

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Art & Design

Year: UKS2 - Year 6

### Printing

Mixed Media-Graffiti Art

**Jean Michel Basquiat** - 22.12.1960 – 12.8.1988 (Contemporary, Neo-Expressionism)

**Frank Shepard Fairey** - 15.2.1970 - Present (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)

Know that Graffiti artists aim to make a statement or tell a story, sometimes political or controversial with images and words

Know that graffiti artists mix techniques such as spray painting, printing and stencilling and the work includes words and slogans



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Know that mixing techniques and materials on a single piece of work is known as mixed media  
Know that Contemporary Graffiti artist **Jean M Basquiat** was an African American artist, who moved from being unknown to globally famous for his art in a very short period of time. He used black characters and faces in his artwork and led the way for other black artists. His work is exhibited in the most prestigious art galleries and sells for huge amounts of money.

Know that Frank Shepard Fairey is a Contemporary American 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 Donald Trump and Barak Obama.

Know how to talk about and describe artist's work by using the new art vocabulary in this unit of work.

Know that all artists use sketchbooks and that these are to be used to collect ideas and to practise skills.

Know how to annotate sketchbook work by adding dates, names of artists and simple labels and art materials used.

### Key Vocabulary

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

### Session 1

**Key Vocabulary:** Graffiti Art, Frank Shepard Fairey, Jean Michel Basquiat, contemporary, street art, subway art, tag, personal logo, imagery

### 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 artist's 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.

### **Frank Shepard Fairey**

He 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 Donald Trump and Barak Obama.

Look at examples of his work and create a mood board page. Annotate with the media used by Fairey, his hidden messages, and the children's thoughts about this kind of art?

### **Jean Michel Basquiat**

Who Was Basquiat? Made For Kids! - YouTube



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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?

### **Session 2**

**Key Vocabulary:** Graffiti Art, Frank Shepard Fairey, Jean Michel Basquiat, contemporary, street art, subway art, tag, personal logo, eye-catching, imagery, line, shape

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

Remind the children of the work completed in relation to Graffiti art. Can the children name the two featured artists? Can they recall the purpose of graffiti art? What media is used when creating graffiti art? Where might we see graffiti art?

### **Tag Art**

Look at a range of Tag artworks and discuss the use of shapes and colours to create an eye-catching tag. Children to complete a piece of individual Graffiti lettering - a name or 'tag', using coloured pens, marker pens and thick paper. Opportunity to use Tate Graffiti programme.

### **Session 3**

**Key Vocabulary:** Graffiti Art, Jean Michel Basquiat, contemporary, imagery, eye-catching, clashing colours, background, midground and foreground, brayers, drip, drag, splash, spatter

### **Graffiti Art - Jean Michel Basquiat**

Remind children of the graffiti artwork created by Basquiat. Focus on his use of colours, shapes, imagery and messages.

Children start to create a graffiti style piece of art with a message or statement. Remind children of the three layers in artwork, background, midground and foreground. Prepare an abstract background, using brayers (rollers) and thin layers of acrylic paint in clashing colours. Drip, drag, splash and spatter more layers of paint, to create a vibrant and interesting effect. Allow the background layer to completely dry.

### **Session 4**

**Key Vocabulary:** Graffiti Art, Jean Michel Basquiat, contemporary, imagery, eye-catching, clashing colours, relief print, print block, line, marks, free-hand

Remind the children of the printing techniques used in Year 3 when studying fossils.

Create a relief print of a graffiti image for example, skull, fist, spray can. Use a piece of box card to build your design on. Cut the shapes needed to build your image out of foam sheets and apply to the card using PVA glue/glue sticks. Ensure the foam sheets stand at the same height from the card in order to achieve an even print effect.

In sketchbooks, children plan their graffiti design. Children use oil pastels to add colour, incorporating lines and marks, as used by Jean Michel Basquiat. Encourage children to draw freely and not use a ruler. Children label their design with colours, media and techniques.



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### **Session 5**

**Key Vocabulary:** Graffiti Art, Jean Michel Basquiat, contemporary, street art, imagery, eye-catching, clashing colours, background, midground and foreground, print block, relief print

Using the print block created in the last session, and working in line with their sketchbook design, children start to build up the midground and foreground layers. Using brayers and acrylic paints, add their relief print to their background layer. Using marker pens and oil pastels, children can add lines, marks and their name or 'tag'. Finally, use ink sprays to add bursts of colour to their Graffiti Art.

As a class discussion, children share the message or statement created in their work. Does their art show this? Is there anything they would change?

### **Session 6**

**Key Vocabulary:** Evaluate, annotate, comment upon

In sketchbooks, children complete annotations with names of the featured artists, the media they used, the effects upon the audience and the skills evident.

Children to evaluate their progress and the development of their own personal schema.

Can the children talk confidently about their work, using the key vocabulary of art and design learned in this topic? Can they explain the message in their graffiti art? Does their art pass on this message to the viewer or audience? Is there anything they would change or improve?

Future learning this content supports:

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