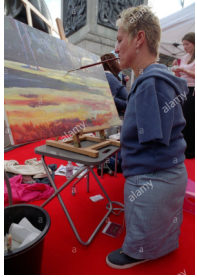


Year group: 6	Element Painting	Digital Art	Alison Lapper and Graffiti Art	Banksy	Term:
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Key vocabulary: message political disrupt tonal stencil ink brush foot / mouth art challenge graffiti modify gap justify tension opinion compare perspective

Learning Intentions Skills	Teaching activities	Cross Curricula links.
<p>To extend knowledge and understanding of approaches to drawing.</p> <p>Work of artists A1 explore the work of a range of great artists, architects and designers and understand the historical and cultural development of their art forms.</p> <p>A2 evaluate and analyse creative works using the language of art, craft and design.</p> <p>Exploring ideas E1 create sketch books to record their observations and use to review and revisit ideas.</p> <p>E2 record and explore ideas from first hand observations, experience and imagination and ideas for different purposes</p> <p>E3 question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks.</p>	<p><u>Lesson 1 and 2</u> View some of Lapper's landscape paintings and make a sketch in their sketchbook of a part of one. Select own media to add colour elements and mark making, charcoal, fine liner etc. Children to be free to experiment - T to not worry if work is sketched and not completed piece. Talk about composition of elements in the piece, perspective etc. Then ask for responses of landscape and artists approach revealing nothing about the artist. AFTER THIS is done: T to give short Bio on who Alison Lapper is. Discuss again the paintings and how they were produced. Children to share feelings and immediately try 'mouth art'. Experiment in a page of their sketchbook. Talk about how Lapper expresses herself as an artist in a different way. Share their feelings after experimenting. (Wash pencil ends after.) Talk about how Alison seeks to be judged as an artist before being labelled as disabled which is why we viewed the work first before the bio.</p>  <p>https://www.youtube.com/watch?v=z5mwIZLesKE (*Video is in German! but turn sound down, has paintings featured and no nudity so is appropriate for y6)</p> <p><u>Lesson 3</u> MA HA Sketch out a layout of a lapper style painting in pencil. LA Use paint to produce a Lapper style Tree painting. E.g. Use paint for land and ink for trees. Talk about lack of leaves, season etc Adaptation SEN : All draw the same tree painting and adult to lead through layout of areas to allow them to access painting and mark making part of lesson quickly.</p>	<p>Maths: shape - symmetry, tessellation. Regular and irregular patterns. Repeating patterns.</p>

E4 think critically about their art and design work.

P1 develop a painting from a drawing.

P2 experiment with different media and materials for painting.

Learn about Graffiti art.

Discuss their own opinion of messages communicated through art.

To be able to organise own work and tools, making independent choices.

To develop specific vocabulary.

AGT: T to talk about perspective with group and create foreground and distance areas with awareness of sizing of parts.

Lesson 4/5

Short comparison study of Banksy. Look at power point and discuss ideas of Art in public spaces.

Look at Power points

Research with I pads/laptops create pages in sketch book about Banksy through Collage

Use web resource Graffiti Creator .net and also sketchbooks and pencils to try lettering and create own 'tag'.

Evaluate messages in art - use power points - 'Using art to share view points' and rest of Banksy power points. Talk about 2018 Banksy shredding his art when it was up for auction. Why do this?

Choose an idea the class feel strongly about and make a class 'Graffiti' piece about. E.g. Environmental issue, palm oil deforestation, climate change, homelessness. Use Graffiti Creator to make words and search for digital images of the issue and create a collage on board in art room as a class making a statement about their feelings about the issue in a similar style to Banksy with the homeless message in 'I want change'. Children must use the printer and cut and display the board themselves to allow ownership of the work. Give all the challenge to print and cut out images and then AGT artists to create the montage on the wall.

Experiment with 'stencil' style of Banksy using sketching pencils to draw it tonally. E.g. give copies of 'Keep your coins, I want change', 'Girl with balloon'. Adaptation challenge: Create stencil using their own logo design with craft knife and use spray paint Banksy style.



Compare Lapper and Banksy as contemporary artists working in the 21st Century. Verbally say similarities and differences in style and express/justify preferences with reasons.

Literacy: developing vocab, explaining process, explaining preference S&L.