

Year 6: Banksy's Bristol



Essential Learning

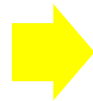
By the end of this term, you will have learned...

- About places in the world where Banksy artwork is located
- About the local history of Banksy's Bristol
- How to: have a structured debate, form arguments, consider counter arguments and respond to arguments from the opposition
- To form opinions and write persuasively on the topic of graffiti
- To write journalistic newspaper reports which discuss street art and include: an orientation paragraph, direct and reported speech and passive voice.
- To script and record news reports on street art
- Techniques for printing and how to create a layered design
- How to design and create stencils, considering the use of different colours and the effects they have when layered
- To compose poetry with street art and colour as a theme

Hook Day

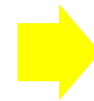
Where in the world is Banksy?

Designing graffiti tags and self-portraits



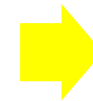
Block 1

- Debate: Is graffiti crime or art?
- Persuasive Writing
- Local History of Bristol
- Art Day - Launch Pad



Block 2

- Journalistic Writing
- Scripting newspaper & weather reports
- Local history of Bristol



Block 3

- Creating street art collage (for Bristol Arts Trail)
- Poetry
- Filming newspaper reports

Year 6: Banksy's Bristol / National Curriculum Links

Science - Light	Geography
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time 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
Art	History
<ul style="list-style-type: none"> about great artists, architects and designers in history colour mixing stencilling, printing, layering 	<ul style="list-style-type: none"> understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses a local history study
DT	Key vocabulary:
<ul style="list-style-type: none"> Designing and creating stencils 	<p>Science – light source, beam, opaque, translucent, transparent, reflective, mirror, angle of incidence, angle of reflection, black, white, shadow</p> <p>History – timeline, time period, port, construction, trade route, trade triangle, slave trade, Tudor exploration</p> <p>Art - medium used, colour, textures, composition, line, shape, space and content, interpretation, abstract, street art</p>

Writing genres	Key texts
Persuasive Writing Journalistic Writing Poetry Letters	Banksy: Wall and Piece