



Year 5 Autumn Term

	AUTUMN 1 st Half			Autumn 2 nd Half		
Theme	Pharaohs			Rainforest		
British Key Question	Were the British grave robbers?			Can Britain save the rainforest?		
Enhancements	Egyptian mummification day Truro Museum – artefacts			Trip to the Eden Project Christmas Play fundraiser		
Books	Holes by Louis Sachar			The Explorer by Catherine Rundell		
Addressing Stereotypes	Cleopatra – Powerful woman. Race – compare movie actresses to how Cleopatra would've looked. Why were white women cast in an Egyptian's role?			Tribes – the role of men and women. What is wealth? Are the tribes people rich – (look at the environment they live in, the freedoms they have etc compare to western perceptions of wealth).		
British Values	Democracy – Ancient Egyptian hierarchy – are there any similarities and difference to our government hierarchy? Rule of Law – Are we within the law to have taken ancient Egyptian artefacts? Individual Liberty – Did ancient Egyptians have individual liberty like we do? Slaves? Mutual Respect & Tolerance – Differences in beliefs about the after life – discussion.			Democracy – Tribes hierarchy - are they democratic like our voting systems? Rule of Law – Deforestation what are the laws regarding deforestation? Individual Liberty – Should we be allowed to destroy the rainforest for our own gains? Mutual Respect & Tolerance – Does the World respect the rainforest and its inhabitants?		
Art & Design (All NC subject content covered)	<i>Pupils should be taught:</i> ☆ To create sketch books to record their observations and use them to review and revisit ideas ☆ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, for example, pencil, charcoal, paint, clay ☆ About great artists, architects and designers in history.			<i>Pupils should be taught:</i> ☆ To create sketch books to record their observations and use them to review and revisit ideas ☆ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, for example, pencil, charcoal, paint, clay ☆ About great artists, architects and designers in history.		
Key Art & Design Skills to be Taught	A-Y5K1.1 A-Y5K1.2 A-Y5K1.4 A-Y5K1.6	A-Y5K1.7 A-Y5K1.8 A-Y5K1.9 A-Y5Pr1.1 A-Y5Pr1.2 A-Y5Pr1.3 A-Y5Pr1.4 A-Y5Pr1.5	A-Y5BoS1.2 A-Y5BoS1.3 A-Y5F&S1.1 A-Y5F&S1.2 A-Y5F&S1.3	A-Y5K1.1 A-Y5K1.2 A-Y5K1.3 A-Y5K1.4 A-Y5K1.5	A-Y5K1.7 A-Y5K1.8 A-Y5K1.9	A-Y5D1.1 A-Y5D1.2 A-Y5D1.3 A-Y5D1.4 A-Y5P1.1 A-Y5P1.2 A-Y5P1.3 A-Y5BoS1.1

Key questions / knowledge and understanding to be explained
Key Knowledge and facts to be recalled

Drawing and Printmaking

Ancient Egyptian Pop Art

Andy Warhol (4 weeks)

Andy Warhol was part of the pop art movement. He was born Andrew Warhola in 1928 in Pennsylvania. His parents were from a part of Europe that is now part of Slovakia. They moved to New York in the 1920s.

- His first job was illustrating adverts in fashion magazines. Now he is known as one of the most influential artists who ever lived! Warhol is recognised for his use of a vibrant yet limited colour palette.
- Pop art is short for 'popular art'.
- Warhol was inspired mainly by American consumerism and celebrities hence why this is highlighted so much in his work. He became obsessed by consumerism and wanted to be a celebrity himself. He is also famous for exploring popular culture in his work. Popular culture is anything from Coca Cola to pop stars to the clothes people like to wear.
- He made a print of Campbell's Soup – a popular brand of soup in the United States. He said he ate Campbell's tomato soup every day for lunch for 20 years!
- Warhol liked to use bright colours and silk screening techniques. He liked using screen printing to mass-produce artworks based on photographs of celebrities, like this image of Marilyn Monroe. She was a movie star who was very famous in the 1950s.



Children will create a Warhol-inspired print of Ancient Egyptian gods using bright colours and a limited palette. We will look at Warhol's work and recognise particular styles and techniques of his art. Using sketchbooks to develop ideas and themes, children will then create their own pop art repetition ideas. Children will create an Egyptian God image to be photocopied onto acetate and repeated. They will then experiment with colour and design.

Evaluate, improve and reflect

Have I been able to combine pop art with the Egyptian celebrity – modern and ancient?
Did the layering printing work? If I were to do the project again, what would I change?

3D Art/Craft Design

Egyptian Jewellery: Jewellery was used for adornment, social status, and protection.

Everybody in ancient Egypt wore jewellery.

In the beginning, silver was the most popular metal. By the Middle Kingdom, gold had taken over first place. Gold was considered blessed by the gods. Some considered it the flesh of the gods because it never tarnished. Gold was used on everything religious from statues to temple art to funeral masks. It was also used to create fabulous jewellery for

Art inspired by Literature – sketching/drawing, painting, collage

The Riversea by Eva Ibbotson

Read extract from the text "Rainforests in 30 seconds" and focus on the different plants that can be found in the rainforest.

Children will use their sketchbooks to sketch what they imagine from the extract. They will develop their sketching techniques: hatching, cross hatching, contour, random hatching, stippling, blending.

List some of these – ferns, lichens, mosses, orchids, and bromeliads are all epiphytes. Look at botanical drawings and photographs. Children share likes, dislikes and questions about the images. Talk about what they notice about the detail in the drawings. Using sketchbooks to develop ideas, children will then try their skills at drawing similar botanical illustrations but of plants found in Cornwall. These will be annotated to develop thinking and explain reasoning.



Henri Rousseau

- Rousseau was a French painter. He taught himself to paint in his spare time, and started displaying his work at galleries in 1886. He worked as a tax collector in his early life.
- He is best known for his jungle scenes, such as *Tiger in a Tropical Storm (Surprised!)*
- This was an abstract style of art, which means that he didn't try to paint things exactly as they look in real life. His art was called 'Post-Impressionism'.
- Henri Rousseau was heavily criticised by lots of artists because they thought his painting was not very clever.
- However, lots of other artists, such as Pablo Picasso, liked his work.



Children will go on to bring colour into their images through painting techniques and colour mixing inspired by the work of Rousseau. We will make a range of green from using equal parts of two primary colours. If you add more of one colour than the other that you get something called a tertiary colour.

A shade means you add black and a tint means you add white.

Key question – If I add black would I be able to get the original colour back if I add white?

No – it would only create a tint of the new colour

Evaluate, improve and reflect

Have I achieved the variety of colours? Was the mixing successful? Have I achieved the depth of composition?

both the living and the dead. The combination of gold leaf, turquoise, and faience was very popular, and more affordable as only a small amount of gold was used.

Upper Class: Beautiful jewellery of gold, silver, lapis and other gemstones, and faience.

Lower Class: Gorgeous jewellery of copper, colourful stones, and faience

Jewellery was worn as amulets. Jewellers had to follow strict rules and colours to make sure the magical property of the amulet was not destroyed. The ancient Egyptians truly believed that amulets had magical powers of protection and healing, and also brought good fortune.

- Scarab Beetle amulets (2 weeks)
- Look at Ancient Egyptian jewellery. Children will decide what they like/don't like and why. Using sketchbooks, children will design their own Egyptian influenced jewellery and then create it out of clay.



Evaluate, improve and reflect

➤

Illustrating

Hieroglyphics : The ancient Egyptians invented one of the earliest known writing systems. The symbols they used were called hieroglyphs, which comes from a Greek word meaning 'sacred carving'. This is because the ancient Egyptians believed that hieroglyphs had been invented by the gods. This is not surprising because hieroglyphs were very beautiful. In Ancient Egypt, the people who wrote hieroglyphs were called scribes. A scribe had to go to a special school to learn how to do it, because it was very complicated. Hieroglyphs included around 700 different signs of objects and animals. Some signs were pictorial or symbolic and stood for whole words.

Some signs were phonetic, which means they stood for sounds. Hieroglyphs could be written vertically, horizontally, left to right, or right to left!

- Pupils will use their sketchbooks to develop different possible hieroglyphic ideas and themes for a final piece – these will be annotated to explain ideas and reasoning.
- Using papyrus paper, children will create their own artwork messages in hieroglyphics with Ancient Egyptian inspired illustrations.



Evaluate, improve and reflect

We will also create Rousseau inspired collages using a range of materials and papers, building up layers. Compare with **Elephant Forest** by Gayle Gerson and the collage techniques Gerson has used – specifically the inclusion of text:

<https://artist.com/gayle-gerson/elephant-forest/?artid=857>

Evaluate, improve and reflect



- **Joseph Cornell**

- American artist Joseph Cornell earned himself the title of 'armchair voyager' as he captured his dreams of far-away places in glass-fronted boxes without ever leaving his home city of New York.
- So, what is a shadow box? Simple, glass-fronted, hinged display cases, "shadow boxes" have their origins in Victorian crafts. Throughout the 19th century, across Europe and America, it was a common hobby for women to fill these cases with keepsakes: shells, ships and dried flowers. They were sentimental objects, intended to preserve an atmosphere or a particular time or person.
- Cornell described himself as an "armchair voyager". Through his assemblage of images and objects, he created faraway and exotic worlds in small wooden frames.



- We are going to make our own Cornell inspired boxes themed on '**A Rainforest Adventure?**'. Children will think about layering, perspective, foreground, background and materials. Pupils will use their sketchbooks to develop different possible Cornell themed box ideas for a final piece – these will be annotated to explain ideas, contents and reasoning.
- Children will create their final piece using a shoebox and acetate/clingfilm and a multitude of Cornell influenced contents towards the overarching Rainforest theme.



Evaluate, improve and reflect

Vocabulary	Content Specific:	Subject Specific:	Content Specific:	Subject Specific:
	<ul style="list-style-type: none"> ➤ Small ➤ Big ➤ Colour ➤ Unusual ➤ Theme ➤ Layers ➤ Bright ➤ Fun ➤ Suitable ➤ Dots ➤ Stripes ➤ Material ➤ Shape ➤ Form ➤ Popular ➤ Pattern 	<ul style="list-style-type: none"> ➤ Comparison ➤ Contrast ➤ Media ➤ Study ➤ Experiences ➤ Imagination ➤ Properties ➤ Reflecting ➤ Symbolic ➤ Complimentary ➤ Contrasting ➤ <ul style="list-style-type: none"> ➤ Colour match ➤ Colour mix ➤ Warm colours ➤ Cold colours ➤ Complementary colours ➤ Contrasting colour ➤ Relief ➤ Resist ➤ Layers ➤ Repetition ➤ Inks ➤ Overlay 	<ul style="list-style-type: none"> ➤ shade, ➤ tone, ➤ value, ➤ pressure, ➤ cross hatching, ➤ hatching, ➤ stippling, ➤ blending ➤ composition, ➤ foreground, ➤ background 	<ul style="list-style-type: none"> ➤ Comparison ➤ Contrast ➤ Media ➤ Study ➤ Experiences ➤ Imagination ➤ Properties ➤ Reflecting ➤ Distance ➤ Complex ➤ Complimentary ➤ Contrasting

Year 5 Spring Term

	Spring 1 st Half		Spring 2 nd Half			
Theme	Stargazers		Farming and Agriculture in Cornwall			
British Key Question	Will the UK ever launch a rocket into space?		Kernow Bys Viken?			
Enhancements	Planetarium Visit		Hatching chicks Scarecrow Competition Various animal visits Growing Vegetables			
Books	The Girl of Ink and Stars by Kiran Millwood Hargrave		Charlottes Webb by E.B White			
Addressing Stereotypes	The Girl of Ink and Stars – gender inequality		Women in farming - explore the roles of women in the farming industry. The Black Farmer – research Wilfred Emmanuel Jones and his journey from Jamaica into farming in Britain: https://theblackfarmer.com/about-us/			
British Values	Democracy – Who owns space? Rule of Law – Space Law – what are they? Individual Liberty – Would you travel to Space? Mutual Respect & Tolerance – Should there be a flag on the Moon?		Democracy – DEFRA – how does it work? Rule of Law – RSPCA – safety for animals Individual Liberty – Vegetarian, vegan or meat eater – what’s your choice and why? Mutual Respect & Tolerance – Respect between humans and animals - how can we ensure the planet is fit for us all?			
Art & Design (All NC subject content covered)	Pupils should be taught: ☆ To create sketch books to record their observations and use them to review and revisit ideas ☆ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, for example, pencil, charcoal, paint, clay ☆ About great artists, architects and designers in history.		Pupils should be taught: ☆ To create sketch books to record their observations and use them to review and revisit ideas ☆ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, for example, pencil, charcoal, paint, clay ☆ About great artists, architects and designers in history.			
Key Art & Design Skills to be Taught	A-Y5K1.1 A-Y5K1.6 A-Y5K1.8	A-Y5D1.4 A-Y5P1.1 A-Y5P1.2 A-Y5P1.3		A-Y5K1.3 A-Y5K1.4 A-Y5K1.5	A-Y5K1.8 A-Y5K1.9 A-Y5D1.1 A-Y5D1.2 A-Y5D1.3 A-Y5D1.4	A-Y5P1.2 A-Y5P1.3 A-Y5T&C1.5

Key questions / knowledge and understanding to be explained
Key Knowledge and facts to be recalled

Peter Thorpe

- Peter Thorpe was born in Portland, Oregon USA. He is an abstract artist.
 - Thorpe started rocket paintings in the 1980's as a way to use paint that he would have thrown away. After he had finished his commercial pictures, he had paint left over so instead of binning it, he painted an abstract background. Thorpe is a big space fan so on these abstract backgrounds, he started painting rockets!
- Pupils will use their sketchbooks to develop different



possible themes and ideas for a Thorpe inspired final piece – these will be annotated to explain the thinking, ideas, colour choices etc.



Pupils will create their own Peter Thorpe inspired art work using paint to create bright vivid backgrounds. They will think about perspective and layering. Children will then use other sheets



of paper to create a spacecraft and a planet/meteor/star etc to layer on top of their background once it has dried. These will be coloured used oil pastels.

<https://www.feedingstickfigures.com/post/peter-thorpe-inspired-space-art>

Evaluate, improve and reflect

What was the reaction?

Did we achieve the impact and 'message' we wanted?

What would we do differently?

Kate Simpson

Kate Simpson is an English artist who was shortlisted for the David Shepherd Wildlife Foundation's wildlife artist of the year competition. Moving to a farm, helped Kate be inspired! Her drawings and paintings are mainly of farm animals and pets. Kate is often commissioned to create paintings of people's pets.



Using Simpson's work as influence and inspiration, children will build on their sketching skills and sketch from a photo of their pet in their sketchbooks. After trying out and experimenting different drawings and compositions, pupils will be 'commissioned' to create a painting of their pet. They will look at Simpson's use of colour and careful brushstrokes to create realistic looking images of animals.

Batik

- Batik is the art of decorating cloth using wax and dye, has been practised for centuries in many parts of the world including China, Japan, India, South America and Europe.
- In Java, an island in Indonesia, batik is part of an ancient tradition, and some of the finest batik cloth in the world is still made there. The word batik originates from the Javanese word "tik" which means to dot.

- To make a batik, selected areas of the design are blocked out by applying hot wax over them, a dye is applied on top and the parts covered in wax resist the dye and remain the original colour. A simple batik may be just one layer of wax and one dye, but this process of waxing and dyeing can be repeated many times if necessary to create more elaborate and



colourful designs.

After the final dyeing the wax is removed (usually in hot water) and the cloth is ready for wearing or displaying.



- We will look at the work of Jan Dalton and her incredible animal themed creations using batik. <http://www.jandaltonfineart.com/Batiks.html> Using ideas from both Dalton and Kate Simpson and what we have learnt about Batik, we will use sketchbooks to develop ideas and compositions drawing a simplified farm animal. Finally we will use the batik technique to create an animal theme batik. We will use mixed media including candle wax, inks, pencil and paint.

Evaluate, improve and reflect

What other colour/techniques could I have used? Which media were the most successful for the effect I wanted? How would I improve the piece if I were to have another try?

Vocabulary	Content Specific: ➤	Subject Specific: ➤ Sketchbook ➤ Layer ➤ Colour match ➤ Colour mix ➤ Warm colours ➤ Cold colours ➤ Complementary colours ➤ Contrasting colours	Content Specific: ➤	Subject Specific: ➤ Media ➤ Study ➤ Experiences ➤ Colour match ➤ Colour mix ➤ Warm colours ➤ Cold colours ➤ Complementary colours ➤ Contrasting colours ➤ Sketchbook ➤ Layer ➤ Smudge ➤ Blend ➤ Tone ➤ Layer ➤ Figure ➤ Object ➤ Single ➤ Group
	Outdoor Learning			

Year 5 Summer Term

	Summer 1 st Half	Summer 2 nd Half						
Theme	Bombs, Blitz and Brits	Where in The World?						
British Key Question	What did they mean by 'Keep Calm and Carry On'? https://london.ac.uk/about-us/history-university-london/story-behind-keep-calm-and-carry	Do the British make the best explorers?						
Enhancements	WW2 Day Evacuee speaker	Travelling speakers Travelling across Perranporth						
Books	Letters from the Lighthouse OR The Emergency Zoo	Around the World in 80 Days						
Addressing Stereotypes	The role of women Jewish people	Jules Vern – Foreign stereotypes						
British Values	Democracy – What is a dictator? Rule of Law – Should one person make the rules for the whole country? Individual Liberty – Evacuation - was it the right thing to do? Mutual Respect & Tolerance – The Holocaust - what was it and why must it never happen again?	Democracy – G7 Summit - what does the G7 want to achieve? Rule of Law – Different government systems – communism Individual Liberty – Refugees – should you be allowed to live where is safe? Mutual Respect & Tolerance – Freedom of travel during Covid.						
Art & Design (All NC subject content covered)	Through a variety of creative and practical activities, pupils should be taught: <ul style="list-style-type: none"> ☆ The knowledge, understanding and skills needed to engage in an iterative process of designing and making ☆ Work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment, including food and nutrition ☆ Acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. 	Pupils should be taught: <ul style="list-style-type: none"> ☆ To create sketch books to record their observations and use them to review and revisit ideas ☆ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials, for example, pencil, charcoal, paint, clay ☆ About great artists, architects and designers in history. 						
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Key questions / knowledge and understanding to be explained
Key Knowledge and facts to be recalled

Ration Fashion

We will learn about rationing – in particular the rationing of materials. We will look at the importance of fashion and designers such as Chanel. Gabrielle Bonheur "Coco" Chanel (19 August 1883 – 10 January 1971) was a French fashion designer. Her behaviour during the German occupation of France in World War II led to criticism. After a 15-year gap, Chanel returned to fashion in 1954. She was shocked to see the new fashion trends, especially those by Christian Dior. She understood better than anyone the requirements and needs of an active woman's lifestyle. Her 'comeback' collection was in 1954.



When Americans came over, they often brought things that were rationed in England but not in the US. Women would often draw a line up the back of their leg with a pencil to make it look like they were wearing stockings!

- Pupils will have a brief to create a doll for an evacuee using scrap material and think about the slogan 'make do and mend'. Using sketchbooks, children will develop and explore some design ideas about what their doll will look like and the materials it would be made from.
- Next, they will collage some of their ideas to see what they like, don't like and what they would like to change – annotating ideas and reasoning.
- Pupils will then create their 'final' design. This will be annotated to include how it will be sewn together, what fastenings will be on it, the fabrics used etc.
- Next, pupils will create their fabric patterns and cut it out – this will be for their doll and the clothes. They will then assemble their doll. The next lesson will be to stitch the clothes.
- Pupils will then evaluate their product by creating a questionnaire and evaluating the responses.

Explore Street Art from Around the World

Children will look at street art and artists from the seven around the world. Influences and works will vary from the streets of Sao Paulo to the streets of Belfast and a multitude of places between. Children look at the work of Keith Haring, Shamsia Hassani, and Banksy. They will explore the different types, techniques and varieties of work, creativity and influences, making studies in their sketchbooks and trying out techniques for themselves. This will build towards children creating their own final piece of street art influenced work which will be presented in an exhibition to an audience.

USA – Keith Haring

Keith Haring was born in 1958, in Pennsylvania, USA. He loved drawing cartoons and visiting museums. Here he is travelling on the subway. Haring is known for colourful, cartoon artworks and certain characters such as crawling babies, barking dogs and spaceships. When he was 20 years old he moved to New York City. Keith Haring had relationships with men and was a



part of the LGBTQ+ community in New York. Keith Haring was inspired by graffiti artists. He drew hundreds of drawings on New York's subway. He got in trouble sometimes for drawing on the subway, but many people loved his art. He carried on drawing because he wanted everyone to experience art. Keith Haring started becoming famous and had exhibitions in galleries. When the paintings were sold, he often gave the money to children's charities.

Haring, painted art with and for kids. He made murals in lots of children's hospitals and schools. He even painted a massive artwork of the Statue of Liberty with over 1000 kids! He often listened to hip-hop music. Break-dancers used his pavement drawings as a surface for their performances. Keith Haring's art became very expensive to buy. However, he wanted everyone to be able to buy his work. He opened a new shop called the Pop Shop to sell his art on badges, posters, games and T-Shirts.

In 1988, Haring became very sick with a disease called AIDS. Haring kept on drawing and he even made posters to tell people about the sickness. Before he died, Haring set up The Keith Haring Foundation to fund AIDS research and to help kids who are in need.

Afghanistan – Shamsia Hassani

Born April 1988, is the first female graffiti artist of Afghanistan. Through her artworks, Shamsia portrays Afghan women in a male dominant society.



Her art gives Afghan women a different face, a face with power, ambitions, and willingness to achieve goals. The woman character used in her artworks

portrays a human being who is proud, loud, and can bring positive changes to people's lives. During the last decade of post-war era in Afghanistan, Shamsia's works have brought in a huge wave of color and appreciation to all the women in the country.



Her artworks have inspired thousands of women around the world and has given a new hope to female Afghan artists in the country. She has motivated hundreds of Afghans to bring in their creativity through her graffiti festival, art classes, and exhibitions in different countries around the world.

UK – Banksy

Banksy is a famous - but anonymous - British graffiti artist. He keeps his identity a secret. He produces pieces of work which pop up in public places, such as on the walls of buildings. A lot of his art is done in a particular style which people can easily recognise.



Who is Banksy?
He began spray-painting trains and walls in his home city of Bristol in the early 1990s. Bristol is well known for its colourful street art and graffiti. But in the 2000s, he expanded his work beyond Bristol and was soon leaving his artistic mark all over the world.

'Graffiti is one of the few tools you have if you have almost nothing.' Banksy, Artist
He quickly became well known as an artist

who would poke fun at big companies and send political messages through his work. Banksy was heavily influenced in his early days by a French graffiti artist called Blek le Rat. Not only did this artist inspire Banksy politically, but Banksy was also inspired by his use of stencils. Banksy took on this visual style for himself and, to this day, uses stencils to do a lot of his work. This allows him to create his paintings with great detail in a short amount of time - and has also helped him to remain anonymous.

Why is Banksy controversial?
His artwork can be rebellious and is known for delivering political messages.

There are lots of people who love what he does, paying many thousands of pounds for it and considering it to be incredible art.



Vocabulary

Content Specific:

- pattern
- pieces
- back stitch
- tension
- seam allowance

Subject Specific:

- design
- designer
- brief
- product

Content Specific:

- Street art
- Graffiti
- Vandalism
- Stencil
- Silhouette

Subject Specific:

- Comparison
- Contrast
- Media
- Study
- Experiences

	turn out fastener fashion designer ethical product corporate social responsibility	evaluate label technology problem-solving textiles needle thread pin pattern piece applique	➤ Colour match ➤ Colour mix ➤ Warm colours ➤ Cold colours ➤ Complementary colours ➤ Contrasting colours	➤ Imagination ➤ Properties ➤ Reflecting ➤ Distance ➤ Symbolic ➤ Subtle ➤ Complex ➤ Complimentary ➤ Contrasting
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