Bristol Street Art – Term 1

Southville Primary School

Year 6

Local Anchor Point	Visit/ Visitor	Key Person	Key Outcome
Southfest, Upfest	Local art walk	Banksy, Farrah, Tom Hodgkinson, Andy Council, STEWY, Vee	Multi-layered stencil Year six graffiti mural in downstairs stairwell corridor.

Diversity, Equity and Inclusion	Linked Learning
The unit incorporates a variety of artists from diverse backgrounds, cultures, and ethnicities, offering a broad spectrum of influences and subject matter to reflect different perspectives and artistic practices.	Reception (2023) - Around the World (Bristol, Japan, Mexico, Graffiti, Origami) Y3 - Light

Driver 1: SCIENCE

How do we use light to see?

Driver 1 Objectives

Light

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Driver 2: ART

How do street artists design and use stencils?

Driver 2 Objectives

- create sketch books to record observations and use them to review and revisit ideas.
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- learn about great artists, architects and designers in history.
- evaluate and analyse creative works using the language of art, craft, and design.

Theoretical Knowledge:

- **Key Artist / Movement:** Andy Council, Tom Hodgkinson, Farrah Fortnam, Vanessa Scott, Emotional Waterfall, Oli T, Banksy (wider reach)
- **Themes / Genre:** Street art
- **Context and Significance:** A modern expression of contemporary society, politics and culture

Practical Knowledge:

- **Area of Making**: Drawing, Painting, Collage
- **Media**: Graphite/Pencil, Poster Paint, Spray Paint, Paper, Cardboard
- **Methods and Techniques**: Mark Making, Stencil Design and Cutting, Blending and Colour Mixing, Spray Painting, Composition, Evaluation and Refinement

Driver 1 Disciplinary Knowledge and Skills ('Working Scientifically')	Driver 2 Practical Knowledge and Skills ('Thinking like an Artist')
This is knowing how to carry out practical procedures using different equipment and to collect, use, interpret, understand and evaluate the evidence from scientific processes: ● **Planning**: Asking questions, fair testing, setting up simple tests ● **Doing**: Using different equipment safely, making systematic and careful observations ● **Recording**: Obtaining evidence, classifying and identifying, recording findings in a variety of ways (e.g. drawings, labelled diagrams, keys, bar charts, graphs and tables) ● **Concluding**: Suggesting answers, reporting, presenting (in oral and written forms) ● **Evaluating**: Seeking patterns, making predictions for the future	● **Shape** is a flat (2D) area surrounded by an outline or edge: How are shapes used or combined? How does the combination of shapes make things look 3D? ● **Lines** are used to show movement and mood. Is the use of line static or dynamic? How do they determine motion and direction in a piece? ● **Colour** is used to convey atmosphere and mood. How has colour been combined and varied to create mood and reaction in the viewer? ● **Value** is the intensity of colour and depends on the amount of white added. ● **Form** – artists use form when they create sculptures or the effect of flat objects being 3D. How has the artist made flat parts of an image appear 3D e.g. shading? ● **Texture** is the look and feel of a surface. How is the feel of a piece related to the materials it is made from? ● **Space** in artwork makes a flat image look like it has form. How has the empty area around shapes been used?
Driver 1 Key Vocabulary	**Driver 2 Key Vocabulary**
● **Tier 2**: Recognise, Investigate, Reflect, Surface, Record, Measure, Diagram, Explain, Data, Construct, Demonstrate, Combine, Block, Effect ● **Tier 3:** Luminous, Non-luminous, Transparent, Translucent, Opaque, Reflection, Refraction, Shadow, Periscope, Spectrum, Line Graph, Light Source, Observation, Angle of Reflection, Angle of Incidence, White Light	● **Tier 2:** Evaluate, Design, Revise, Contrast, Inspiration, Composition, Texture, Impact, Layer, Collaborate, Express ● **Tier 3:** Stencil, Graffiti, Spray Paint, Street Art, Urban Landscape, Colour Theory, Hue, Saturation, Tone, Perspective, Detailing, Pattern Repetition, Mural, Two-layer Design, Craft Knife, Scale

Driver 1 Sequence - How do we use light to see?	Driver 2 Sequence - How do street artists design and use stencils?
1. **WALT:** recognise how we require light to see objects (science). 2. **WALT:** investigate why some surfaces reflect light better than others. 3. **WALT:** investigate how shadows are created. 4. **WALT:** investigate how the distance of a light source can alter the size of a shadow. 5. **WALT:** investigate how the distance of a light source can alter the size of a shadow. 6. **WALT:** represent my scientific data in a line graph. 7. **WALT:** investigate what happens when light hits a mirror. 8. **WALT:** use our understanding of light and mirrors to build a periscope. 9. **WALT:** use our understanding of light and mirrors to build a periscope 10. **WALT:** explain how white light is made up of a spectrum of different colours. 11. **WALT:** (double lesson combined with L10). 12. **Science Topic assessment.**	1. **WALT:** explore street art in the local area (Myrtle, Merrywood & North Street). 2. **WALT:** evaluate street art from around the world. 3. **WALT:** create simple stencil designs. 4. **WALT:** design a mural that represents Bristol. 5. **WALT:** sketch initial ideas for our mural. 6. **WALT:** revise our understanding of colour theory. 7. **WALT:** design two-layer stencils. 8. **WALT:** design two-layer stencils (continued). 9. **WALT:** combine our learning to design our final stencils. 10. **WALT:** spray paint our final graffiti stencils to create our year six mural. 11. **WALT:** curate an exhibit to showcase our graffiti work. 12. **WALT:** present our work to an audience.