

The Hook:

Debate/Opinion discussion – Is Graffiti Art? Should it be legal?

Writing balanced arguments

Persuasive Writing

Videos to help visualize

Attainment Targets (English)

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

History:

First Graffiti – History timeline

Trip:

Graffiti Tour – Children create their own artwork.

Literacy:

Biography of an artist.

Leaflets

Attainment Targets (English)

Writing Composition:

plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Art:

Tagging / Throw-Ups – (ICT – spray painting)

Use of Paint – Children create artwork inspired by Thierry Noir / Banksy / Pez

Create Abstract Artwork – Children create artwork inspired by Space Invaders / Chewing Gum Man/Banksy

Children develop an understanding of Graffiti and Street Art through investigation

Attainment Targets (Design & Technology):

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

ICT:

Graffiti – Children create examples of graffiti using paint.

Publisher – Leaflets/biography using publisher Sketchup 3D art

Attainment Targets (Design & Technology):

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Attainment Targets (Design & Technology):

- use technology purposefully to create, organise, store, manipulate and retrieve digital content

Graffiti/Street Art

Geography:

Why do people create graffiti?

Painting – Children will create sketches and a painting of their finished product/tag.

Attainment Targets (Design & Technology):

Evaluate

- understand how key events and individuals in design and technology have helped shape the world

Attainment Targets (Geography):

Human and Physical Geography

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Maths

Symmetry, shape, tessellations (space invader)

