

Art and Design Year 5/6 Autumn Cycle B – Graffiti art

Key Vocabulary

Graffiti – Writing or drawings on a wall or other surface usually without permission. Also known as street art.

3d effect – Making an image appear to stand out from the page in a 3 dimensional way.

Tag – A stylized name or signature done with various materials, such as a marker or an aerosol spray can, often freehand.

Mural – A huge piece of graffiti art usually done on a legal wall.

Legal wall – An area where graffiti artists are allowed to create artwork.

Stencil – A design cut into heavy paper or card and then spray-painted onto a wall.

Key skills

Record experiments with various media and try out techniques and processes in sketchbooks before applying them.

Express original thoughts and ideas about the art of others.

Develop skill and control when using tone and understand how to use this to create a 3D effect.

Express own ideas and feelings through pattern and design.

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

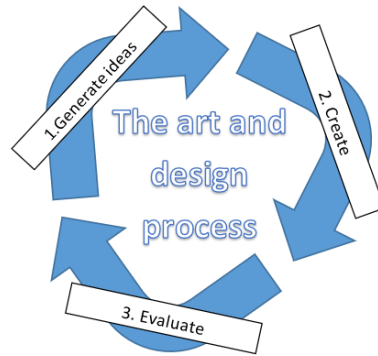
Adapt their work according to their views and describe how they might develop it further.

You will need:

- Pencils, crayons, felt tips, highlighters, oil pastels, paints. Various mediums to experiment with.
- Examples of graffiti.
- Chalk if doing stage 5

Sources of support

- Resources in shared area from previous lessons. Can be adapted to suit.



Key activities that MUST take place

Stage 1: Discuss what graffiti is. Art or crime? Look at work by Banksy, Keith Haring and other graffiti artists. Discuss and compare styles. Using a full page in sketchbooks, do an art study on graffiti. Include information about artists and pictures from different artists. Annotate with own thoughts and feelings about the style of art.

Stage 2: Experiment with creating own lettering for graffiti and graffiti art. Children annotate and comment on own work in sketchbooks.

Stage 3: Experiment with different mediums. Paints, felt tips, pastels, highlighters etc. . . Annotate and comment on.

Stage 4: Experiment creating other styles of graffiti. Eg stencilling, doodle art style like Keith Haring.

Stage 5: Create own individual final piece. Choose either lettering or image. Let children make their own choice. Apply to a brickwork background.

Stage 6: Time permitting, recreate on larger scale on



Art and Design Year 5/6 Spring Cycle B – Printing

Key Vocabulary

Lino printing – Linocut is a printmaking technique, a variant of woodcut in which a sheet of Lino is used for the relief surface. A design is cut into the Lino surface with a sharp knife, V-shaped chisel or gouge, with the raised (uncarved) areas representing a reversal (mirror image) of the parts to show printed.

Mono printing – The **monoprint** is a form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals.

Negative printing – Print is reversed.

Positive printing – Print pattern is not reversed.

Acetate – A piece of plastic used for printing.

Repeated pattern – an image that is printed over and over again.

Key skills

Try out techniques and processes in sketchbooks before applying them.

Make own printing blocks to create a repeated pattern.

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

You will need:

Foam tiles, carving utensils or sharp pencil, roller and acrylic paint, acetate

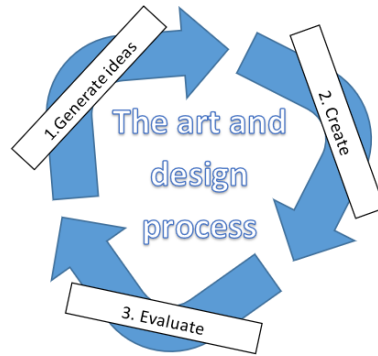
Cardboard, paint, paintbrush

String

Glue

Sources of support

<https://www.accessart.org.uk/wp-content/uploads/2017/03/printmaking.pdf>



Key activities that MUST take place

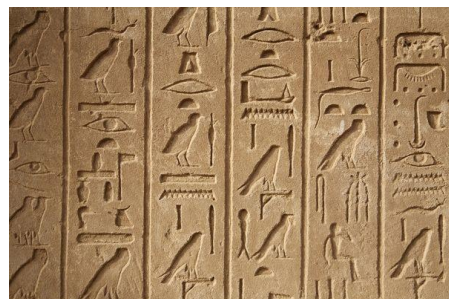
Stage 1: Look at hieroglyphics and the different shapes. Discuss how you could make these into a printing block to create a repeated pattern. Look at examples of printing blocks made with foam tiles etc . . . Look at different printing techniques.

Stage 2: Children design in sketch books what they want to use for their printing image. Remember it needs to not be overcomplicated and it needs to be the opposite way as print will be reversed unless using acetate positive print technique.

Stage 3: Children make their printing blocks. Children could choose 2 different techniques to compare depending on availability of resources. Experiment with applying different colours. Compare the two and annotate sketch books accordingly.

Stage 4: Print into sketch books to show design.

Different stages may not take an entire lesson and more than one stage could be completed in one session. Likewise, some stages may go over more than one lesson.



Art and Design Year 5/6 Spring Cycle B – Sculpture

Key Vocabulary

Joins – Ways to attach one form to another.

Attach – Join together

Mod-roc – A type of bandage that is used for modelling, casting and crafting.

Secure – Attach securely ensuring it will not come loose

Soak – Allow something to become thoroughly wet by immersing in liquid

Smoothing – To give something a bump free appearance, free from imperfections.

Moulding – Making into a particular shape.

Layering – Attaching more than one layer of something to build up a structure.

Key skills

Understand how artists manipulate materials to create shape.

Further develop ability to describe and model form in 3D, choosing from a range of materials.

Understand which joins to use and why.

You will need:

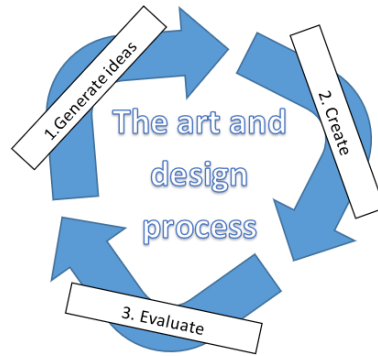
Plastic cups (2 per child)

Mod-roc, metallic paint, paintbrushes, black sharpies

Cardboard, sellotape, scrap paper

Sources of support

<https://www.bakerross.co.uk/craft-ideas/teachers/egyptian-canopic-jars/>



Key activities that MUST take place

Stage 1: Look at images of Canopic jars. Discuss how they are made and what resources are needed.

Stage 2: Decide what type of jar children are making and show them how to attach pieces of cardboard to form facial features etc. Discuss which way to join and why.

Stage 3: Model how to cover with mod-roc before children compete. KEEP TOP AND BOTTOM SEPARATE.

Stage 4: Leave overnight to dry. Decorate.

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Art and Design Year 5/6 Cycle B – Summer term Rousseau

Key Vocabulary

Foreground – the part of an image that is nearest to you.

Middle-ground – the area in an image that is between the background and foreground.

Background – the part of a picture, scene, or design that forms a setting for the main figures or objects, or appears furthest from the viewer.

Oil paint – a thick paint made with ground pigment and a drying oil such as linseed oil, used chiefly by artists (favoured by Rousseau).

Composition – the artistic arrangement of the parts of a picture.

Tonal variation – the degree of lightness and darkness in an area.

Studies – small pieces of artwork done in preparation for a finished piece.

Key skills

Recall key facts about artists.

Use observational skills to create sketches.

Mix primary colours to create tonal variation.

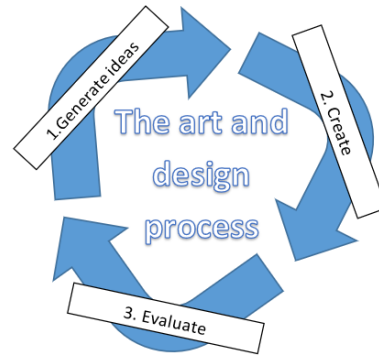
Choose appropriate media.

Sources of support

- Lesson plans and accompanying smart boards in Art subject folder.
- <https://www.youtube.com/watch?v=Vm6EqBp5cfl>
- <https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks2-henri-rousseau-surprised/zrhyd6f>

You will need:

Examples of Rousseau's work, images of tropical flowers, leaves, primary colours of paint, paint pots, paint brushes pastels, crayons, sketching pencils, collage materials (such a coloured paper and tissue paper), glue, A4/A3 cartridge paper or card



Key activities that MUST take place

Stage 1: Learn about the artist Henri Rousseau and evaluate his paintings using the language of art and design. Say what you like and dislike in his work (AD1).

Stage 2: Use sketchbooks to record and sketch observations from real life in the way Rousseau did. Weather permitting this lesson should be done outside or real life plants brought in for children to draw from. Evaluate own work in sketch books (AD1, AD2, AD3)

Stage 3: Explore the tonal variation in Rousseau's paintings. Evaluate own work in sketchbooks (AD1, AD2, AD3).

Stage 4: Create small studies from a range of sources (Rousseau, own outdoor sketches, images of flowers, leaves) (AD1, AD2, AD3) Children can use crayons, paints, pastels, collage to allow them to choose the relevant media for their own piece. Introduce children to composition and choosing where to place things in an image.

Stage 5: Choosing appropriate media, create a Henri Rousseau inspired picture (AD2, AD3).

Different stages may not take an entire lesson and more than one stage could be completed in one session. Likewise, some stages may go over more than one lesson.

