

Graffiti Art Lesson Plan

Teacher Name: Rebecca Reichman

Subject: 6th Grade Art

Unit Purpose: Students will be able to understand and learn the purpose of the different types of graffiti art, who does the art, why, and is it legal?

TEKS:

Texas Essential Knowledge and Skills Art,
117.38. Art, Grade 6:

(6.1) Perception: The student develops and organizes ideas from the environment: The student is expected to:

A) illustrate themes from direct observation, personal experience and traditional events; and

B) analyze and form generalizations about the interdependence of the art elements such as color, texture, form, line, space and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately

(6.2) Creative Expression/ Performance: The student express ideas through original artworks, using a variety of media with appropriate skill.

The student is expected to:

A) express a variety of ideas based on personal experience and direct observations;

B) describe in detail a variety of practical applications for design ideas; and,

C) Demonstrate technical skills effectively using a variety of media and materials to produce designs, drawings, paintings, prints, sculptures, ceramics, fiberart, photographic imagery, and electronic media generated art

(6.3) Historical/Cultural Heritage: The student demonstrates and understanding of art history

Hook:

YouTube video of someone being arrested for Graffiti.

Ask the students Is this legal or is it not? Should that person have been arrested? Whose side are you on and why? Write for 3 minutes.

Think Pair Share.

Share a Few Responses.

Guided Practice:

Gallery Walk: Students in groups (7 groups) will look at works for 1 minute at a time and write on the paper next to the images what they think are the characteristics of graffiti art.

As a class we will make a criteria chart for graffiti and come up with a definition common

Vocabulary:

Graffiti

Tag

Legal

Illegal

Perspective

Students will be given 4 examples of different types of graffiti writing- Tagging.

- Block lettering
- Bubble lettering
- One dimensional
- Wild style- (challenge: write your name but you can't lift your pencil)

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| <p>and culture as records of human achievement. The student is expected to:</p> <p>A) identify in artworks the influence of historical and political events;</p> <p>B) compare specific artworks from a variety of cultures; and, C) compare career and avocational opportunities in art.</p> <p>(6.4) Response/Evaluation: The student makes informed judgments about personal artworks and the artworks of others. The student is expected to:</p> <p>A) conduct in-progress analyses and critiques of personal artworks ; and</p> <p>B) analyze original artworks, portfolios, and exhibitions by peers to form conclusions about formal properties and historical and cultural contexts</p> | <p>Connection to the past: The first form of graffiti was the Lascaux caves in France. Graffiti of the past (first for of art) vs. modern graffiti</p> <p>Introduce a few graffiti artists that students can relate to. Ex: Banksy uses images from pop culture. Graffiti on bathroom walls Discuss the meaning and purpose of graffiti. Why do gangs tag? Vandalism?</p> <p>How do you express yourselves? (Modified whip around) If you were going to tag your name in a specific place where would it be and why? Think pair share Modified whip-around (on the location).</p> <p>Introduction to perspective in 2 dimensional lettering Introduction the material (Chalk)</p> |
| <p>Objective: Students will be able to recognize a work of graffiti art based on the criteria discussed.</p> <p>Students will be able to create their name in graffiti style in 3 dimensional art through the use of one point perspective</p> <p>Students will be able to understand the purpose of and create works of graffiti.</p> | <p>Independent Practice: Students will quickly demonstrate each style of writing on a white board by using their own names after each short demonstration.</p> <p>Students will create their name in 3 dimensional lettering.</p> <p>Students will experiment with the material.</p> <p>Assignment: Steps:</p> <ol style="list-style-type: none"> 1. Students will pick a place they would want to graffiti, what it would say, and why. 2. Students will make a sketch 3. Students will create the final project based on their sketch. |

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| | <p><u>Demonstration of Learning:</u> Students will be able to successfully identify graffiti art by the images flashed on the board.</p> <p>Students will create their names using perspective in graffiti style.</p> <p>Students will be able to identify the purpose of the specific graffiti art given to them.</p> |
| <p><u>Example of Assessment:</u> Student/Teacher-designed Rubric White boards</p> <ul style="list-style-type: none">• Concept/Mind Mapping• Project Assessment• Written or verbal critique• Think pair share• Written assignments (DOL) | <p><u>Modifications:</u></p> <ul style="list-style-type: none">• Assess and scaffold on prior knowledge.• Build background knowledge.• Preview unfamiliar concepts/words before the lesson.• Use visuals.• Relate to previous lessons.• Review as needed.• Use cooperative learning strategies.• Modify activities/assignments to accommodate learning plans of Limited English Proficient and Special Education students.• Provide assistance tools to handicapped students.• Consult with special education teachers for assistance.• Simplify assignments for less capable students.• Pair more capable students with students having difficulty. <p><u>Homework/Extension/Project:</u> Students will need to come up with a statement that they would like to make using graffiti art. This will be their ticket into my classroom the following day.</p> <p>Studying a little about the artist Keith Haring and using sidewalk chalk outside to mimic his ideas and style.</p> |