

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design – Year: UKS2 - Year A – Spring
Printing- Mixed Media-Graffiti Art

Jean M Basquiat 22.12.1960 – 12.8.1988 Contemporary

Banksy 28.7.1974 - Contemporary

Frank Shepard Fairey 15.2.1970 - Contemporary

NC/PoS:

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history

Prior Learning (what pupils already know and can do)

Relief Printing, painting acrylic paints, colour mixing, line, shape, surface texture. Painting to tell a story.

End Points (what pupils MUST know and remember)

Learn about Graffiti artists and how they create their work.

Know the names and art genre or movement of focus artists and why they are famous -Jean M Basquiat, Banksy & F S Fairey

Know that Graffiti artists aim to make a statement or tell a story sometimes political or controversial.

Know that artists mix techniques to make art

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Learn that mixing techniques and materials is known as mixed media.
Learn- revisit and make a mono print.
Experiment with a range of printing effects- hand prints- Relief prints and add this to graffiti art
Add a 'statement or message in their art and explain the reason they chose this.
Design and make a piece of individual Graffiti using painting and painting effects, spraying, drawing and printing techniques.
Learn and demonstrate secure practice of drawing exercises E & F (SEE OVERVIEW) to add to repertoire of skills to use and practice in sketchbooks.
Annotate entries with names of artist focus, media used, and skill practiced.
Annotate sketchbooks with comments on development of personal schema, points for development, likes & dislikes.
Talk confidently using the language of art and design about their work.

Key Vocabulary

Key Vocabulary to teach each session; Written In bold at the beginning of each session. To be revisited in following sessions.

Session 1: **Graffiti Art, Banksy, Frank Shepard Fairey, contemporary, street art, subway art, tag(personal logo)**

Learn and practice drawing exercises E & F (SEE OVERVIEW) to add to repertoire of skills to use and practice in sketchbooks. Objects can be anything unfamiliar, so children do not draw from memory.

Introduction to Graffiti Art Style. [The writing on the wall - BBC News](#)

One of the most radical contemporary art movements, "graffiti art" (also called "Street Art", "Spray-can Art", "Subway Art" or "Aerosol Art") commonly refers to **imagery applied by paint or other means to buildings, public transport or other property.**

Graffiti aims **to spread an important message.** The end purpose of Graffiti, like other art is to tell a story or express the artists' message. Graffiti allows artists to express themselves, even if it is not always in a publicly acceptable manner.

Graffiti, defined simply as writing, drawing, or painting on walls or surfaces of a structure, dates back to prehistoric and ancient times, as evidenced by the Lascaux cave paintings in France and other historic findings across the world. Scholars believe that the images of hunting scenes found at these sites were either meant to commemorate past hunting victories or were used as part of rituals intended to increase hunters' success.

Banksy. [Banksy for kids - YouTube](#)
<https://www.tate.org.uk/kids> create your own Graffiti art

Frank Shepard Fairey - is an American contemporary street artist, graphic designer, activist, illustrator, and founder of OBEY Clothing who emerged from the skateboarding phenomena. He is famous for his political posters of US Presidents. D Trump and Barak Obama.

What do children think about this kind of art?

Jean Paul Basquiat (intro next session)

Children to complete a piece of individual Graffiti lettering - a name or 'tag'.

Use marker pens and thick paper.

Opportunity to use Tate Graffiti programme.

Session 2: **Jean Paul Basquiat, analyse,**

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Jean Paul Basquiat [Who Was Basquiat? Made For Kids! - YouTube](#)

Children to analyse his work in sketchbooks. What images does he like to use? What colours? Can they speculate as to how the colour has been applied.? What kinds of marks does he use in his artwork? What is his message? Use oil pastels to add colours.

Children to start to create a graffiti style piece of art with a message or statement.

Children prepare an abstract background. Use rollers and thin layers of acrylic paint in clashing colours.

Drip and splash more layers of paint to create an effect.

Session 3: **relief print,**

Create a relief print of a graffiti image ex. skull, fist, spray can. Use a piece of box card to build your design on. Cut it out of foam sheet. Use PVA glue. Prepare this for next session.

In sketchbooks plan your design to paint next week. Use oil pastels. Use lines and marks that Jean Paul Basquiat uses. Draw freely do not use a ruler.

Session 4: **block impress print,**

Print the block print created last week on the background start to build up layers in the design with paint and thin brushes. Add your name or 'tag'. What is their message or statement?

Class discussion. Use ink sprays to add to their Graffiti.

Session 5: **annotate**

Finish the final layers of the graffiti art. Use a mix of marker pens and oil pastels.

Children to evaluate their progress and development of their own schema. Does their art pass on a message to the viewer or audience?

Annotate entries with names of artist focus, media used, and skill practiced.

Annotate sketchbooks with comments on development of personal schema, points for development, likes & dislikes. Talk confidently using the language of art and design about their work.

Future learning this content supports:

Future drawing projects, skulls and skeletons, taxidermy and alternative art concepts.