

When is it vandalism and when is it art?

Key Vocabulary

perspective	3D	Pavement art	Street art	Graffiti art	Pop art
stencil	piece	tag	vandalism	Spray can	contemporary

[Keith Haring](#)
[My Dog Sighs](#)
[Blek le Rat](#)
[Banksy](#)
[Julian Beever](#)



In Year 5, you learnt to:

Use different brushmarks and strokes for effect.

Select appropriate brush for task and use a selection of brushes in one piece of work to different effect.

Work on sustained pieces and review and refine

Key sketchbook moments

- Spotlight on each of the artists, children to discuss and annotate the work of each artist. What is the genre, what materials have the artists used to create their work? Discuss the elements of art used.
- Children to create work in their sketchbooks in response to each artist. Focus on reviewing and refining work.
- Use chalks/pastels to create pavement art, focus on perspective.
- Children to use paint or spray paint and stencils to create their own Banksy inspired piece.
- For a final piece, children to leave a piece of art inspired by their spotlight artists within the school in response to The Dog Sighs 'Free Art Friday' ? Photo of work to be put in sketch book.

'All kinds of people would stop and look at the huge drawing and many were eager to comment on their feelings toward it. This was the first time I realized how many people could enjoy art if they were given the chance. These were not the people I saw in the museums or in the galleries but a cross-section of humanity that cut across all boundaries.'

Keith Haring

My view is that....

Initially I.... then.... Finally...

In comparison to....



Key Skills

- Selecting appropriate brush for task.
- Mix tints and shades fit for purpose.
- Use different techniques and brushmarks to create atmospheres and convey ideas.
- Work on sustained pieces and review and refine.



Hollybush Artists

Children will explore a range of key artists and artwork

Children will learn and rehearse key skills (not forgetting to play!)

There will be a clear progression of skills and knowledge

The outcome (focus on creative expression individualism)