style="list-style-type: none"> Describe the art. What colours/ lines/ tones/ shapes/ textures/ patterns/ composition can you see? What is the artist 'saying' with this work? What do you think it means? How do you interpret the message in this piece? How has the artist produced this work (methods/ materials)? Stencils/ spray paint What was the background to the art (time in history)? Is it traditional, modern or contemporary? Who made it? Banksy Where were they from (culture)? British Why was it made (purpose)? To give messages about social injustices Are there any common themes? Messages about greed, poverty, despair, the obsession with celebrities, the government and war. Rats are often featured. What is your personal opinion of this work? Why do you like/ not like this art? How does it make you feel? <p>Slide 19: Why is Banksy controversial?</p> <p>Slide 20: How much does Banksy's work cost?</p> <p>Slide 21: Art or vandalism? Is this art?</p> <p>Video https://youtu.be/vaJQERM2MtU</p> <p>Bristol school reaction to finding Banksy work painted on their school</p> <p>Debate Discuss the question of art or vandalism. Take a class vote. Disciplinary knowledge discussion</p>	<p>copies of Banksy's images.</p> <p>Concentrate on the last section: What would you like to change in the world? What makes you sad/ cross/ angry? How could you say this in a cartoon/ graffiti? E.g. Don't let people stop you achieving dreams (snail with a rocket pack). Children could also make use of road signs.</p>	
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			<p>Open this up to talk about art as a whole</p> <ul style="list-style-type: none"> -How does art affect human environments? -What is the purpose of art? -Can the value of art be judged by money alone? -Can art ever be separated from the artist? -Would a similar graffiti piece be worth the same as a Banksy work? <p>Plenary Share work- can other children guess the hidden messages?</p>		
3	Create a design that spreads an important message		<p>Starter Recap questions (on PowerPoint) to see what children can remember from last week's lesson.</p> <p>Show children 'Bird in Clacton' and discuss the following questions:</p> <ul style="list-style-type: none"> -What message was Banksy trying to convey? -How might it reflect British Values? <p>Show children picture of Boudica and discuss:</p> <ul style="list-style-type: none"> -Who is this a picture of? -Why was she important? -What important message was she trying to spread during Roman times? <p>Play BBC bitesize video to help children with this.</p> <p>Plenary Children to share their design idea with their partner and to discuss the message they are trying to spread through their 'Ancient Rome' inspired street art.</p>	<p>Activity- children will be creating their own graffiti design inspired by Banksy to spread an important message for/about Boudicca.</p> <p>Use pencil to draw design and coloured pencils to add some colour.</p> <p>Demonstrate an example as they need to include a sun, skyline and hillside/land (as this will be what their stencil will be).</p>	<p>What worked well? What could I do to improve? How will you bring your design to life as street art? What materials will you use?</p>

4	Making a stencil and using it to create a background	<p>Starter Recap questions (on PowerPoint) for children to discuss: -What can they remember about Banksy? What materials/techniques does he use to create his street art?</p> <p>Activity: Children to have a go at creating their street art design online using this link on the iPads: https://www.tate.org.uk/kids/games-quizzes/street-art</p> <p>Children will spend the first part of lesson creating their stencil for their skyline, sun and hillside (by drawing those sections onto a piece of card and cutting sections out). This will be teacher modelled/led through 'I do, we do, you do' approach.</p> <p>With teacher and TA one by one, children will use spray paints (outdoors with adult supervision- children wearing masks, goggles, apron, gloves) to create the background of their print onto a piece of card whilst the rest of the class completes the activity (link above) on iPad.</p> <p>Teacher to model how to do this carefully/safely outdoors (go through safety slide 36 on PowerPoint) to child, then complete a bit together and let child complete the rest of the background themselves (with teacher/ta supervising at all times).</p> <p>Plenary Children to share their virtual graffiti designs with their partner and compare the</p>	<p>Children to experiment with spray paints safely to see/understand the tools street artist's use.</p> <p>Look at how we can layer stencils to create effect.</p>	<p>Why do street artists use spray paints instead of a palette and brush? Was it easy/difficult to use the spray paint bottle, why?</p>
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			similarities/difference in spray painting in real vs online. What went well? What would they change next time?		
5	Add design to spread an important message		<p>Starter Recap questions (on PowerPoint) for children to discuss: -What did we do last week? -What tools/techniques did we use to create our background? -How did we make sure we did this safely?</p> <p>Discuss:</p> <ul style="list-style-type: none"> What is a silhouette? A silhouette is an image in outline only, usually filled in as black on a white background. Why might we use one in our artwork? To make Boudicca stand out against the background but also to add a bit of mystery. What effect might this have? It draws your attention to her and makes her appear important. <p>Activity:</p> <p>Model (use 'I do, we do, you do' approach) to children how to add a silhouette of Boudica using black pencil crayon to create desired effect.</p> <p>Once they've added Boudicca, children to add other parts of their design onto their spray-painted background using black pencil crayons (teacher to model how to do this, 'I do, we do, you do'). Talk about proportions of each part they add and what size they should be in comparison to Boudica. Children to complete</p>	<p>Children to complete their final piece of artwork by:</p> <ul style="list-style-type: none"> Using black pencil crayon to add a silhouette of Boudica Using pencil to add suitable imagery to spread an important message Using coloured crayons to add colour to their design Add their own 'tag' to finish off work like a 	<p>What worked well? What could I do to improve? What important message are you trying to spread? What did you include in your artwork to spread an important message?</p>

			<p>independently once they have grasped this well and can continue by themselves.</p> <p>If they have time, they can add their own mini graffiti tag to their work.</p> <p>Plenary Children to share their graffiti art work with their partner. What went well? What would they change next time?</p>	graffiti artist	
6	Evaluation	<ul style="list-style-type: none"> • Know that all artists evaluate their work • Offer critical advice, confidence and praise to others 	<p>Assessment</p> <p>Set up a gallery of children's work. Explain that all artists evaluate their work and it is normal to feel a little anxious about what others feel. Stress that children need to offer critical advice, confidence and praise to others.</p> <p>Questions (orally):</p> <ul style="list-style-type: none"> - Describe your work / this piece of work. - Tell me about... (colour, line, shapes, textures and patterns)? - What were you thinking/ ideas did you have/ intended to do? - What went well? - How could you improve it? - Which art, other your own, do you like? Why? 	<p>Activity</p> <p>Art evaluation sheet Go through the assessment WWH one line at a time and explain what each sentence means.</p>	<p>What do you think of Banksy's style of art? What worked well on your piece of art? What would you do better next time?</p>