



Picture News

What's going on this week?

Earlier this month, a 2006 spray painting by the famous graffiti artist Banksy, ended up being shredded as soon as it was sold. The print was in a large frame that had a shredder hidden inside it. As soon as the sale was confirmed the image moved down towards the shredder and "self-destructed" according to Auctioneers Sotheby's. Banksy summed up the stunt on his Instagram account saying "Going, going, gone." The picture was a print of one of Banksy's most famous works "Girl With Balloon." It's now thought the shredded image is worth twice as much as the original!

Main question:

Who decides what is art?

Listen, think, share

- Look at the poster and talk about what we already know about this week's poster image. Explain that a famous piece of art from an artist called Banksy (no one knows who he really is, but it's thought he is a man from Bristol) was shredded after it had been sold but this actually increased its value! Do you think this may have been the intention?
- Look through the information about Banksy from the assembly resource. Talk about some of his artwork. What do we think about the pieces? Do we think they have messages? Why do you think Banksy has chosen to not reveal who he is? Talk about how much of his work is actually illegal as he is producing work which is often on private property. Do you think it matters that no one knows who he is? Do we have a right to know?
- Talk about what we think art is and what art can be. Explain that art is an expression of ourselves and that it's not for someone else to decide if it's art but down to our personal responses.

Reflection

Art is an expression of ourselves that can be presented in lots of different ways. With art, and other creative ways we can express ourselves, there is no right or wrong and like many things, we will all have our own opinions!



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KS1 Focus

Question:

What different types of art are there?

Listen, think, share

- Write the word 'ART' and ask children to share their thoughts. What do we think art is? Does art always have to be a 'good' piece of work? Who decides if it is good?
- Look through the different pictures found in the KS1 resource. Talk about which ones we think are art and why. Sort into 'ART' and 'NOT ART' Which ones do we like and what do we like about them?
- Explain that all of the pictures actually show different types of art! Talk about how art can come in many different forms and unlike other subjects that we learn in school. There's no right or wrong but it's how it might make us think or feel and most importantly, if we enjoy looking at or experiencing it.
- Talk about how all things and all the many ways that we might express ourselves and be creative are art! Talk about how art is different to other things we learn about like maths or science.

Reflection

It's easy to think of art as a good painting or drawing, but lots of different things can be classed as art!



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KS2 Focus

Question:

Should graffiti be classed as art or vandalism?

Listen, think, share

- Talk about graffiti – what do we know about it and what are our thoughts on this often-controversial practice?
- Explain that according to our laws, graffiti is classed as criminal damage and, if prosecuted, the offender could face a fine or even imprisonment. Do we think it should be classified this way?
- Read the different opinions from the KS2 resource. Make a list identifying the reasons for and the reasons against graffiti. Talk about how we feel about graffiti. Do we think it should be classified as art? Do we think if graffiti is spreading an important message or trying to raise awareness to an important cause it is more acceptable?
- Launched in 1984 to promote contemporary British art, the Turner Prize is one of the biggest events in the UK art world's calendar. One year, nominee Tracy Emin's shortlisted piece was of an untidy bedroom called, 'My Bed'. Why do you think this became so famous, and discussed by so many?

Reflection

Graffiti is a form of art which is often seen as controversial as it can appear on private property, illegally without permission. It's important to understand that there is a time and a place for producing art.



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KS2 Follow-up Ideas

Option 1: Build on the ideas discussed in the KS2 assembly. Write the following on the board – Is Graffiti Art? In teams, plan a proposing or opposing speech. Explain that the speech should last for about 2 minutes (quite a long time!). Give the children the following questions to help their planning process:

- How many points will you make?
- What persuasive language will you use?
- How can you back up your points with evidence (you may need a researcher in your team)?
- Can you think of opposing arguments to counteract their view?
- How will you structure sentences so that they are powerful and meaningful?

Give the teams time to plan and practise their speech and use them to begin a whole class debate. Create a list of class debate rules before you begin such as taking turns, respects others' views, don't raise voices.

Option 2: Sometimes Graffiti artists use a tag which is using a hand style to create letters conveying a message or incorporating the name or initials of the writer. Ask the children to write their initials on a blank piece of paper in a Graffiti style. They must use a ruler to create every line. Once completed, think about the following:

- What is an angle?
- What do you call an angle less than 90 degrees? More than 180 degrees?
- What can you use to measure angles?

Use their Graffiti name tag to identify angles: acute, right angle, obtuse, reflex. Extension – measure angles using a protractor.



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KS1 Follow-up Ideas

Option 1: Look at the Banksy picture 'Girl With Balloon' or use another Banksy picture of your choice.

Ask the children to think about the following:

- How would you describe the picture to someone?
- How does the picture make you feel?
- Do you like the picture? Why/why not?

Discuss the children's thoughts. If possible record responses and interesting vocabulary around the picture. Model how to create sentences based on the questions above. Explain that they are creating a review of the picture. Ask the children to record their own responses using words or sentences. Encourage the use of the modelled write if required.

Option 2: Using chalks, ask the children to create their own piece of art using the playground as their canvas! Before producing their work, discuss the following:

- How do you want people to feel when they look at your art?
- What will be your subject?
- What colours, lines and tones will you use?

Once you have completed the work, ask the children to discuss the following:

- Is your playground work a graffiti crime?

Allow the children time to view each other's work and give feedback, considering how each piece makes them feel. Explain that they might not like every piece of playground art, but they must respect the time and effort put into the work and make sure their comments reflect this. If possible, take photographs of their work and invite parents to view your playground art gallery.



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This Week's Useful Websites

This week's news story
www.bbc.co.uk/news/uk-england-bristol-45770028



This Week's Useful Videos

Banksy's photo shredding
<https://youtu.be/vxkwRNIZgdY>

