





## Year 5

# Spring – How can we spread love, not hate?

## Intent: The Why Behind our Topic

### Rationale

'How can we spread love, not hate?' will give children an in-depth look at expressing views on world issues using various art forms. Children will investigate meanings and purpose of street art and will study artists such as Banksy, Keith Haring, Stik and Invader. Through the study of charity organisations, they will also explore the similarities and differences between countries, continents and cultures. The topic will 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 will 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.

**Key Curriculum Areas:** PSHE, Art, History, Geography, DT

**We will meet the S&L needs of our children by:** *Providing opportunities for debates and discussions, giving children relevant artistic vocabulary – key artists, similarities and differences, key findings, see word bank for topic related words.*

**We will allow children to understand cultural differences and break down stereotypes by:** *Acceptance of different people including cultures, religions, sexuality and beliefs. Discussions around why different people have different view and beliefs and how we can accept or challenge them.*

**We will meet the SEMH needs of our children by:** *Children will look at world events and how they can change people's attitudes. Children will develop methods to express their emotions through art. Art therapy techniques will be used to assist this.*

**We will meet the socio-economic disadvantages of our children by:** *Trips and experiences and opportunities to use tools and equipment in school to create art.*

#### **Purposeful Outcome:**

**Most children will be able to** *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*

#### **Product:**



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### Intent: Topic-developed NCS Requirements

Subject	NCS Requirements
Art	<p><b>The Art process at HCPS:</b></p> <ul style="list-style-type: none"> <li>• Begin with a 'Big Picture' discussion of related learning in prior years and discussion of where learning is heading (use model slides)</li> <li>• Study an artist</li> <li>• Critically evaluate the artists' work to inform own art-work</li> <li>• Experiment and investigate different techniques and media</li> <li>• Create own artwork, applying new techniques, skills and media to own artwork</li> <li>• Critically evaluate own artwork</li> <li>• Improve work after evaluation</li> <li>• Reflection and re-cap of knowledge and skills remembered and understood</li> </ul> <p><b>Drawing</b> Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; Depict movement and perspective in drawings; Use a variety of tools and select the most appropriate;</p> <p><b>Painting</b> Create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces; Sculpting Create a colour palette, demonstrating mixing techniques; use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces;</p> <p><b>Collage</b> Add collage to a painted or printed background; Create and arrange accurate patterns; Use a range of mixed media; Plan and design a collage;</p> <p><b>Printing</b> Design and create printing blocks/tiles; develop techniques in mono, block and relief printing; Create and arrange accurate patterns;</p>
D&T	<p>Follow the design, make and evaluate process from the progression map using technical vocabulary.</p>
PSHE	<ul style="list-style-type: none"> <li>• Shared responsibilities: To recognise there are human rights, that are there to protect everyone</li> <li>• The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</li> <li>• Communities: diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</li> <li>• Stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</li> <li>• Prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li> <li>• Respecting self and others: about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</li> <li>• To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>• How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</li> <li>• That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</li> </ul>



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Writing	
Cross - curricular	

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### Implement: Topic-developed NCS Requirements

## Term Skeleton Coverage – S Plan

Include...

Art

- Stencil art
- Graffiti
- Video projection
- Street installations

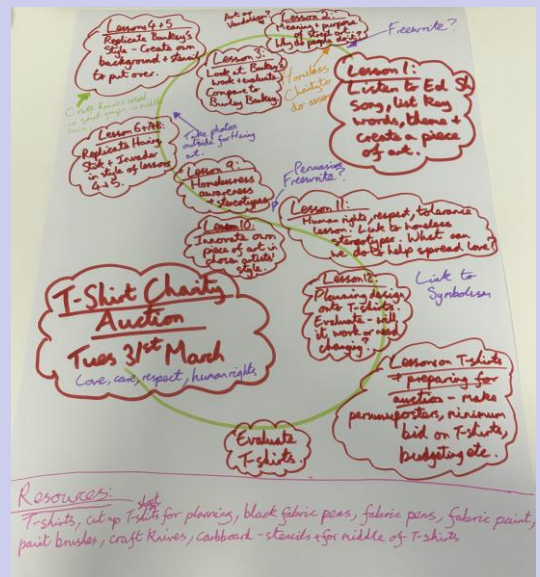
Artists:

- Keith Haring
- Banksy
- Burley Banksy – Andy McVeigh
- Stik
- Invader

Techniques:

- Printing
- Drawing
- Painting
- Collage
- Sculpture

Charities – Local homelessness charity



Experiences



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## Implement: Topic-developed NCS Requirements

Lesson Plans	
<b>End project:</b>	<p><i>Auction off the T-shirts in the hall</i></p> <ul style="list-style-type: none"> <li>- <i>Budgeting plan with the children to cover costs and make profit</i></li> <li>- <i>Tuesday 31st March 2pm-3pm parents in to auction off T-shirts</i></li> </ul> <p>Burley Banksy day (create street art)</p>
Lesson 1	<p>Hook: Which???. charity assembly (what they do, what's their purpose)</p> <p>Listen to Ed Sheeran song. List key words/ideas. Create a piece of art related to the song.</p>
Lesson 2	<p>Meaning and purpose of street art. Why do people do it? What are their thoughts?</p>
Lesson 3	<p>Look at Banksy's work. Compare with Burley Banksy's using Venn diagram.</p>
Lesson 4	<p>Use Banksy's style. Create own background and stencil to put over.</p> <p>Small groups using the craft knives (small groups)</p>
Lesson 5	<p>Look at Haring work and annotate. Choose a piece to imitate. Take photos outside for Haring work</p>
Texts for during reading	<p>Night Bus Hero</p>



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Lesson Plans	
Lesson 6	Look at Stik work and annotate. Choose a piece to imitate.
Lesson 7	Look at Invader work and annotate. Choose a piece to imitate on Google Drawings
Lesson 8	Homelessness and stereotypes PSHE lesson in Wednesday CREW
Lesson 9	Innovate own piece of art combining the artists they have looked at so far.  This will be related with the T shirt.
Lesson 10	Human rights, respect and tolerance, homeless stereotypes, how can we help? Wednesday CREW  Create T-Shirts and begin to prepare for T-Shirt auction – may take a few lessons
Texts for during reading	Homelessness extracts – Soup Movement  Sanctuary picture book



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Lesson Plans	
Lesson 11	Human rights lesson Wednesday CREW Create posters for T-Shirt auction Persuasive leaflets with info about charity and persuade parents to come and buy their t shirts
Lesson 12	Plan and budget for the event.
Lesson 13	Evaluate T-shirts
Lesson 14	
Lesson 15	
Texts for during reading	



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### Implement: Topic-developed NCS Requirements

#### Spring

Teacher General Review of Topic:

Subject Specific Review of Topic:

Art:

PSHE:

History:

Geography:

DT:

Improvements for next year.