

## Woodley Primary School – Knowledge Organiser

<b>Art</b>	<b>Drawing Unit: Banksy</b>	<b>Year 6</b>	<b>Autumn</b>
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Key Vocabulary	
Spelling	Definition
Banksy	Focus artist.
Graffiti	Writing or drawings scribbled, scratched, or sprayed illicitly on a wall or other surface in a public place.
Graffiti artist	A person who paints or draws graffiti.
Mural	A painting or other work of art executed directly on a wall.
Stencil	A thin sheet of card, plastic, or metal with a pattern or letters cut out of it, used to produce the cut design on the surface below by the application of ink or paint through the holes.
Spray paint	Paint held in in aerosol can for spraying on to a surface.
Propaganda	Information, especially of a biased or misleading nature, used to promote a political cause or point of view.
Line	A long, narrow mark.
Shape	The form of an object.
Pattern	A repeated design created from shapes or images.
Evaluating	To look at and give an opinion on a final piece of work.

What I will know at the end of the unit	
Objectives for the unit:	<ul style="list-style-type: none"> <li>Know who Banksy is and why he is famous</li> <li>Know how to evaluate a piece of artwork</li> <li>Know what graffiti art is and how it is created</li> <li>Know how to create stencil images</li> <li>Know how to incorporate images and wording to create graffiti style artwork</li> <li>Have planned their own graffiti sketch based on World War propaganda</li> <li>Have created a graffiti drawing in the style of Banksy artwork.</li> </ul>
Key Skills:	<ul style="list-style-type: none"> <li>Draw independently for a sustained period of time.</li> <li>Use sketchbooks to independently evaluate and analyse a range of media.</li> <li>Independently recognise and use shape, pattern, line and space in own work. Have opportunities to use a variety of materials to demonstrate understanding of shape, pattern, line and space</li> <li>Independently recognise and use colour in own work. Have opportunities to use a variety of materials to demonstrate understanding of colour.</li> <li>Independently recognise and use texture in own work using a variety of materials.</li> </ul>



Focus Image

Prior Knowledge	
What I should already know ...	
EYFS:	<ul style="list-style-type: none"> <li>How to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>How to share my creations, explaining the process they have used.</li> </ul>
KS1:	<ul style="list-style-type: none"> <li></li> </ul>