

*Graffiti Art Word Lesson Plan*  
*Toledo School for the Arts*  
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<b>Grade Level:</b>	Grades 7
<b>Time Required:</b>	50 min. session
<b>General Objective:</b>	To introduce students to Graffiti Art
<b>Specific Objective:</b>	Students will execute a Graffiti Art Styled word on paper with markers

**Arts Framework Learning Standards:**

Standard 1:	1PE Explore how personal experiences, interest, cultural heritage and gender influence an artist’s style and choice of subject matter.
Standard 2:	3PR Represent depth and volume in their two-dimensional works of art.
Standard 7:	6PR Demonstrate understanding of visual literacy, illustration and graphic communication
I can statements:	I can connect an idea with a Graffiti Art Word thoughtfully. I can draw my Graffiti Art Word in 3D effectively. I can use a color scheme in my artwork with care.

**Vocabulary:**

Graffiti Art:	A form of urban art the blends words, image, and is approved by the community.
Lettering Style:	They style is which Graffiti Art words are designed Bubbles, Square, Wild Style and Calligraphiti
Color Scheme:	An arrangement of colors which go together: Complimentary, analogous, etc.

### **Student Materials:**

- (2) 8.5 x 11 sheets each
- (22) 2 page handouts
- Thin black markers for each student
- Thick black markers for each student
- Print outs of letters (1 per 4 student)
- Print outs of examples (1 per four students)
- Pencils
- Erasers
- Markers (one set per student)

### **Motivation/Resources:**

- Painting example
- PPT
- Artist sample
- <https://www.graffiticreator.net/>
- white board

### **Preparation:**

1. Teacher will arrive before class and arrange all the materials on the tables face down.
2. Teacher will load the PPT and prepare the examples

### **Introduction:**

Graffiti Art is technique humans have used throughout time. It has been used as a form of counter-culture expression. Today artists work with communities to help beautify urban spaces. Graffiti art combines text, imagery, and urban art in a commissioned form.

### **Schedule:**

Intro: 10 mins

Demo: 3 mins

Studio time: 35 mins

Clean up: 2 mins

**Process:**

(Intro) Step 1: Students will enter the classroom and be instructed where to sit. The teacher will introduce herself and go over some class procedures. She will then introduce the lesson following a warm up conversation.

Step 2: The teacher will present the PPT asking engaging questions and informing the students about the target vocabulary.

(Assignment): Step 3: The teacher will assign the project, giving parameters and suggested process. She will show the examples for reference and discuss the things to consider. She will check for understanding and be sure all students have the supplies they need.

Step 4: The students will work and she will offer support and suggestions as needed.

(Closing procedure): two minutes before class is over, the class will return their supplies where they go, review what they discussed and say good bye.

**Supplementary Activities:**

- Students may make an additional word
- Students may add the brick wall to their work
- Students may go to the graffiti maker website to make their own work.
- Student may watch the VIMEO process video of the mural being painted or video on Graffiti Art exhibition in LA.

**Classroom Management Strategies:**

The teacher will present the art activity in a step by step manner after the demo and will make sure that each student is ready to move on to the next step by asking for students to hold their hands up if they need any help. All steps will be verbalized many times to help students stay on track. Teacher will manage behavior by insuring clear procedures in the beginning of class.

Clean up procedure will be clearing explained at end of class. Also, the teacher will make sure to be reminding students of safe use of tools and respectful use of supplies.

### **Adaptations for Special Populations:**

- Students can add a brick wall to their work
- Students can trace the letter for the handouts.
- Students can use their name if they can'

### **Interdisciplinary/Cross Curricular connection:**

**Language Arts:** RL.7.2 Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text.

**Social Studies:** World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age  
In seventh grade, an integrated study of world history is presented, beginning with ancient Greece and continuing through global exploration. All four social studies strands are used to illustrate how historic events are shaped by geographic, social, cultural, economic and political factors. Students develop their understanding of how ideas and events from the past have shaped the world today.

(<http://education.ohio.gov/Topics/Ohios-Learning-Standards>).

### **Assessment:**

**Pre-assessment** Teacher will complete a pre-assessment by asking questions about what student know about Graffiti Art

**Formative assessment:** The teacher will instruct the students to raise their hand if they have any questions. The teacher will conduct a visual assessment by checking on each table and assisting as necessary.

Post-assessment:

Rubric	F	D	C	B	A
Student uses a word to convey an idea thoughtfully.	Student doesn't make a word	Student uses a word but spells it incorrectly	Student uses a word	Student uses a word that expresses an idea	Student uses a word that expresses an idea with mastery
Student draws letter in 3D effectively.	Student doesn't make an artwork	Student draws a letter but it is not in 3D	Student attempts 3D lettering	Student draws 3d lettering with little error	Student draws 3D lettering with mastery
Student uses a color scheme in their artwork with good craftsmanship	Student doesn't make an artwork	Student makes an artwork but doesn't color it	Student color an artwork without a color scheme	Student colors with a color scheme	Student colors with excellent craftsmanship

Theory and Research:

**Howard Gardner's Multiple Intelligence** Theory states that each student is intelligent in different ways. Art is a vehicle which allows for aspects which lend themselves to the visual arts experience:

- **Linguistic Intelligence:** Taught through use of words in learning by way of reading and comprehension
- **Visual Spatial Intelligence:** Taught through drawings, verbal and physical imagery.
- **Bodily-Kinesthetic Intelligence:** Taught through hands on activities.

**Vygotsky:** As the social scientist who finds the importance of the connections of socialization and the learning are interrelated. The group discussions follow his belief that learning is social and collaborative. Learning extends outside the classroom, projects will be sent home to be shared with the family.