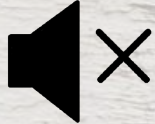


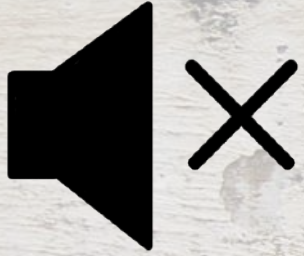


# Graffiti Art

**Unit 2 – 6<sup>th</sup> Grade**



# Do Now - date



Level 0

- LT: "I CAN"
- Directions
- **Question?**



# Scholarly Shareouts

## The Scholarly Way

1. Track
2. Listen
3. Complete sentences
4. College voice

“My hero is...because....”

“I (agree/disagree) with what \_\_\_\_\_ said, but I would like to add.....”



# Agenda For Date

Do Now - Item

Launch - Item

Explore - Item

Exit Ticket - Item



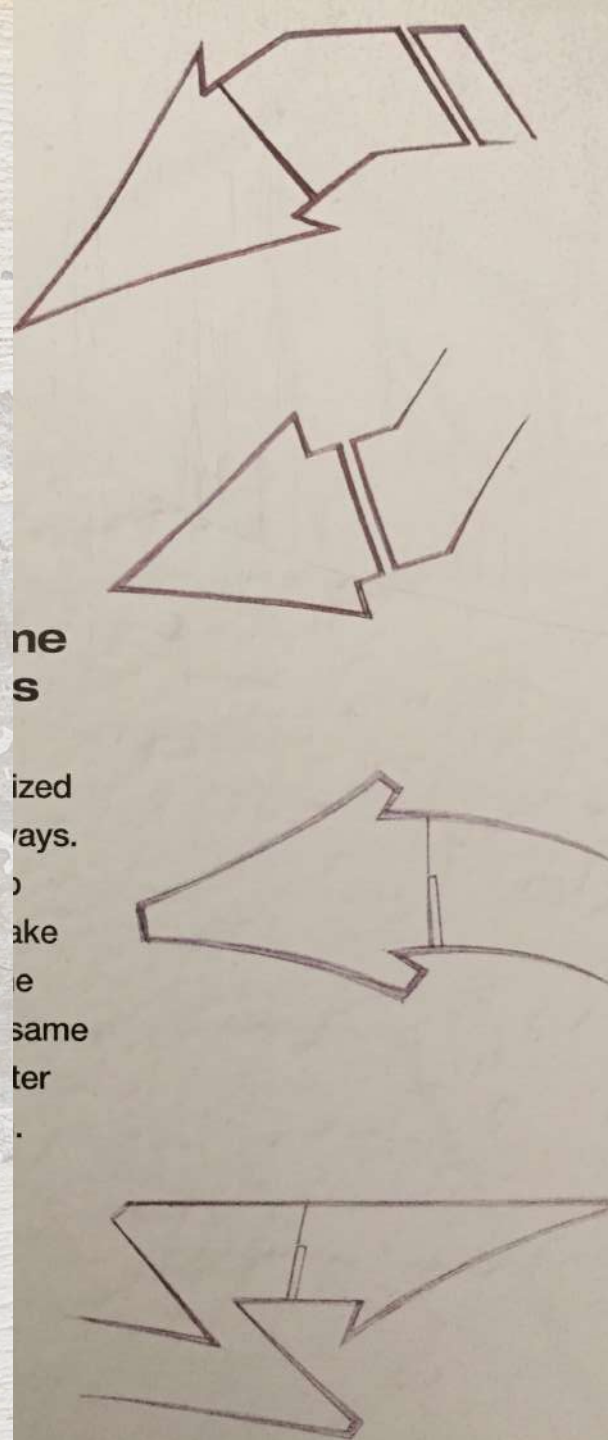
# Learning Target

I CAN

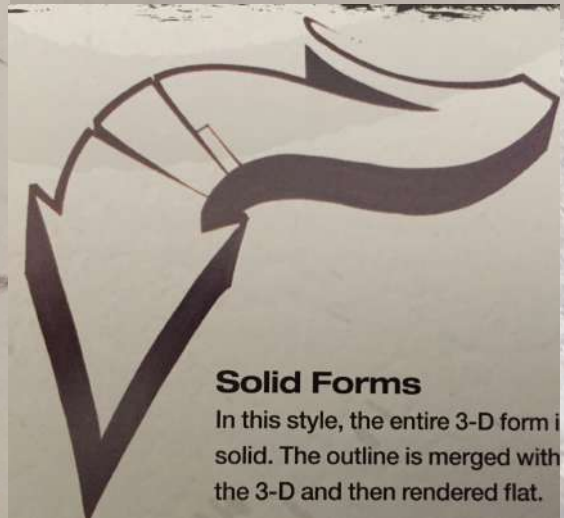
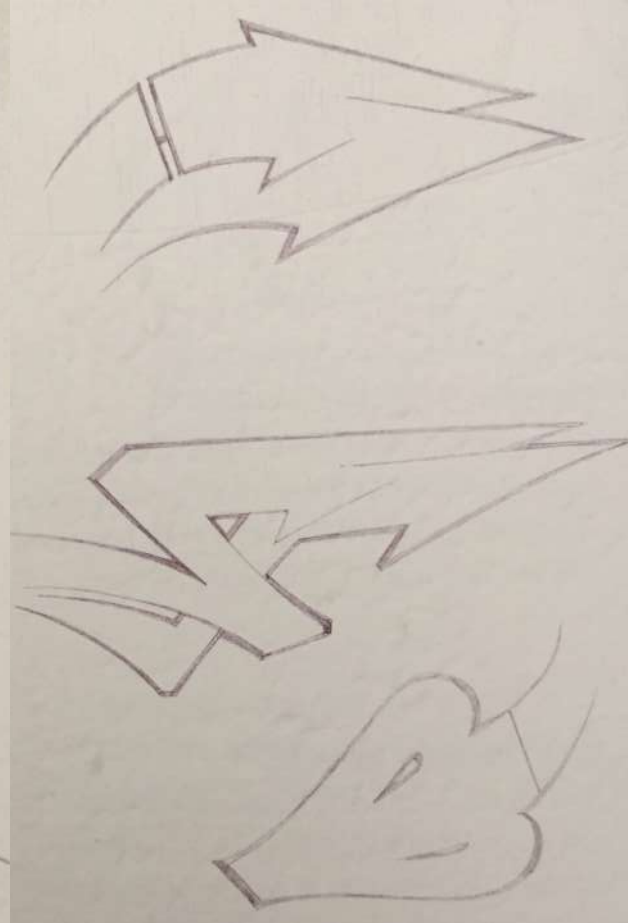


# Exit Ticket

- Question?

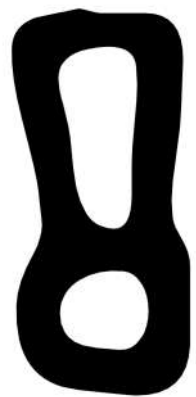


ne  
s  
ized  
ays.  
o  
ake  
e  
same  
ter  
.



### **Solid Forms**

In this style, the entire 3-D form is rendered as a solid. The outline is merged with the 3-D and then rendered flat.



# Begin sketching your piece lightly.

1

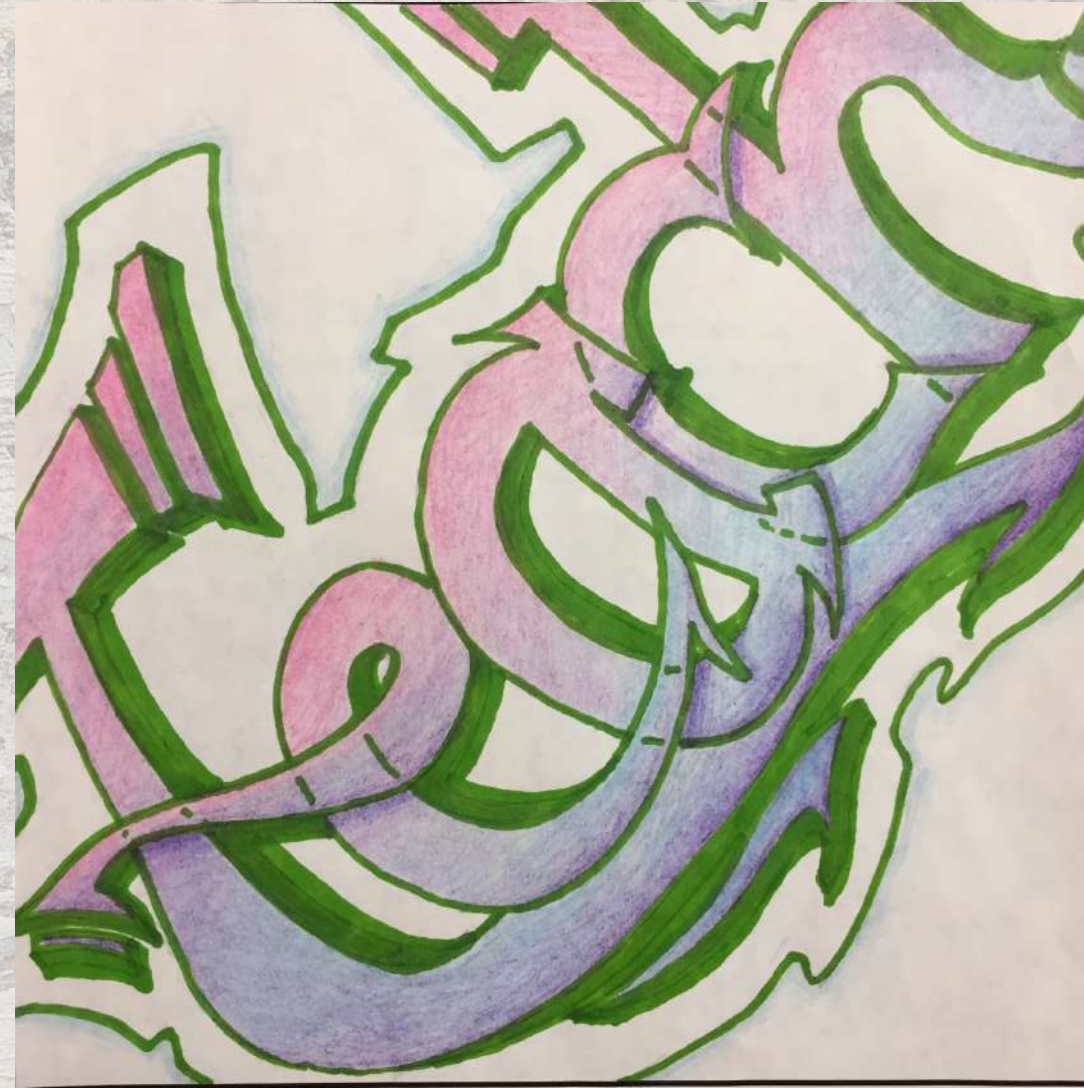


# Outline w/ contrast color or



# Erase pencil lines

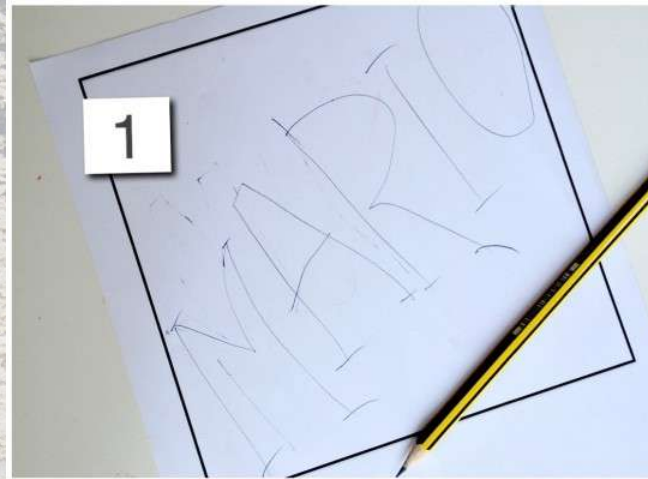
# Add details inside.



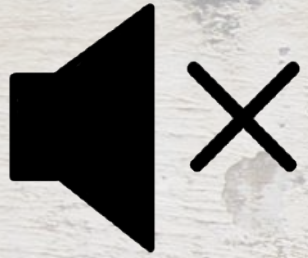
# Use color gradients.

# Directions

1. Draw your piece, using 6 graffiti extras (3-D, drips, outline, symbols, flourishes, arrows, bits, extensions, overlaps, serifs, connections).
2. Erase guidelines
3. Sharpie only the outlines and shadows.
4. Color pencil gradient in the letters



# Do Now



Level 0

- Which one is graffiti?
- “I think the one on the (left/right) is graffiti because .....”





# Scholarly Shareouts

## The Scholarly Way

1. Track
2. Listen
3. Complete sentences
4. College voice

“In my opinions, the one on the (left/right) is graffiti because....”

“I agree / disagree with what \_\_\_\_\_ said, but I would like to add...”





# Agenda

Do Now - Which One is Graffiti?

Launch - History of Graffiti

Explore - Guided Notes

Exit Ticket - Quiz



# Learning Target

I CAN identify the role of graffiti  
throughout history and cultures  
by recording notes and taking a  
quiz.

The background is a close-up photograph of a wall with peeling, layered paint in shades of grey, white, and brown. Faint, dark graffiti is visible through the peeling paint. Overlaid on this is the text 'Graffiti Art Unit' in a large, bold, yellow sans-serif font, centered horizontally and split into two lines.

# Graffiti Art Unit







Stop  
writing  
on the  
walls  
or

You Stop

stop

Handwritten signature: *W. J. K. P.*

We're telling us  
 but your writing  
 on the wall

A close-up photograph of a textured, light-colored surface, possibly paper or fabric, featuring several handwritten red ink markings. On the left, there is a large, stylized red 'X' or 'Z' shape. To its right, there are several red loops and lines, including a prominent '8' shape. Further right, there are more red scribbles, including a horizontal line with a loop above it. In the upper right corner, there is some faint blue ink writing, possibly '24', and a small black mark that looks like 'on'. The overall appearance is that of a rough, hand-drawn sketch or doodle.



# History of Graffiti

1. The term **graffiti** originally referred to the inscriptions and **markings** found on the **walls** of ancient ruins, such as in the civilizations of Greece and Rome. Graffiti was done by the ancient **Egyptians**, the Vikings, and even the Mayans. These people communicated with each other about **daily life**, politics, etc., offering us a direct look into their ancient street life. It is a tradition of **communication**.

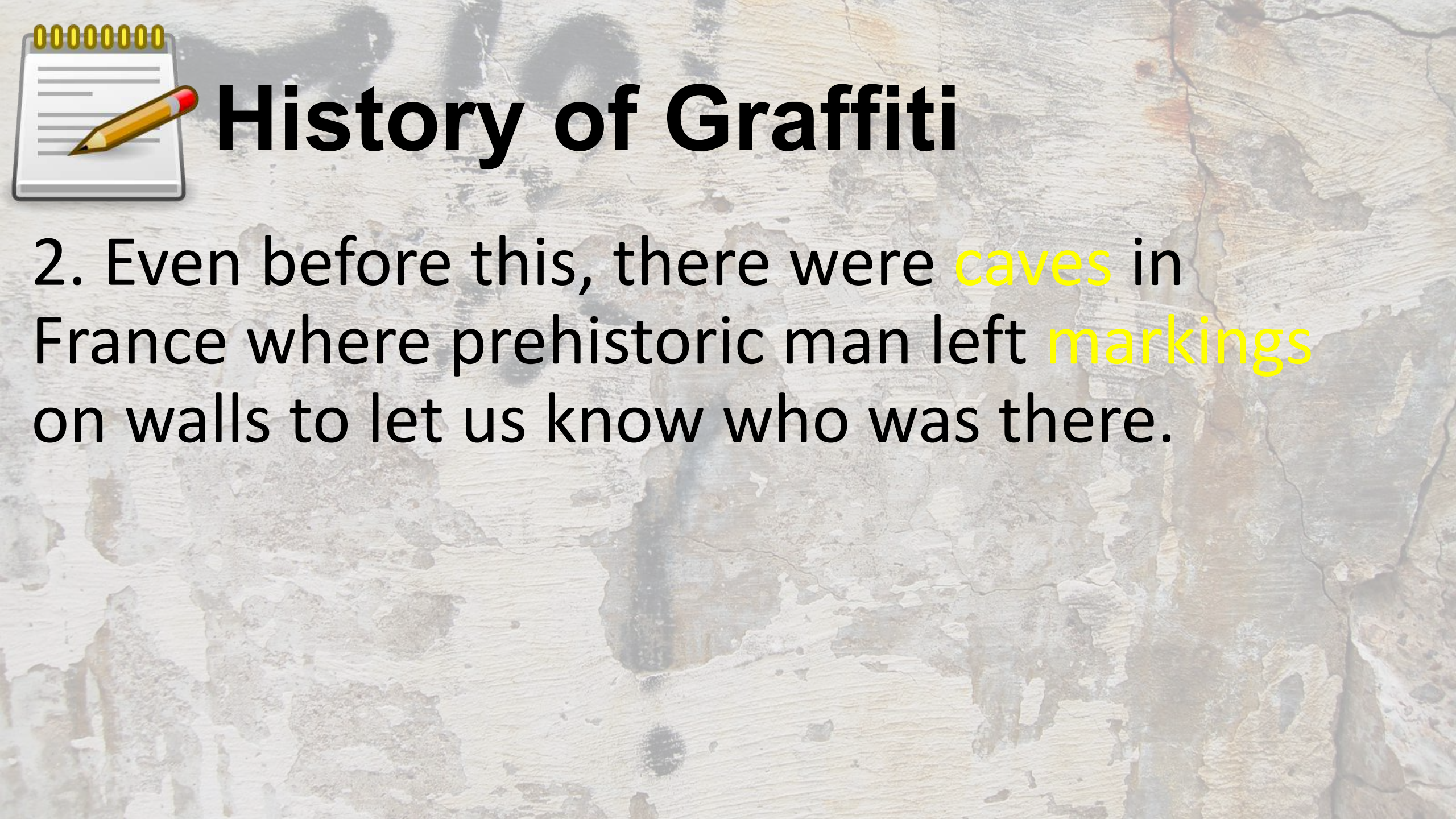
# History of Graffiti

In Ancient Egypt, graffiti was carved into walls already containing hieroglyphs.

On the right is a fish carved into a pillar. The fish is thought to be an insult.

How is that similar to graffiti you've seen at school?





# History of Graffiti

2. Even before this, there were **caves** in France where prehistoric man left **markings** on walls to let us know who was there.



# History of Graffiti

3. We can think of graffiti as any marking on a wall. The earliest known wall paintings are in the Lascaux Caves.

**Shaman** (spiritual leaders) painted bison, deer, and horses using natural **pigments**.



→ Pigment: the natural coloring matter of animal or plant tissue



# History of Graffiti

4. So how did this mark-making end up where it is today? Those same **stylized** markings can be found on **clothes**, in **graphic design**, and as a basis for **fine art** in galleries around the world. Even the word “graffiti” has evolved over time to include any type of markings inscribed onto any surface, what some regard as **vandalism**.







5. **Vandalism** is action that does deliberate damage to public or private property. It is **illegal**.



# Big Idea!

From the womb to the tomb, we as human beings have had **the need to create and to mark our territory**. We need to let the rest of the world know we are here. –Scape Martinez

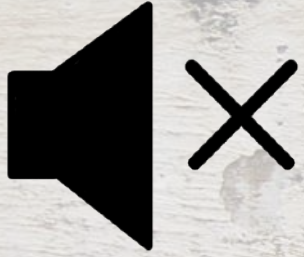


# Exit Ticket – Quiz!



- Ancient civilizations used graffiti to talk about
  - Daily life
  - Politics
  - Both
- Shamans painted what on the walls of the Lascaux caves?
  - Bison, deer, and horses
  - Important deities (gods)
  - Family life
- In modern times, graffiti is used in
  - Clothing
  - Graphic design
  - Fine art
  - All of the above
- Vandalism is illegal.
  - True
  - False
- Which sentence best explains today's big idea?
  - Everyone does graffiti.
  - All cultures have used some form of graffiti.
  - All graffiti is illegal and bad.

# Do Now



Level 0

- What are 2-3 examples of illegal graffiti.
- **Illegal means against the law.**



# Scholarly Shareouts

## The Scholarly Way

1. Track
2. Listen
3. Complete sentences
4. College voice

“An example of illegal graffiti is....”

“I (agree/disagree) with what \_\_\_\_\_ said, but I would like to add.....”



# Agenda

Do Now - Example of illegal graffiti.

Launch - TAKI 183 Notes and Discussion

Explore - 4 Elements of a tag

Exit Ticket - Draw your tag



# Learning Target

I CAN analyze and explore  
modern graffiti and tagging.





# Taki 183

When Demetrius was a teenager, he tagged "Taki 183" all over New York.

The New York Times did a story of him and he became FAMOUS in the 1970s.

No one knew who Taki 183 was for 40 years!

## The New York Times

NEW YORK, FRIDAY, JUL 21, 1971

### 'Taki 183' Spawns Pen Pals

Taki is a Manhattan teenager who writes his name and his street number everywhere he goes. He says it is something he just has to do.

His TAKI 183 appears in subway stations and inside subway cars all over the city, on walls along Broadway, at Kennedy International Airport, in New Jersey, Connecticut, upstate New York and other places.

He has spawned hundreds of imitators, including Joe 136, BARBARA 62, EEL 159, YANK 135 and LEO 136.

To remove such words, plus the obscenities and other graffiti in subway stations, it cost 80,000 man-hours, or about \$300,000, in the last year, the Transit Authority estimates.

"I work, I pay taxes too and it doesn't harm anybody," Taki said in an inter-





# Modern Graffiti

1. A graffiti **tag** - a stylized **signature**, normally done in one **color**. The simplest and most common type of graffiti, a tag is often done in a color that **contrasts** sharply with its background. Tag can also be used as a verb meaning "**to sign**".

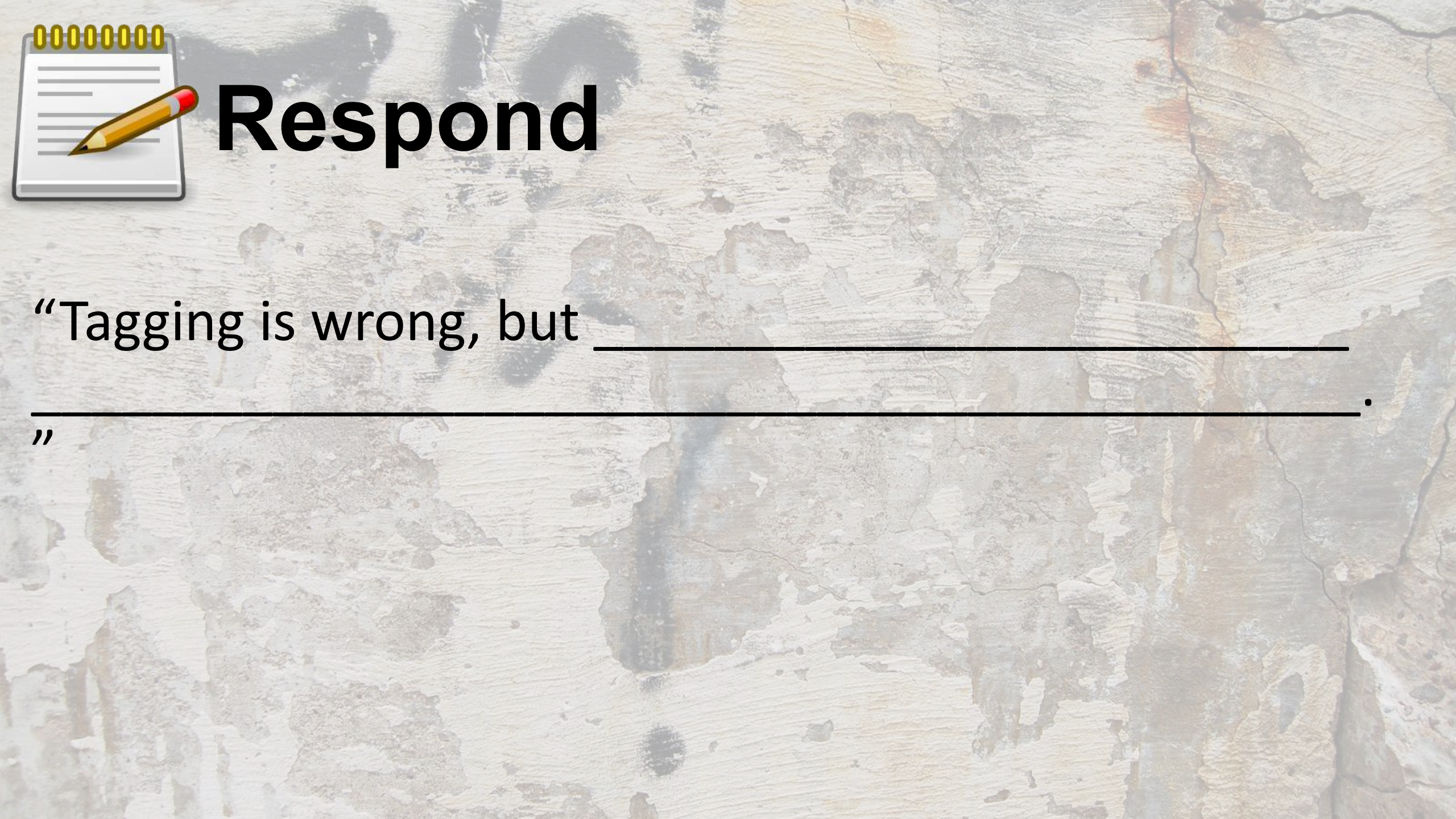


# Interview with Taki 183

## Norms for Watching a Video

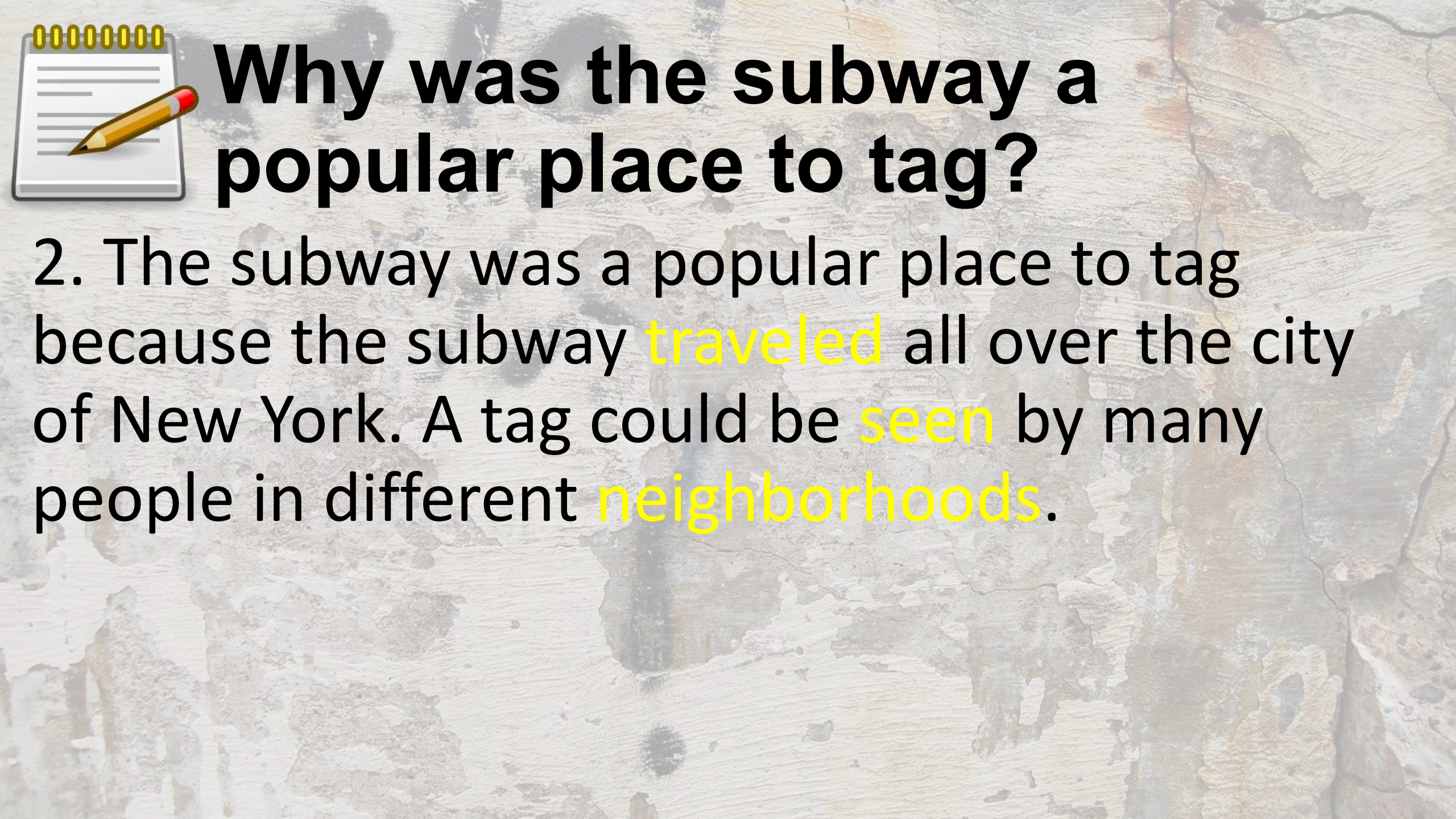
1. Level 0 – no talking or disruptive noises
2. Active Listener – be ready to answer questions
3. No blurting out

<https://youtu.be/PR9XcbaXsxo>



# Respond

“Tagging is wrong, but \_\_\_\_\_  
\_\_\_\_\_.”



# Why was the subway a popular place to tag?

2. The subway was a popular place to tag because the subway **traveled** all over the city of New York. A tag could be **seen** by many people in different **neighborhoods**.



# Brainstorm 4 Tags

“It’s more than just your name. It’s more than your tag. It’s your identity; it’s your brand. –Scape Martinez”

4-6 letters

can use #s

avoid X&Z

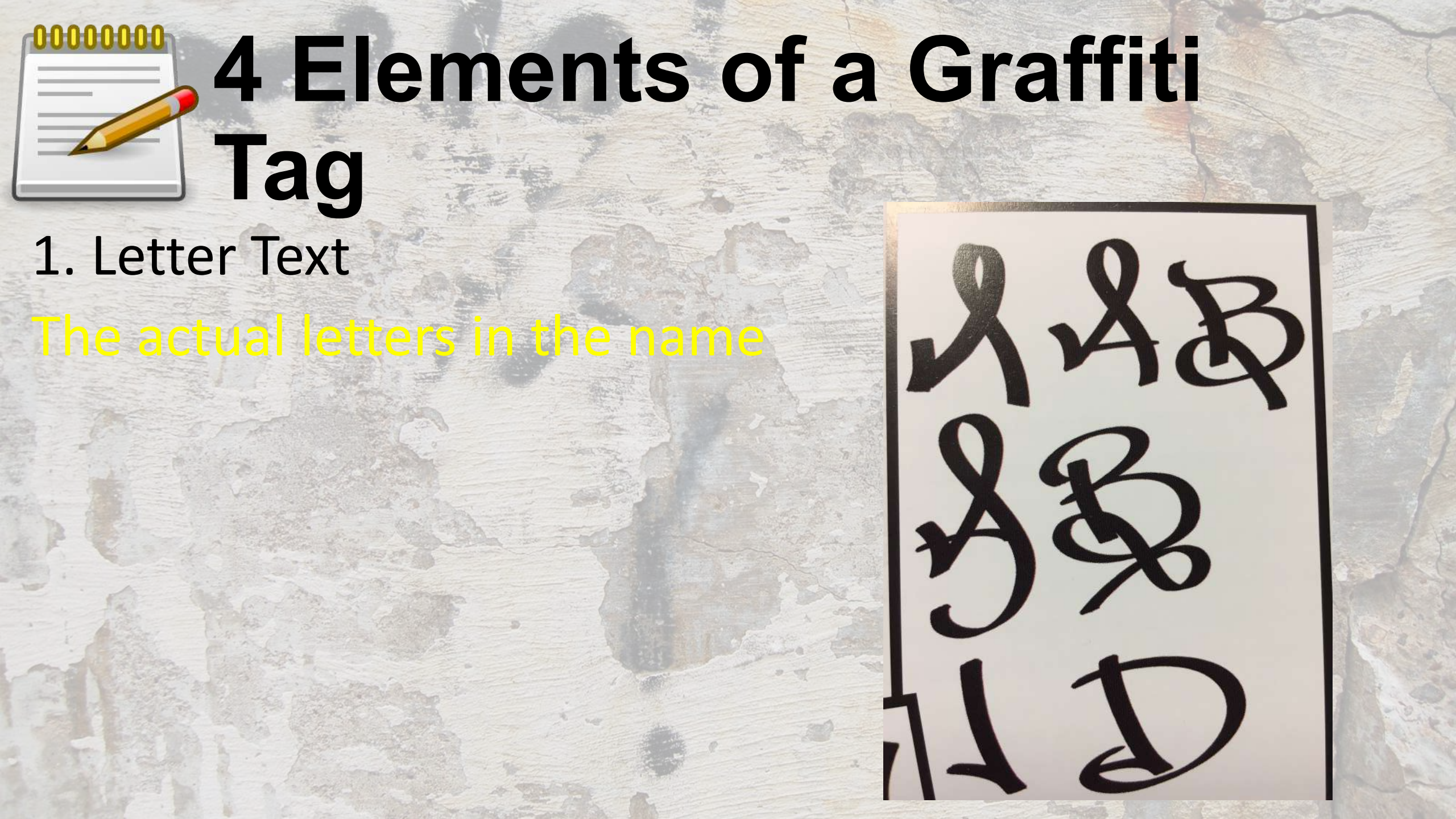
be creative with spelling

## Examples

MAN ONE  
SEEN  
SCAPE  
EVOL

KING 157  
MEME  
MERZ  
VYAL

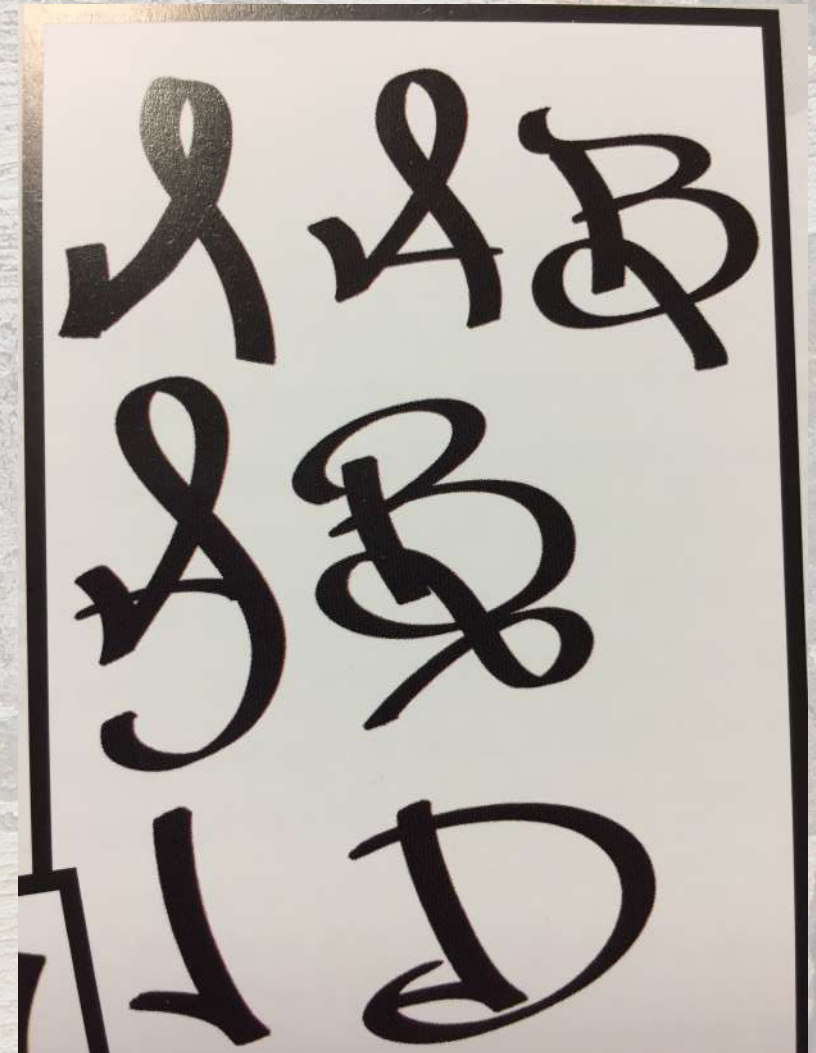




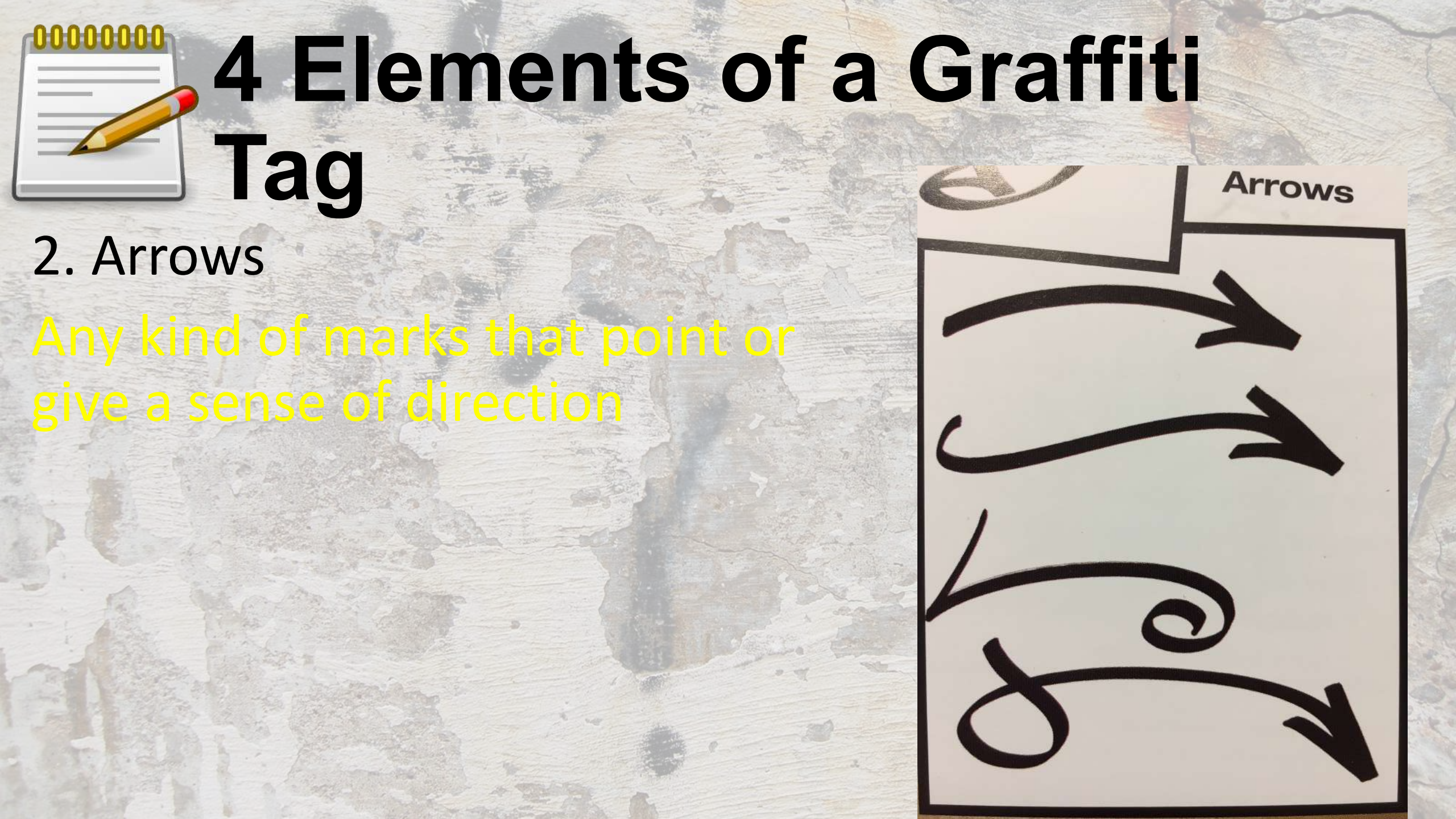
# 4 Elements of a Graffiti Tag

## 1. Letter Text

The actual letters in the name



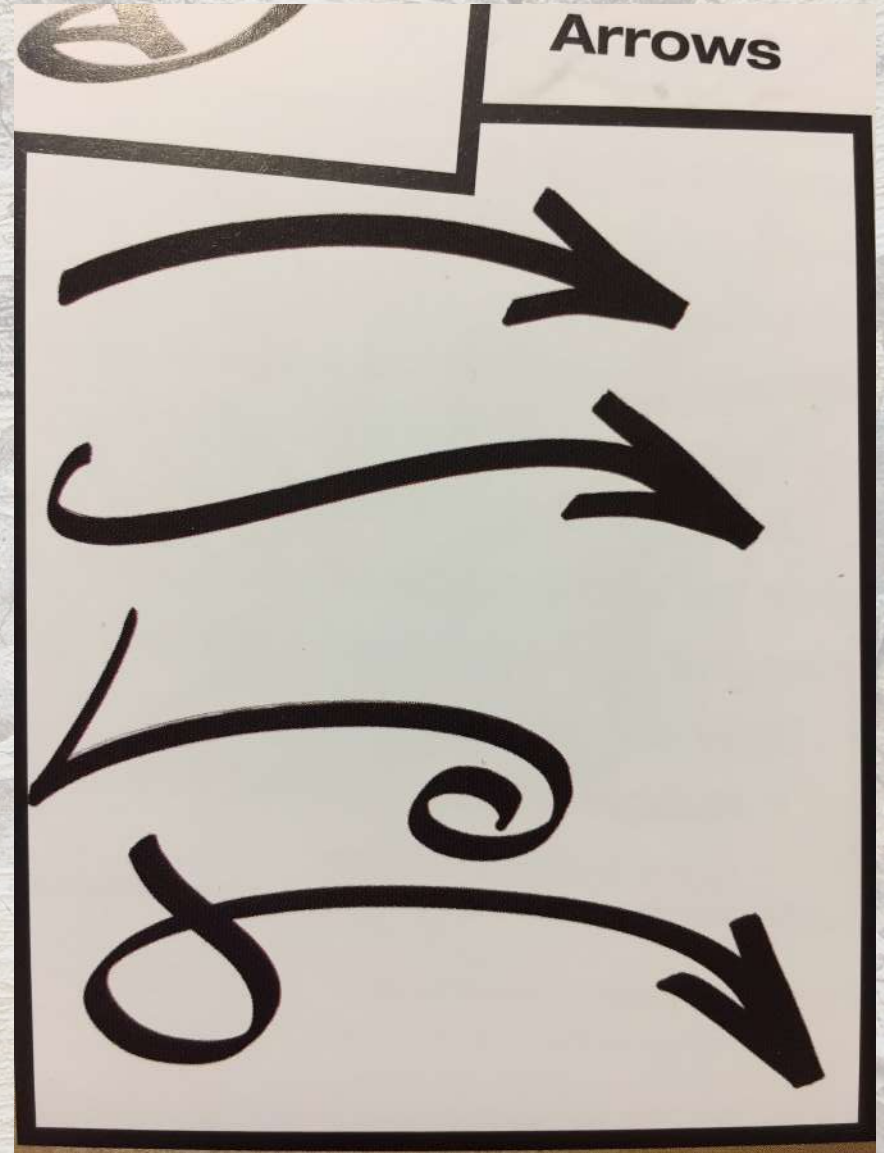
**TAKI**  
**183**



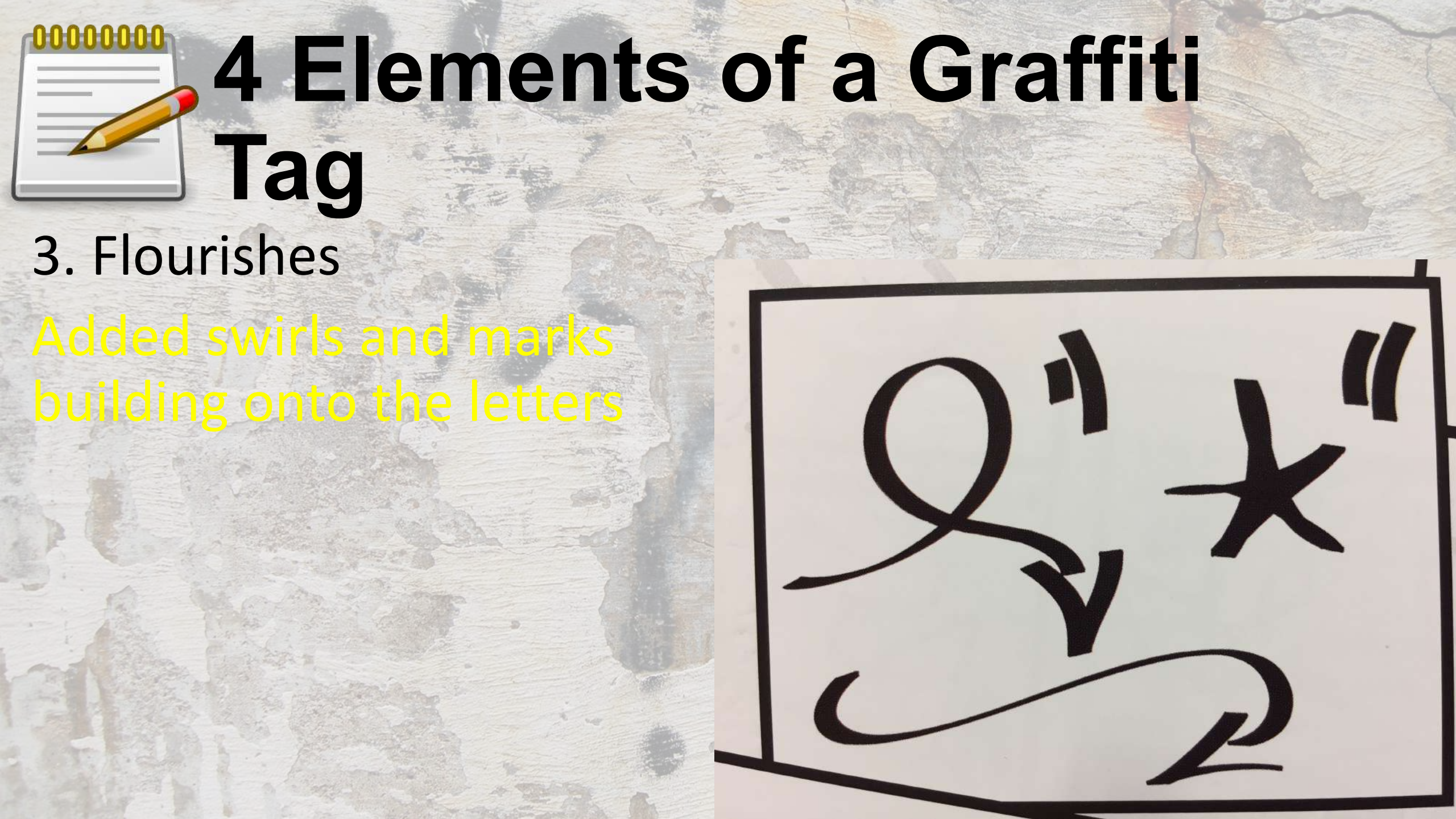
# 4 Elements of a Graffiti Tag

## 2. Arrows

Any kind of marks that point or give a sense of direction



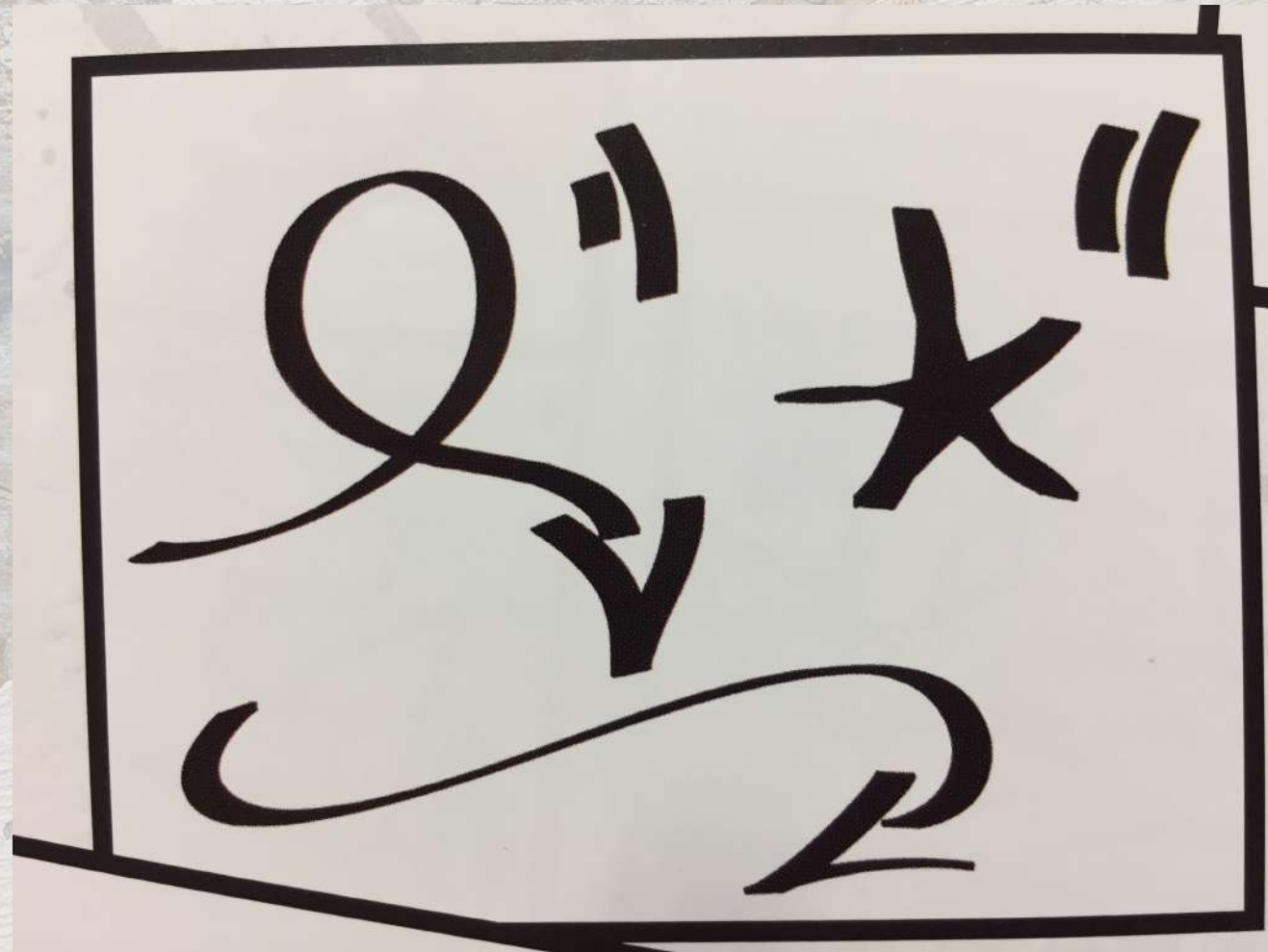




# 4 Elements of a Graffiti Tag

## 3. Flourishes

Added swirls and marks building onto the letters



送子



# 4 Elements of a Graffiti Tag

## 4. Symbols

Separate marks or symbols such as the king's crowns or hearts



سبحانك يا ذا الجلال والإكرام

سبحانك يا ذا الجلال والإكرام

# Identify the Elements

- 3 correct answers



# Identify the Elements

- 2 correct answers

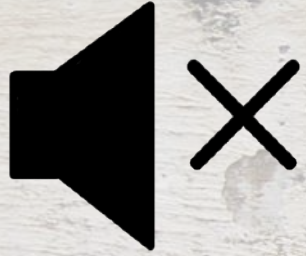




# Exit Ticket

- Draw your tag using 2-3 elements of a graffiti tag.
- “ Answer: The graffiti elements I used are....”

# Do Now



Level 0

- LT: “I CAN draw a variety of letter text styles by practicing the steps.”
- Draw your tag 4-5 times.
- **Don’t forget arrows, flourishes, and symbols!**



# Agenda

1. Do Now – Practice Tag
2. Teacher Demo – Bubble Letters
3. White Boards – practice
4. Teacher Demo – Square Letters (if time allows)
5. Exit Ticket – Tag in Bubble Letters



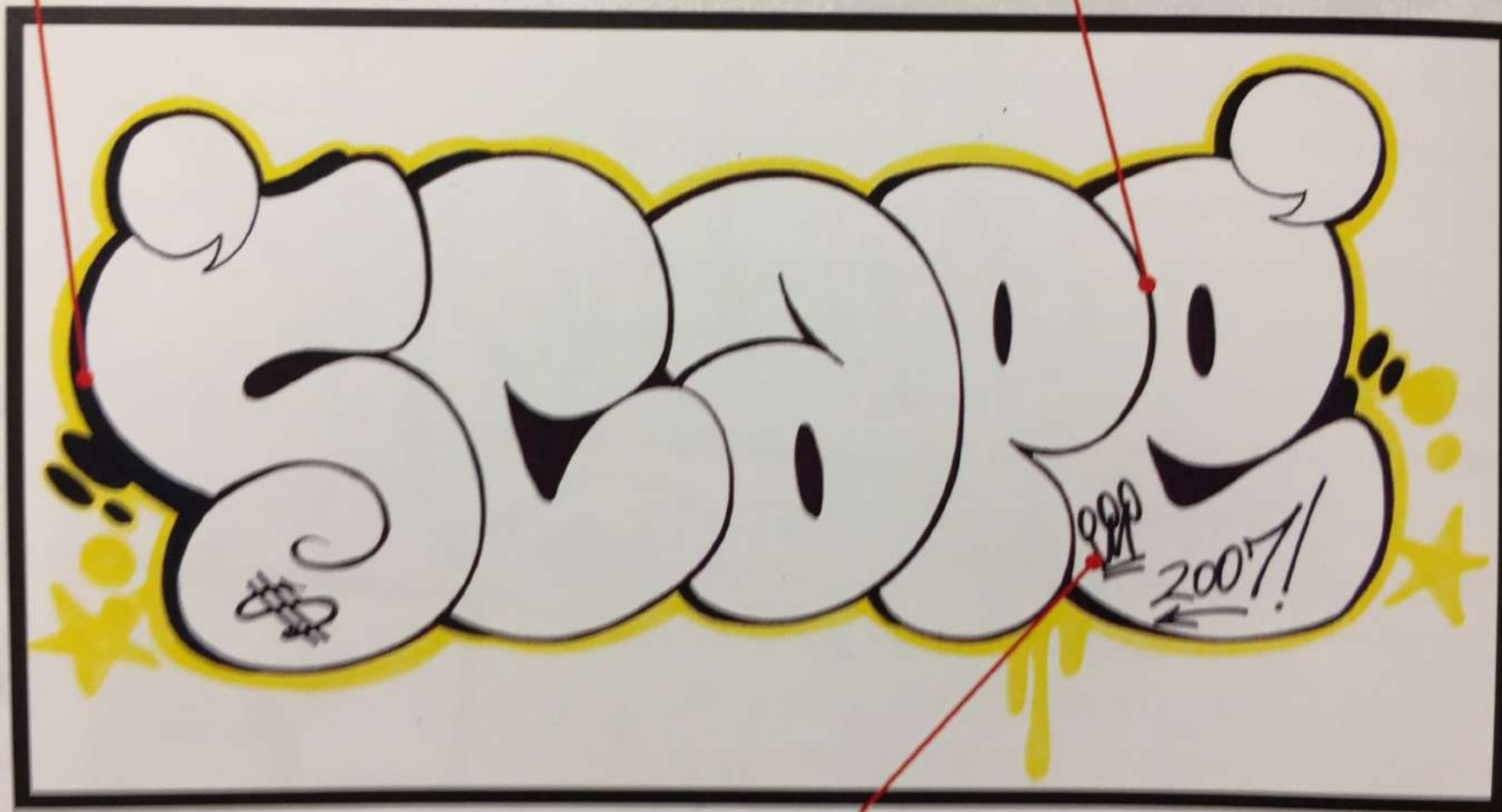
# Learning Target

I CAN draw a variety of letter text styles by practicing the steps.

The basics use only three colors: Outline and shadow, fill, and glow.

Distinct circular motion — from the wrist on paper, and from the shoulder and waist on the wall.

Letters overlap, but are not connected.



## Bubble Letters

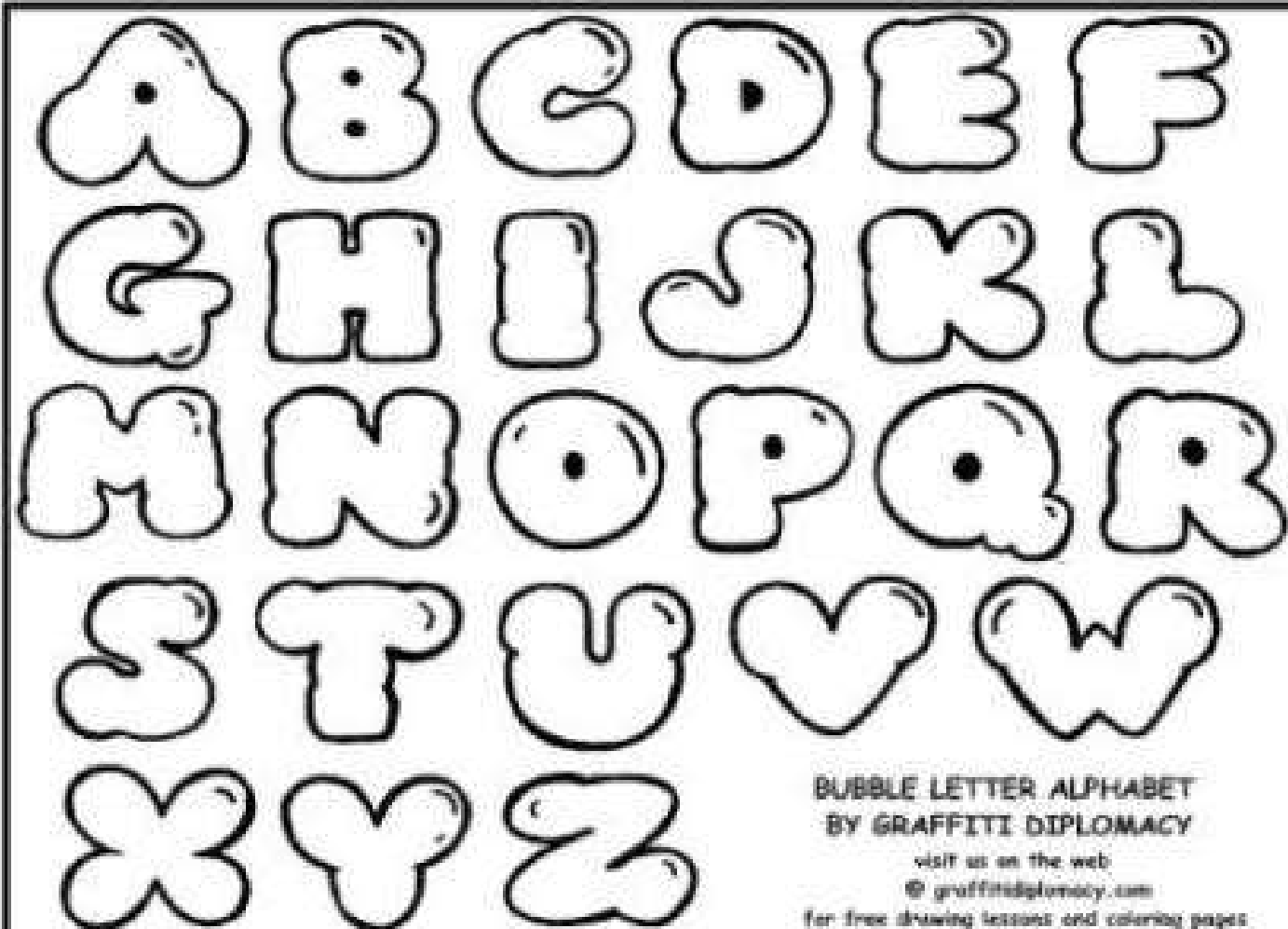
All lowercase.

Since the letters are fat, you can add extra writing inside.

Symbols that are special to you.



# Bubble Letters





# How to Draw Bubble Letters

## Norms

- actively listen to directions
- use college hand if you have a question
- follow along with your white board
- take care of materials

# Whiteboards – practice bubble letters

- Level 1 at your table
- Do not write or draw anything INAPPROPRIATE (major mark)
- One marker per person, but you can trade at your table
- Practice, practice, practice!



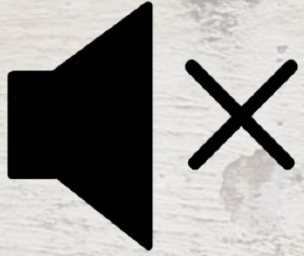
# Exit Ticket – Bubble Letters

- Draw your TAG in bubble letters.



A large, empty white rectangular box with a thin blue border, intended for students to draw their TAG in bubble letters.

# Do Now



Level 0

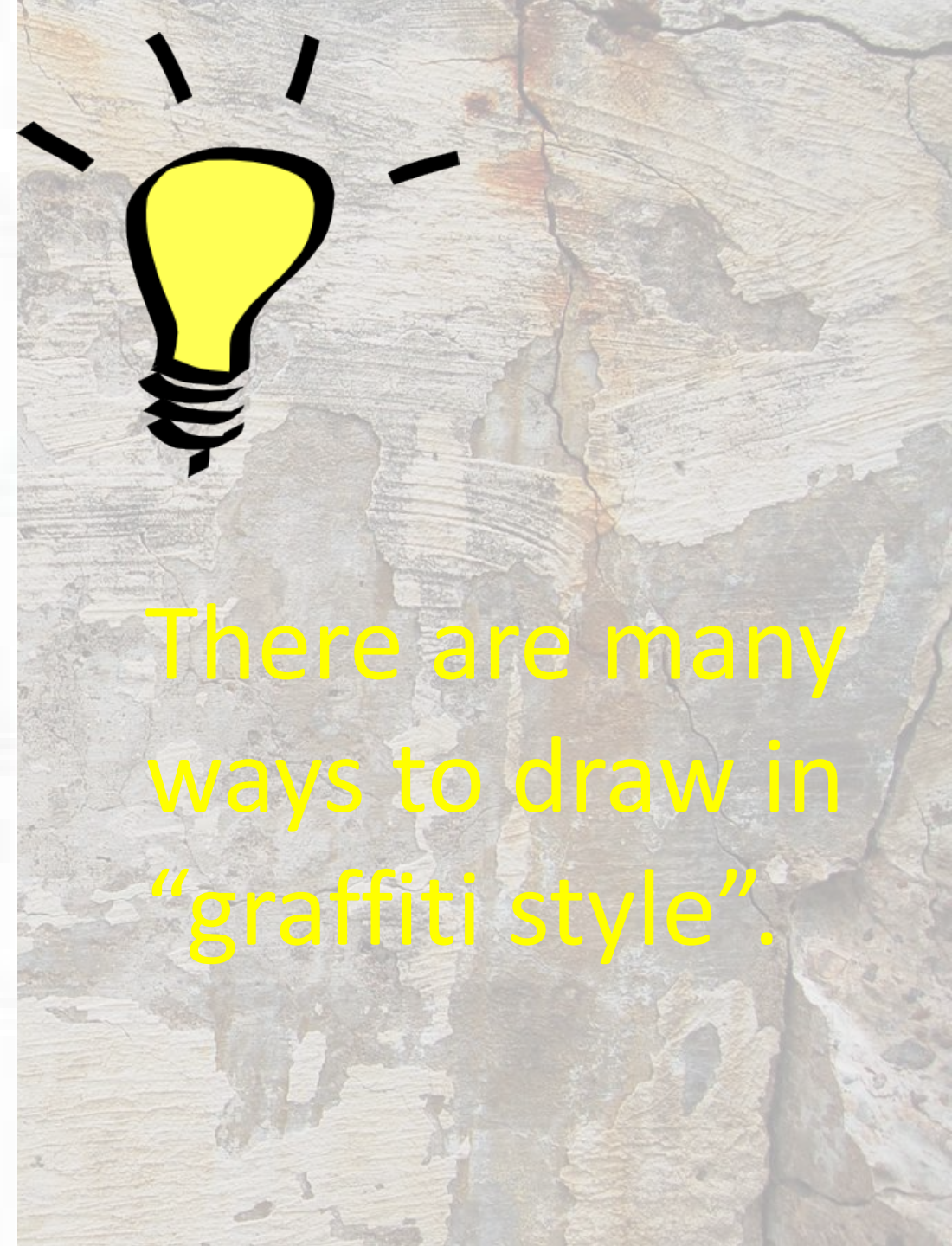
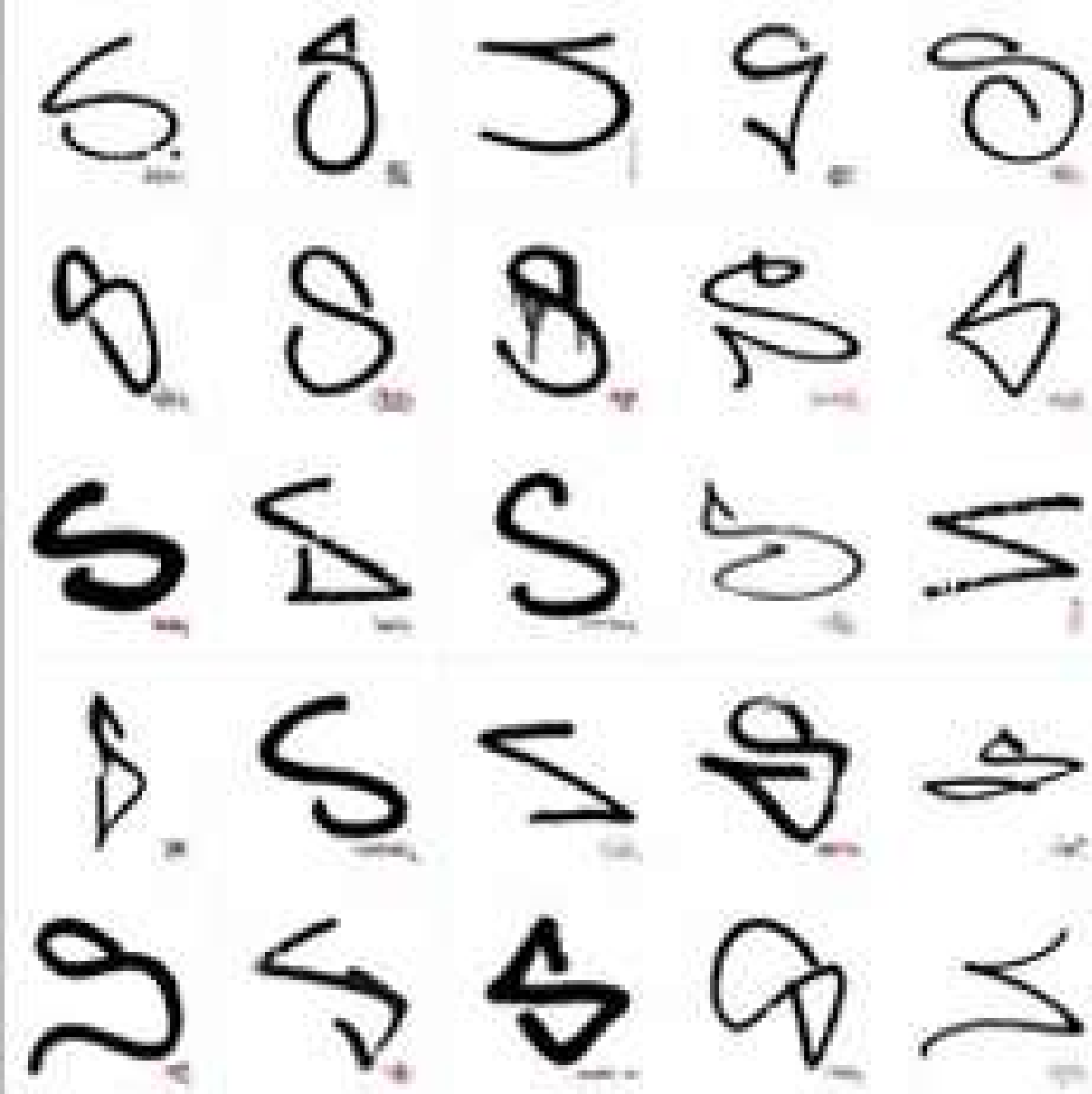
I CAN draw a variety of letter text styles by practicing the steps.

- **Draw your tag 4-5 times in CAPITAL letters.**



# Agenda

1. Do Now – Practice Tag
2. Teacher Demo – Square / Block Letters
3. White Boards – practice
4. Exit Ticket – Tag in Block Letters



There are many  
ways to draw in  
“graffiti style”.



# Learning Target

I CAN draw a variety of letter text styles  
by practicing the steps.

Bits breaking off the glow.

Colors are basic: fills,  
outline and glow.

Legible and basic.



## Block Letters

Letters not only overlap  
at their base, but  
also connect.

All uppercase.

Lines straight  
and parallel  
where needed.



# Square Letters

A B C D E F  
G H I J K L  
M N O P Q R  
S T U V W X  
Y Z

"NAME"



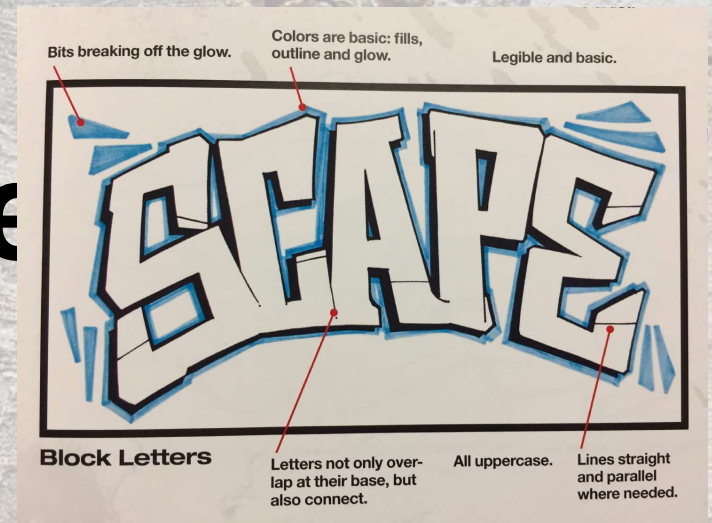
# Whiteboards – practice block letters

- Level 1 at your table
- Do not write or draw anything  
INAPPROPRIATE (major mark)
- One marker per person, but you can trade at your table
- Practice, practice, practice!

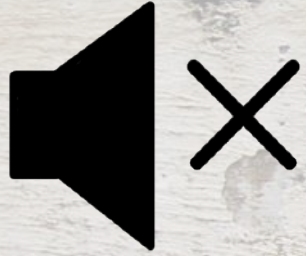


# Exit Ticket – Block Letters

- Draw your TAG in block letters.
- Include symbols, arrows, or flourishes.

A large, empty white rectangular box with a black border, intended for the student to draw their TAG in block letters.

# Do Now



Level 0

- LT: “I CAN draw a variety of letter text styles by practicing the steps.”



# **Agenda for Tues, Nov 27<sup>th</sup>**

1. Do Now – Practice Tag
2. Teacher Demo – 3-D Letters
3. White Boards – practice
4. Exit Ticket – Added 3-D effect



# Learning Target

I CAN draw a variety of letter text styles  
by practicing the steps.



# 3-D Letters

## Norms

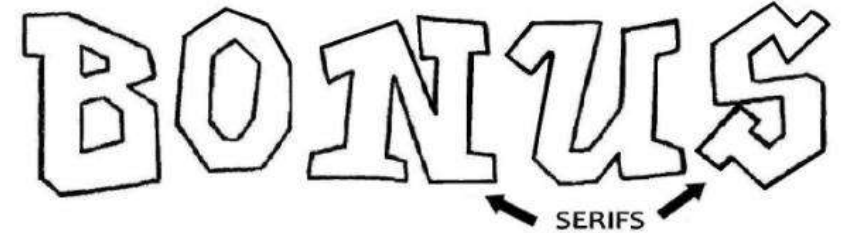
- actively listen to directions
- use college hand if you have a question
- follow along with your white board
- take care of materials

**HANDOUT** by GraffitiDiplomacy.com

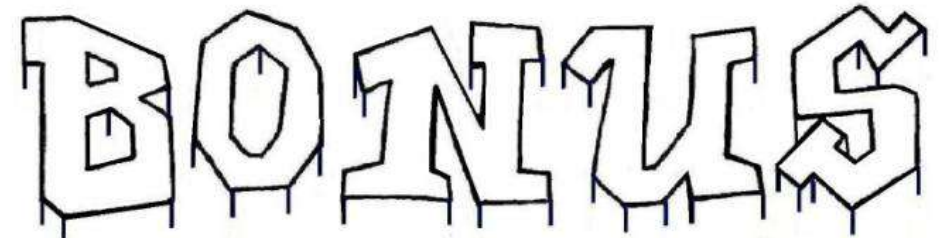
## HOW TO DRAW 3-D Letters: Method 2

Step 1. First draw a word with block letters.

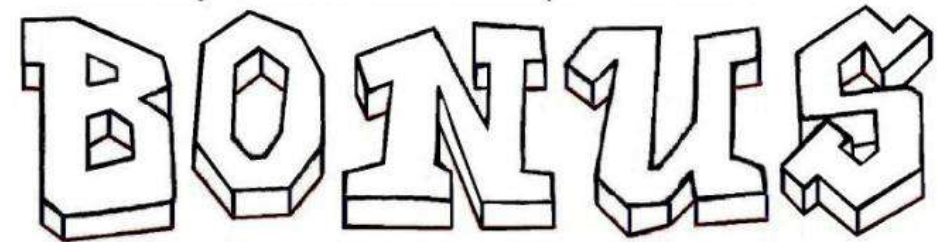
You can add serifs (feet) and corners to make it more interesting.



Step 2. Now from the bottom of each letter, and every corner on the outside of the letters, draw a straight line directly downwards. Each line should be the same length.



Step 3. Now you are going to connect the lines to form the 3-D. Draw a straight line from the tip of each downward line to the line directly next to it. Follow the shape of the letter.



Step 4. Color in the 3-D.

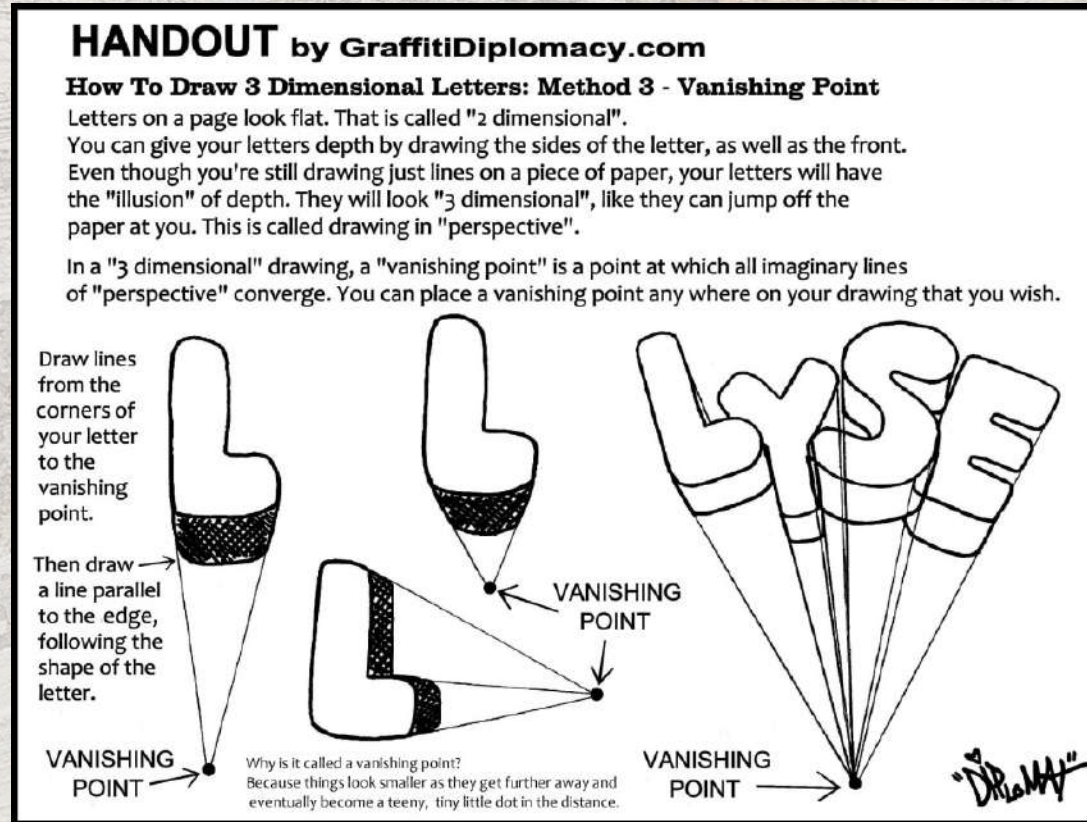




# 3-D Letters

## Norms

- actively listen to directions
- use college hand if you have a question
- follow along with your white board
- take care of materials



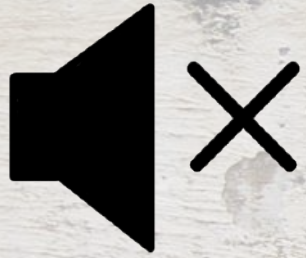


# Exit Ticket – 3-D Tag!



- Draw your tag to appear 3-D!

# Do Now



Level 0

- LT: “I CAN draw a variety of letter text styles by practicing the steps.”
- Practice drawing your tag letters in different styles. Make it as expressive as possible.





# Agenda

1. Do Now – Draw Tag Letters
2. Lesson – Wildstyle
3. Independent Practice Time
4. Exit Ticket – Your Tag in Different Styles



# Learning Target

I CAN draw a variety of letter text styles  
by practicing the steps.



Metro One



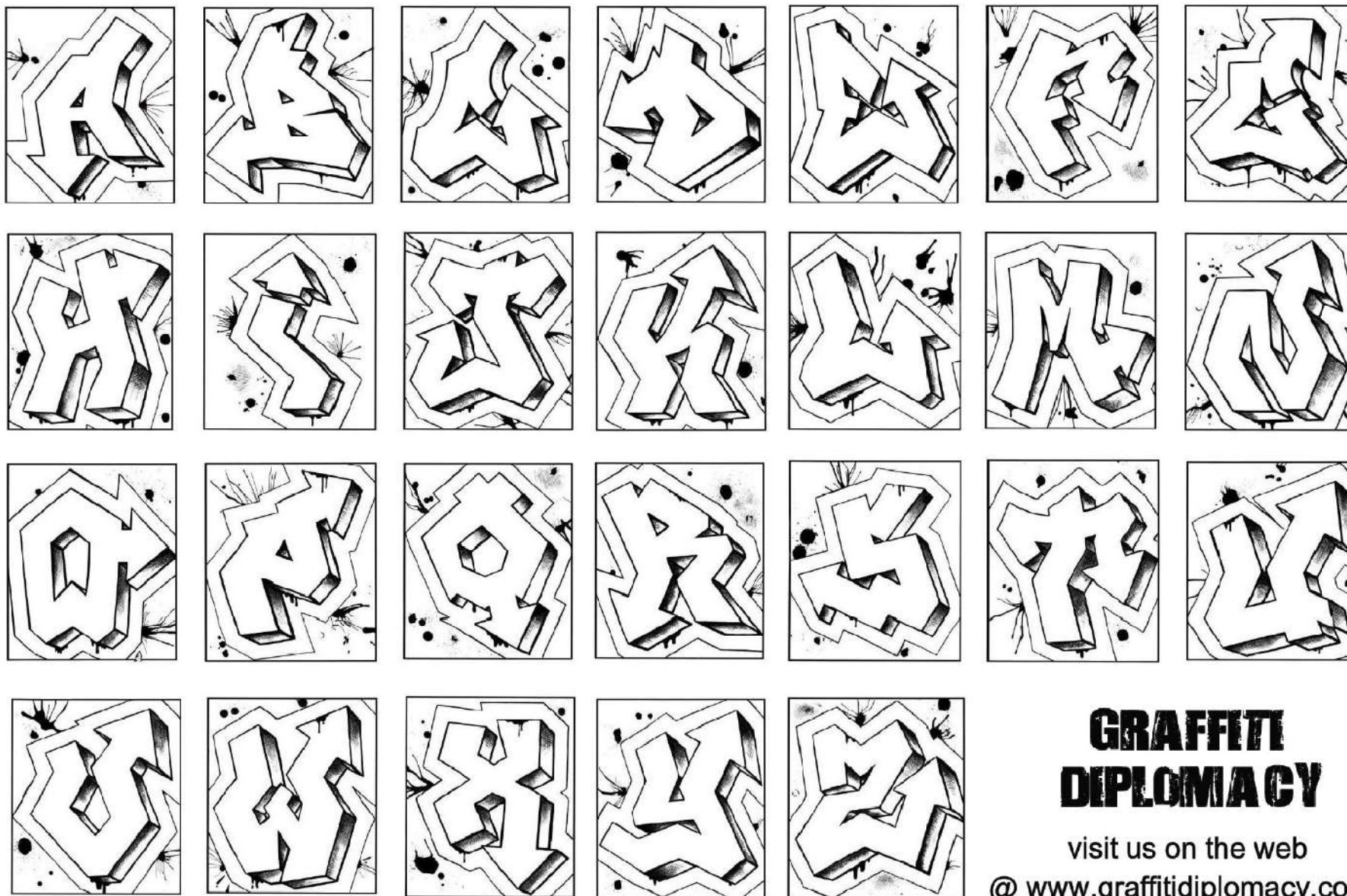


Disk



Seen

# GRAFFITI ALPHABET



**GRAFFITI  
DIPLOMACY**

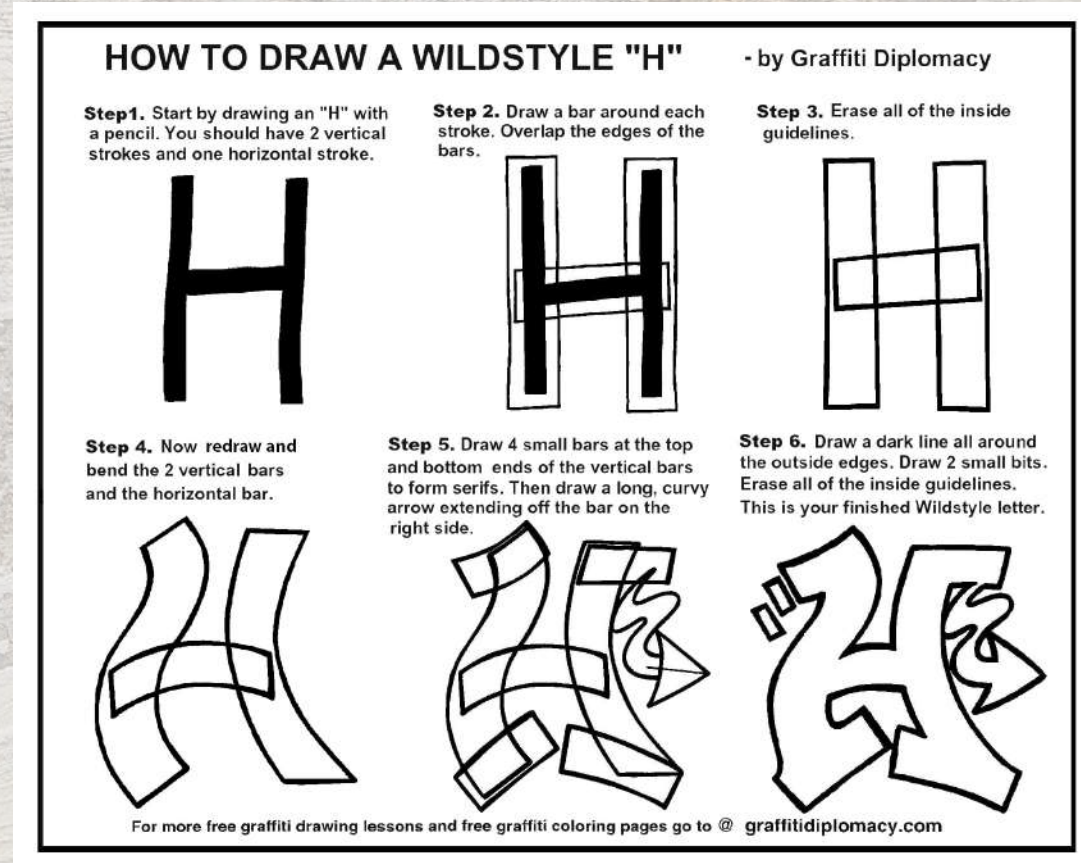
visit us on the web  
@ [www.graffitidiplomacy.com](http://www.graffitidiplomacy.com)



# Wildstyle

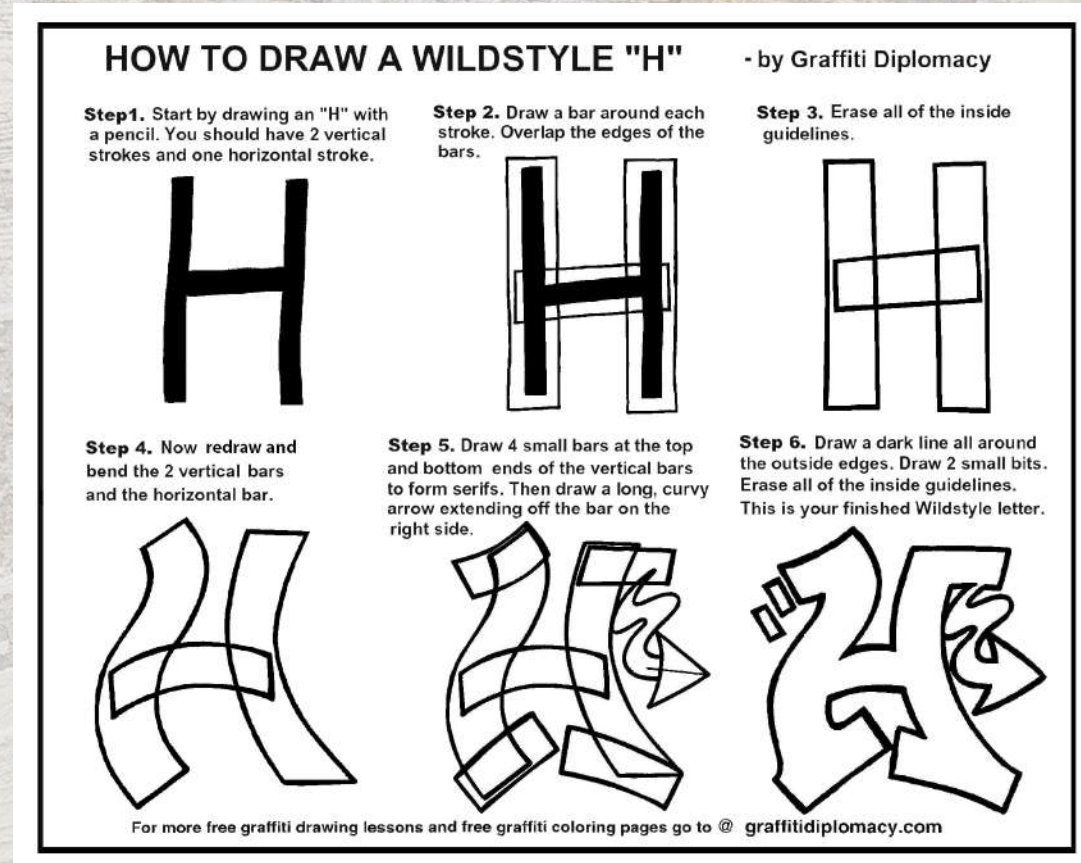
## Norms

- actively listen to directions
- use college hand if you have a question
- follow along with your white board
- take care of materials



# Wildstyle – Independent Practice

1. Follow the steps to complete letters, “H, L, E, & N” in your packet.
2. Draw your TAG in wildstyle.
3. Volume Level 1

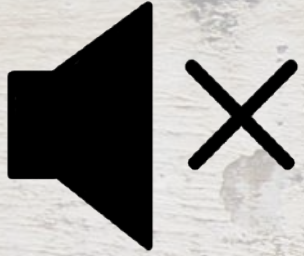




# Exit Ticket – Wildstyle

- Draw your TAG in wildstyle.

# Do Now



Level 0

- LT: “I CAN show mastery of all three letter styles by completing my test.”
- Finish your wildstyle tag when it gets passed out.



# **Agenda for Wed, Jan 30<sup>th</sup>**

1. Do Now – Finish Wildstyle ET
2. Test over 3 styles



# Learning Target

I CAN show mastery of all three letter styles by completing my test.



Metro One





Disk



Seen

# Do Now

- LT: “I CAN design a shoe using the graffiti elements.”
- **Place your items down, and then practice your graffiti skills on the graffiti wall.**



# Agenda

1. Do Now – Any Shoes
2. Launch – Graffiti Shoe Design
3. Explore – Draw Design
4. Exit Ticket – 75-90% done drawing



# Learning Target

I CAN design a shoe using the graffiti elements.”

# Rubric for Grading

1. Scholar took their time and used sincere effort.
2. Design was first drawn with pencil and includes graffiti letters and arrows/flourishes/symbols
3. Shoe is colored neatly







# Directions

Design a shoe using the elements of graffiti art.

Graffiti Letters, Arrows,  
Flourishes, Symbols

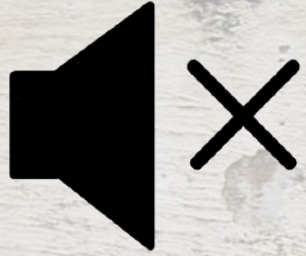




# **Exit Ticket – Glow and Grow**

Tell your partner at your table one thing that is nice about their work (a glow) and one thing they could improve (a grow).

# Do Now



Level 0

- LT: “I CAN design a shoe using the graffiti elements.”
- **How can you color neatly?**



# **Agenda for Mon, Sept 17<sup>th</sup>**

1. Do Now – List 3-4 colors.
2. Launch – Project Overview
3. Explore – Color Design
4. Exit Ticket – 100% done drawing,  
some color added



# Learning Target

I CAN design a shoe using the graffiti elements.”

# Rubric for Grading

1. Scholar took their time and used sincere effort.
2. Design was first drawn with pencil and includes a minimum of 2 elements
3. Shoe is completed colored neatly





# Directions

Color your elements neatly  
using only 3-4 colors.

Elements: Letter Text,  
Arrows, Flourishes, Symbols  
Other Effects: 3-D, drips



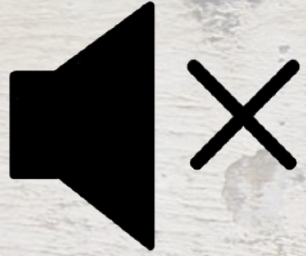


# Exit Ticket – Write Your Colors



Write the colors you used so you can remember for tomorrow.

# Do Now



Level 0

- LT: “I CAN design a shoe using the graffiti elements.”
- **Why are we only using 3-4 colors in our design?**



# Scholarly Shareouts

## The Scholarly Way

1. Track
2. Listen
3. Complete sentences
4. College voice

“We are only using 3-4 colors because....”

“I (agree/disagree) with what \_\_\_\_\_ said, but I would like to add.....”



# **Agenda for Thurs, Nov 30<sup>th</sup>**

1. Do Now – Why so few colors?
2. Launch – Review expectations
3. Explore – Continue coloring
4. Exit Ticket – 50-75% done w/ color



# Learning Target

I CAN design a shoe using the graffiti elements.”

# Rubric for Grading

1. Scholar took their time and used sincere effort.
2. Design was first drawn with pencil and includes a minimum of 2 elements
3. Shoe is completed colored neatly

# Directions

Color your elements neatly  
using only 3-4 colors.

Elements: Letter Text,  
Arrows, Flourishes, Symbols  
Other Effects: 3-D, drips

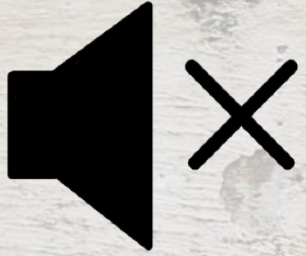




# **Exit Ticket – Glow and Grow**

Tell your partner at your table one thing that is nice about their work (a glow) and one thing they could improve (a grow).

# Do Now



Level 0

- LT: “I CAN design a shoe using the graffiti elements.”
- My shoe is successful because \_\_\_\_\_
- I could improve my work by \_\_\_\_\_



# Scholarly Shareouts

## The Scholarly Way

1. Track
2. Listen
3. Complete sentences
4. College voice

“My shoe design was successful because...”

“My shoe design could have been more successful if...”

# Directions

Design a shoe using the elements of graffiti art.

Graffiti Letters, Arrows,  
Flourishes, Symbols





# Agenda for Fri, Dec 1<sup>st</sup>

1. Do Now – Reflect
2. Launch – Review expectations
3. Explore – Finish Coloring, Cut out if time allows
4. Exit Ticket – 100% done w/ project



# Learning Target

I CAN design a shoe using the graffiti elements.”

# Rubric for Grading

1. Scholar took their time and used sincere effort.
2. Design was first drawn with pencil and includes a minimum of 2 elements
3. Shoe is completed colored neatly

# Directions

Color your elements neatly using only 3-4 colors.

Elements: Letter Text, Arrows, Flourishes, Symbols

Other Effects: 3-D, drips





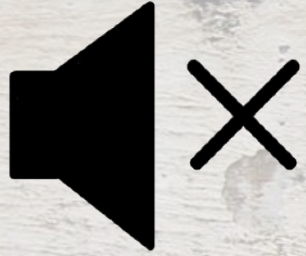
# Exit Ticket – Clean Up

Make sure your NAME is on your work.

Stack up.

Return all materials.

# Do Now



- Which is better?  
Why?

Level 0





# Scholarly Shareouts

## The Scholarly Way

1. Track
2. Listen
3. Complete sentences
4. College voice

“The one on the top/bottom is better because....”

“I (agree/disagree) with what \_\_\_\_\_ said, but I would like to add.....”





# Agenda For Tues, Mar 26<sup>th</sup>

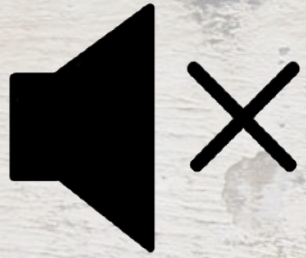
Do Now - Which is better?

Launch - Advanced Components

Explore - Practice Each Component

Exit Ticket - Draw tag with 2-3 components

# Do Now – Wed, Mar 27<sup>th</sup>



Level 0

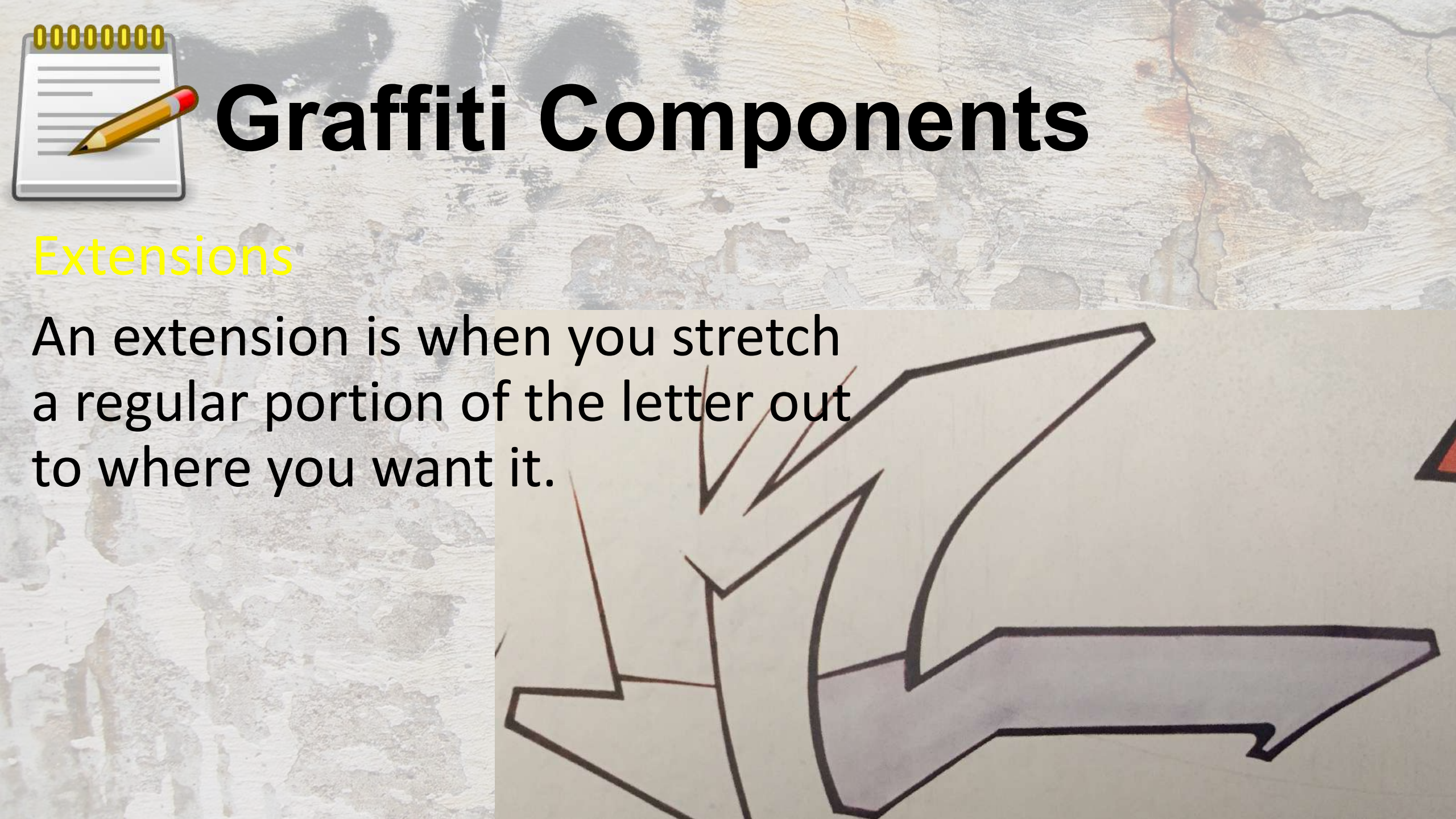
- LT: “I CAN create a more interesting tag by incorporating the advanced components of graffiti.”
- What advanced components do you see?





# Learning Target

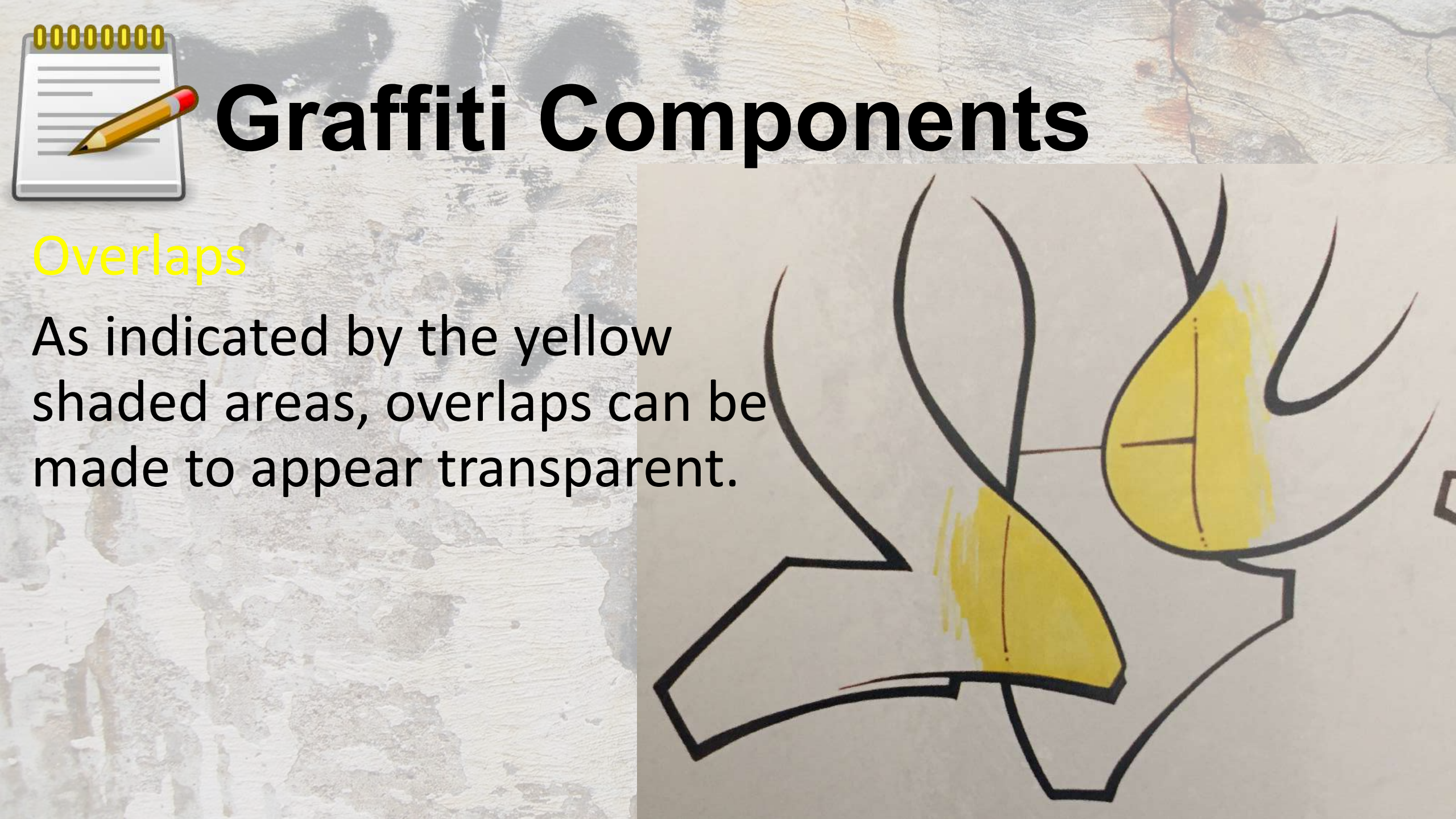
I CAN create a more interesting  
tag by incorporating the advanced  
components of graffiti.



# Graffiti Components

## Extensions

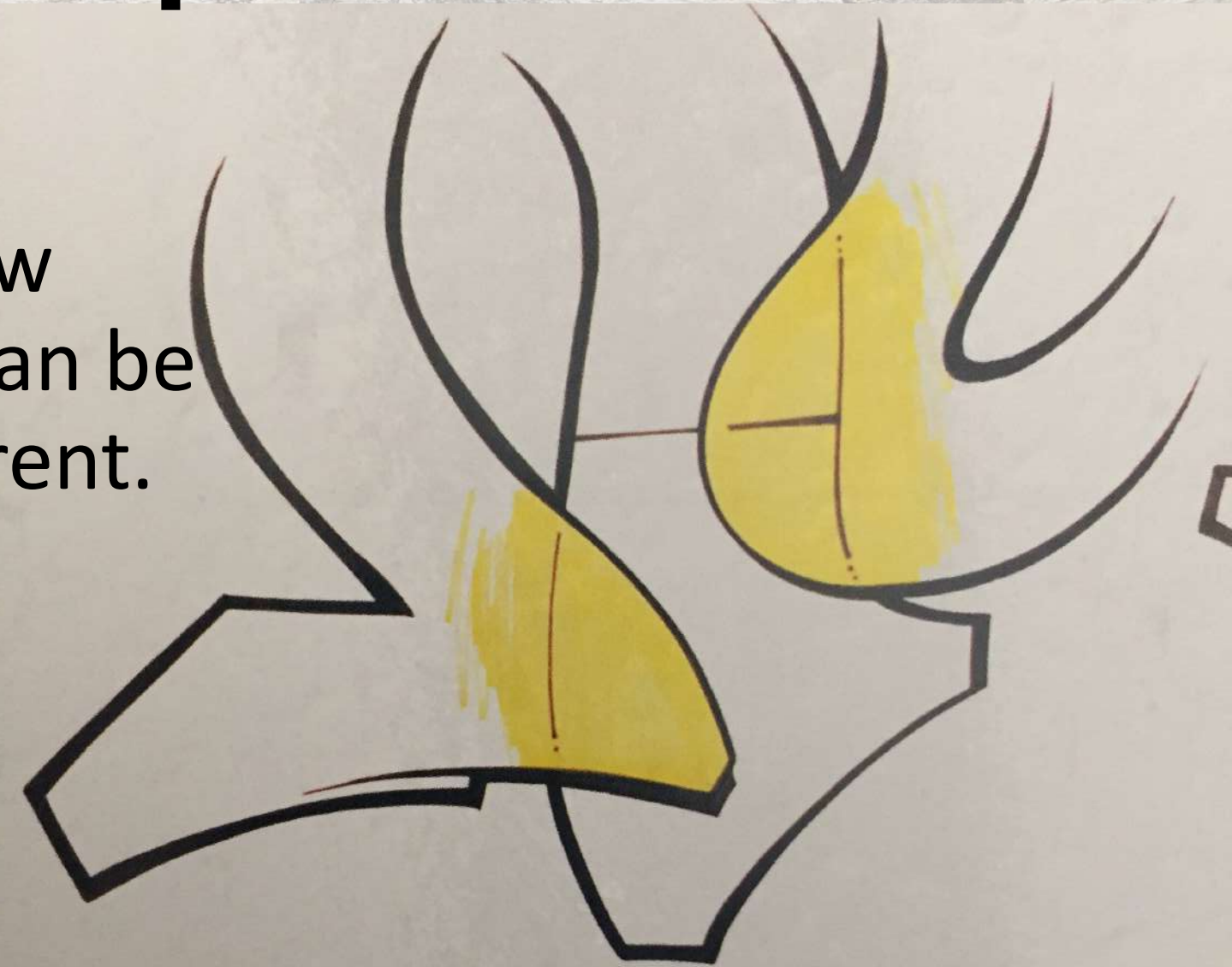
An extension is when you stretch a regular portion of the letter out to where you want it.



# Graffiti Components

## Overlaps

As indicated by the yellow shaded areas, overlaps can be made to appear transparent.

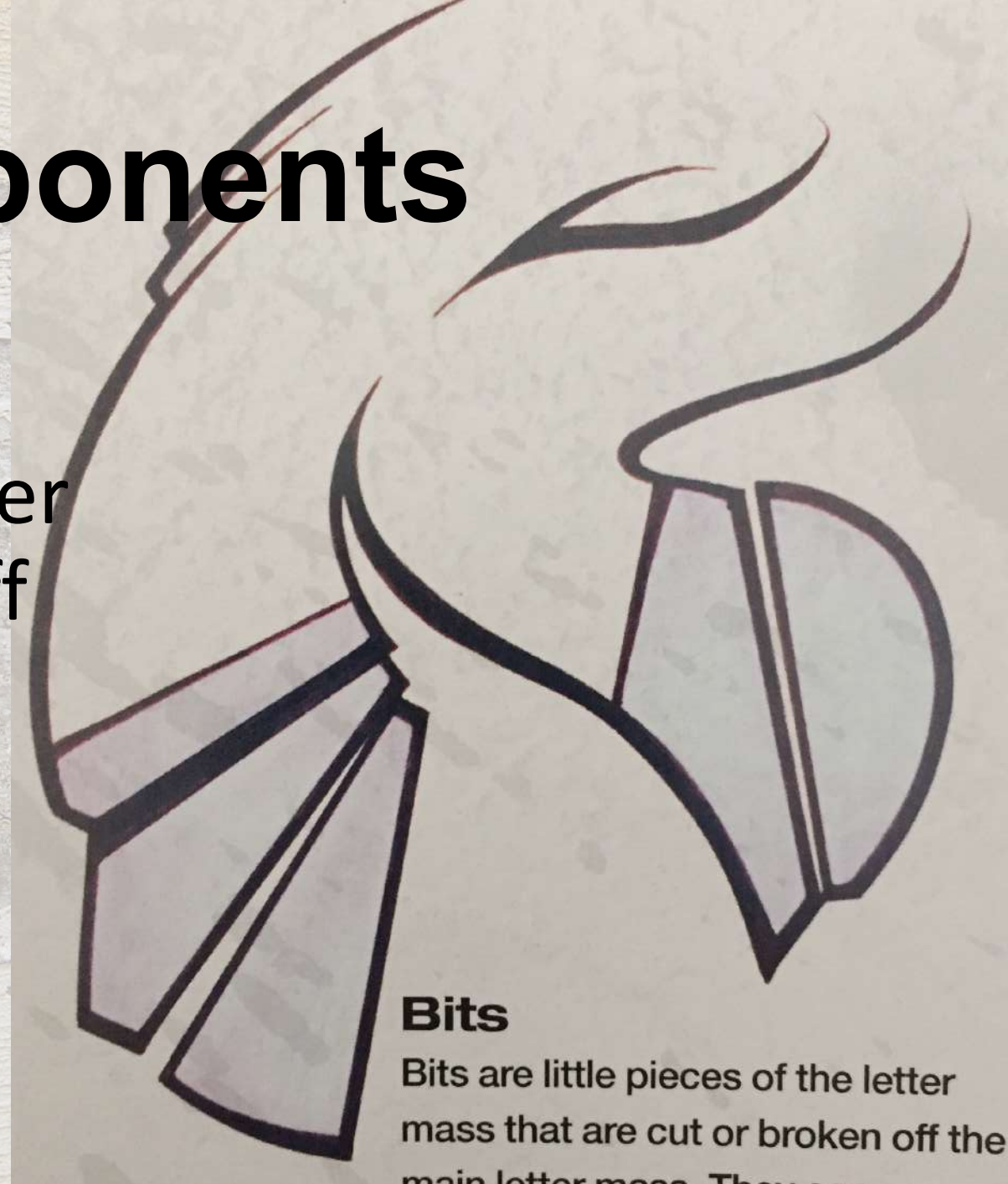




# Graffiti Components

## Bits

Bits are little pieces of the letter mass that are cut or broken off the main letter.

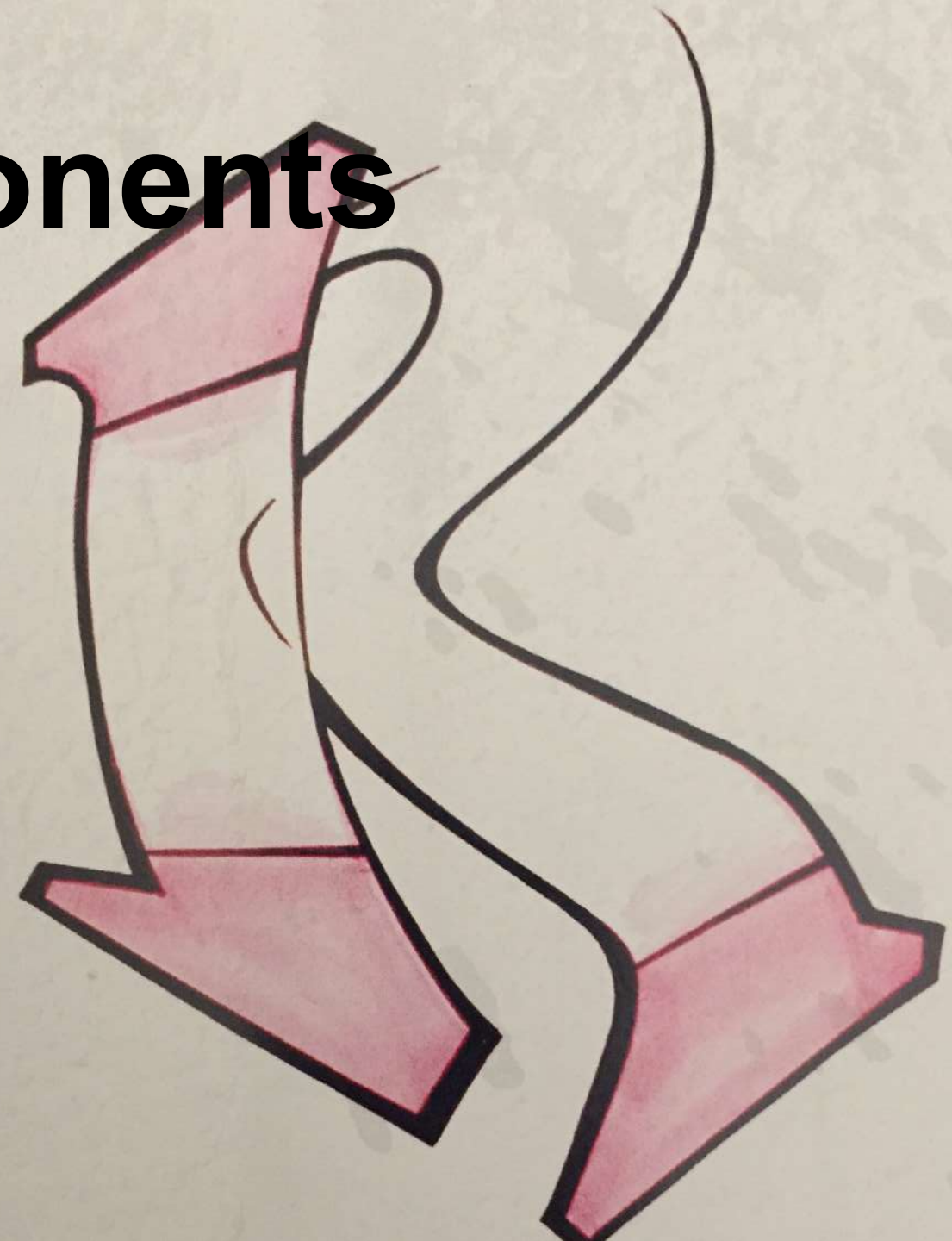


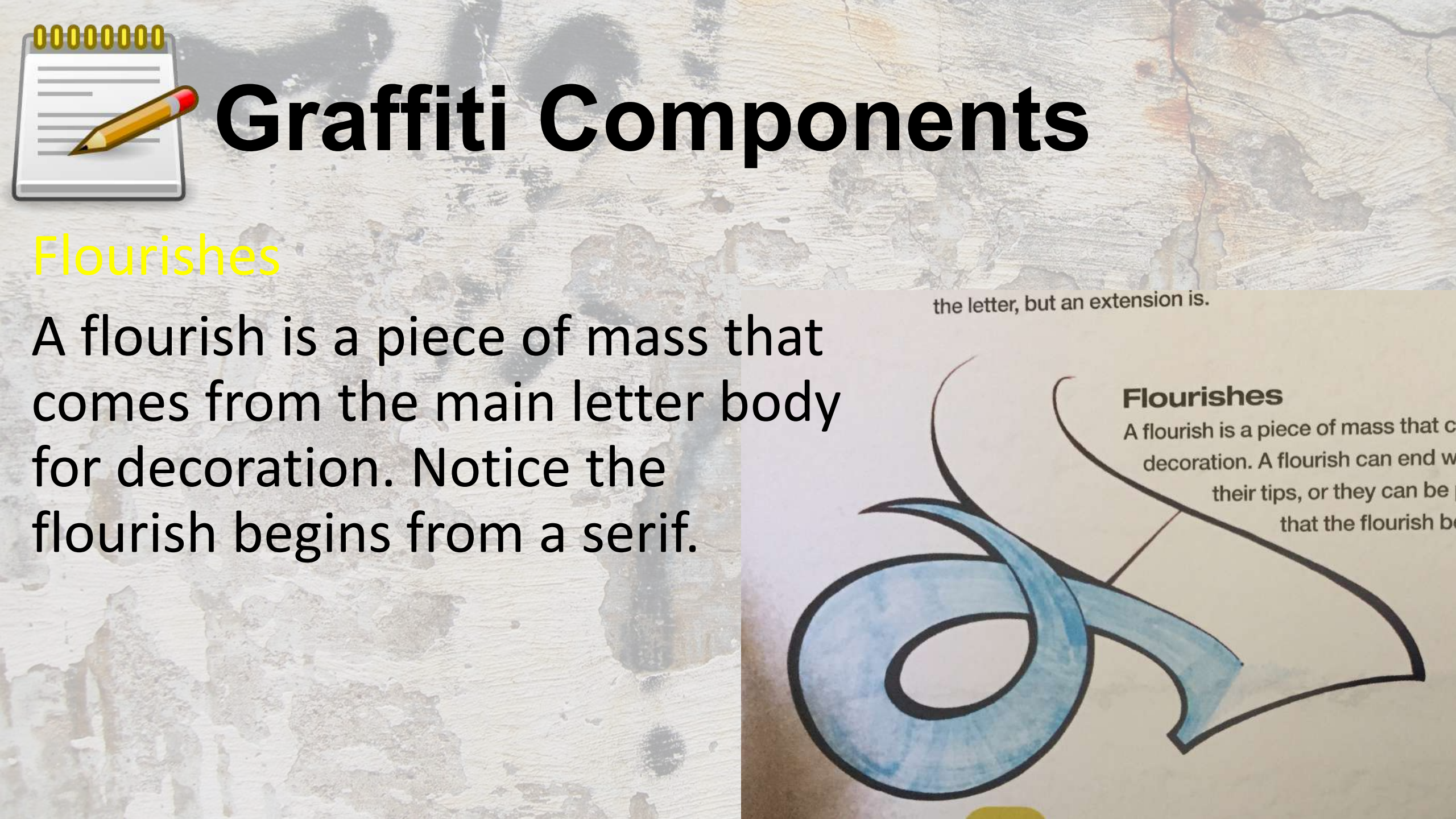


# Graffiti Components

## Serifs

Serifs are the “feet” of your letters.





# Graffiti Components

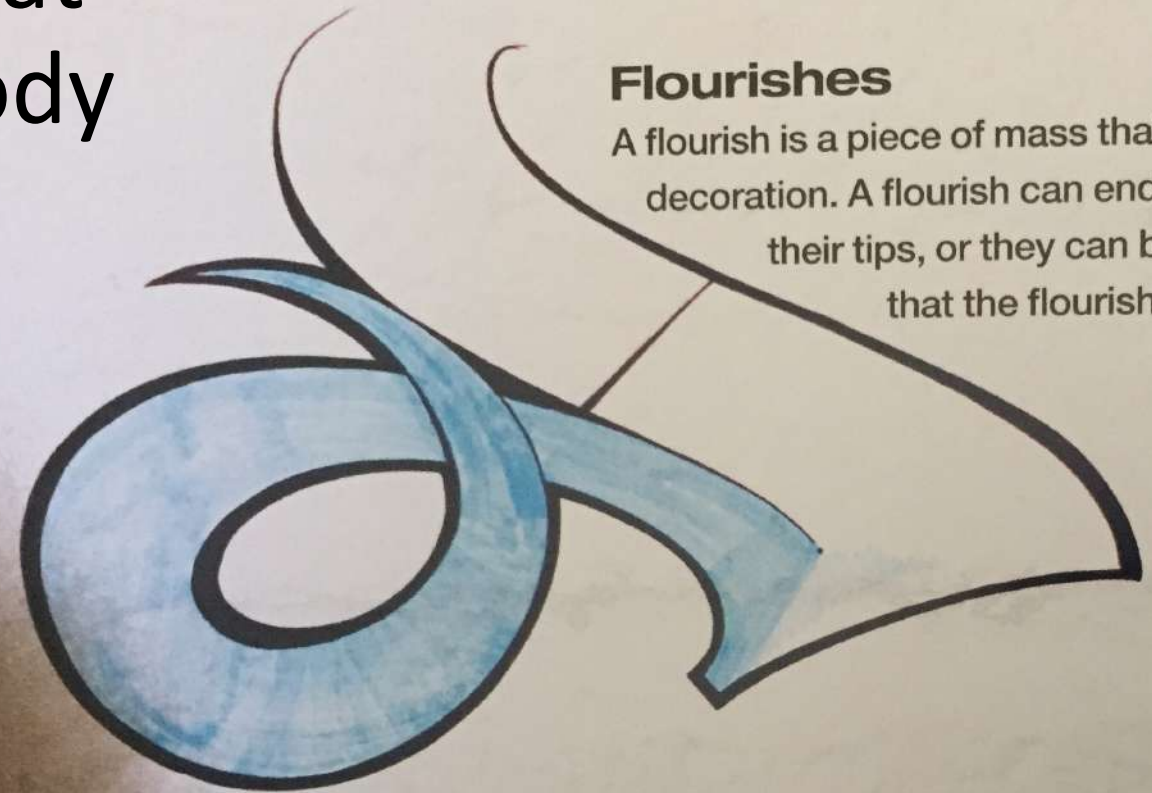
## Flourishes

A flourish is a piece of mass that comes from the main letter body for decoration. Notice the flourish begins from a serif.

the letter, but an extension is.

### Flourishes

A flourish is a piece of mass that comes from the main letter body for decoration. A flourish can end with a serif, or they can be without a serif. Notice that the flourish begins from a serif.

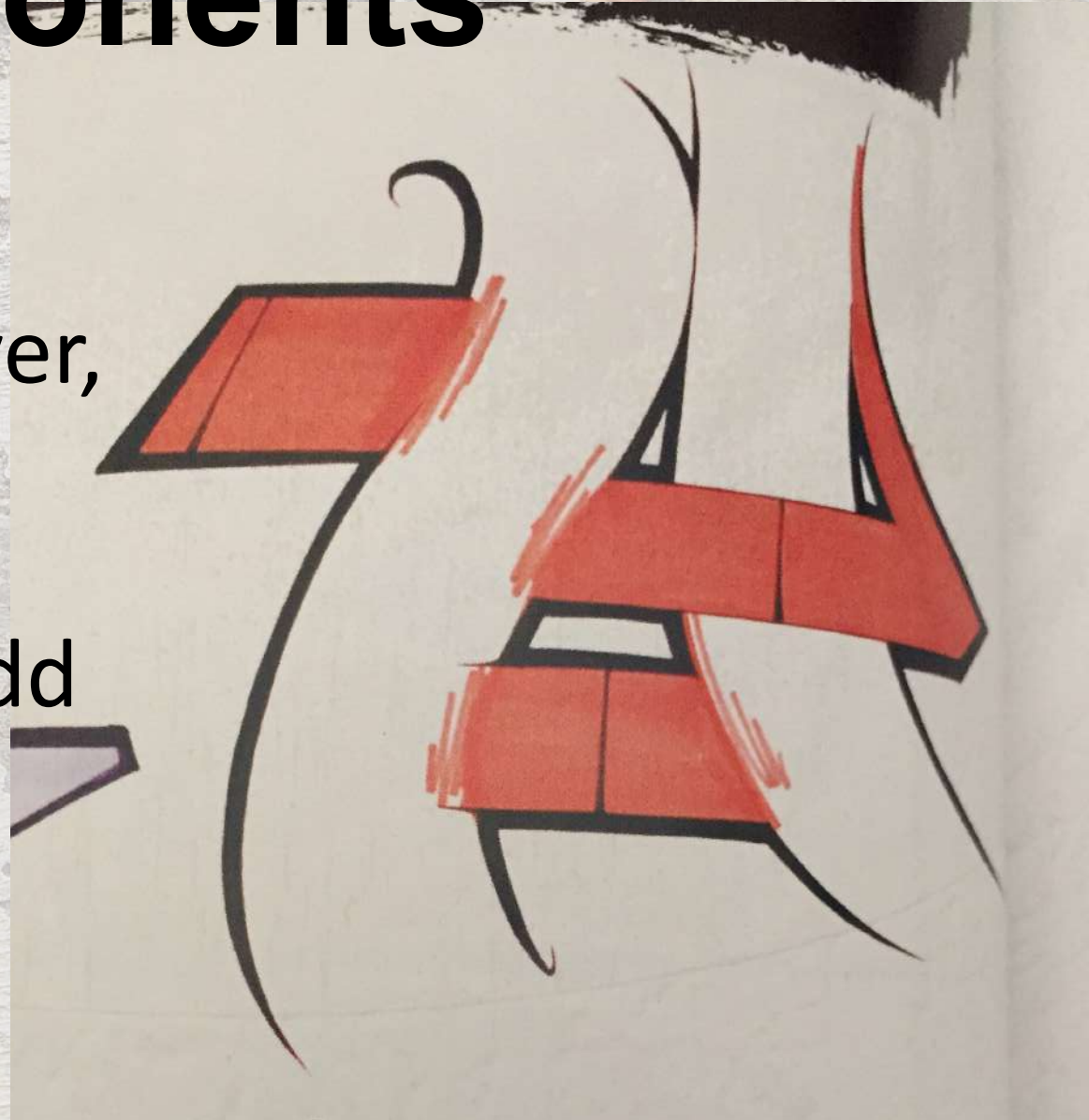




# Graffiti Components

## Connections

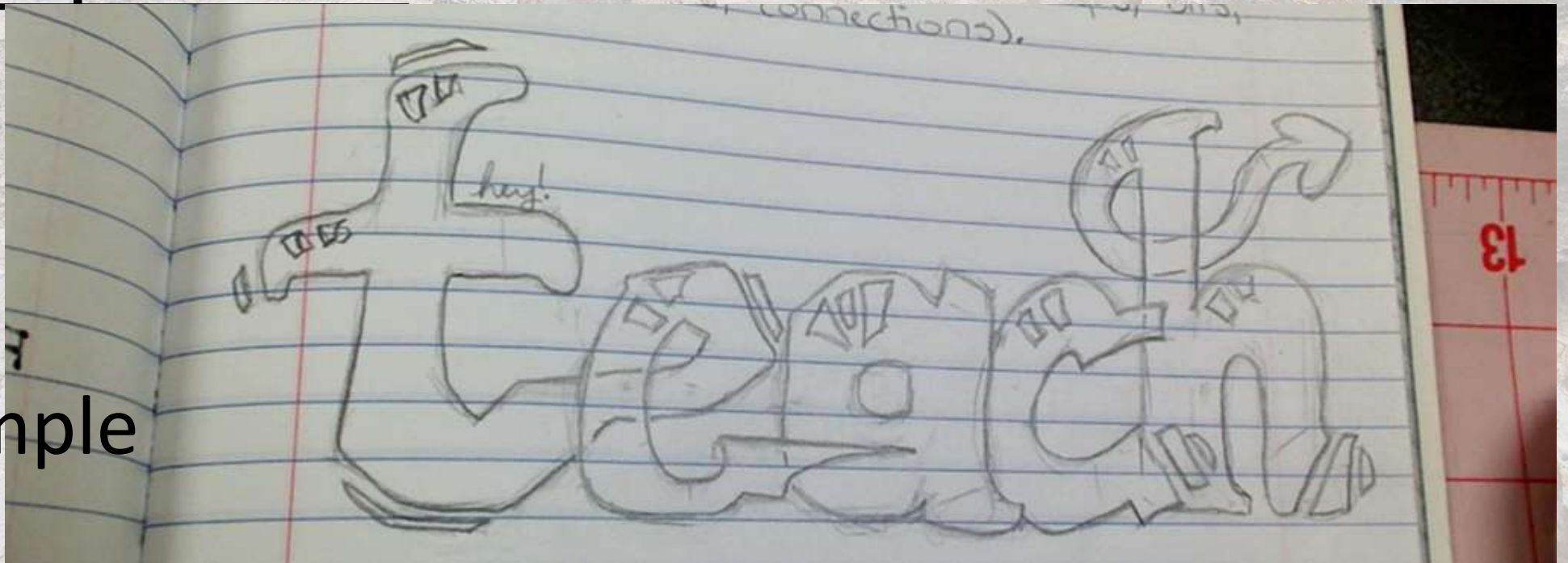
Connections can overlap, go over, go under, or pass through, but their purpose is just to connect two different letter pieces to add a layer of complexity.



# Exit Ticket – REVISE & ADD

- Draw your tag and incorporate at least 4 components.

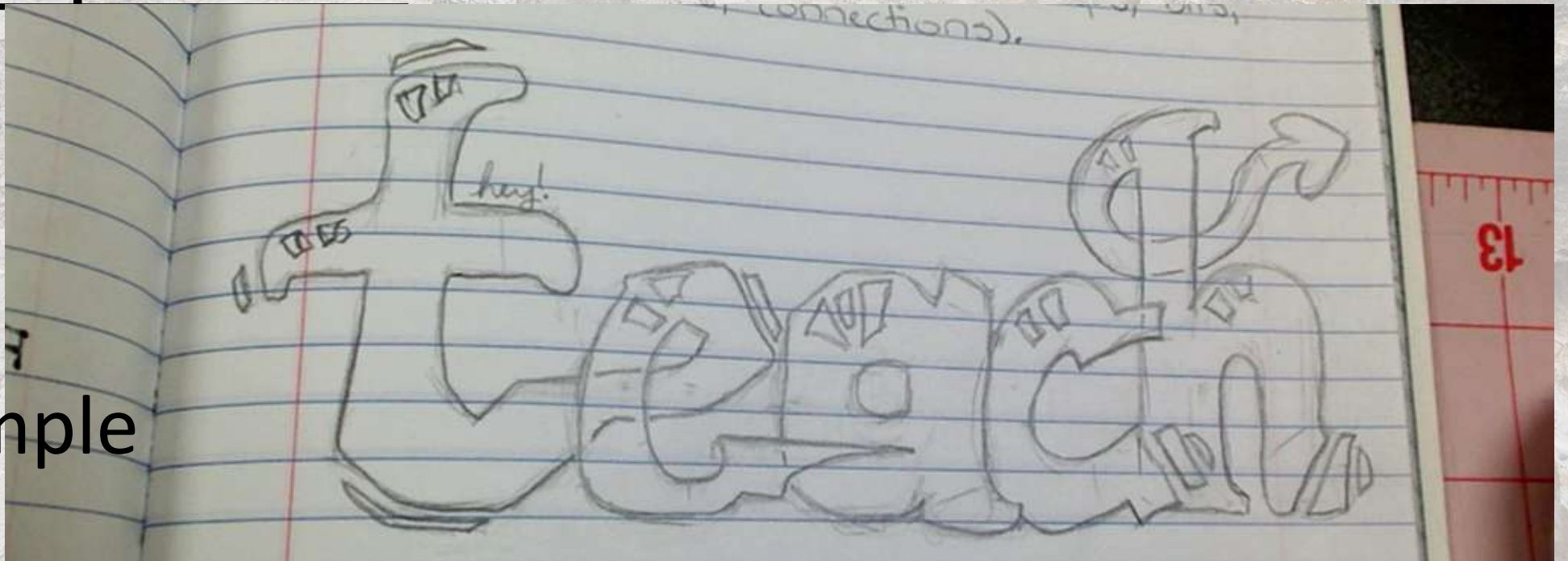
Example



# Exit Ticket – Adding Components

- Draw your tag and incorporate at least 3 components.

Example



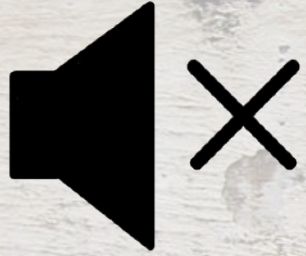


# Exit Ticket – Adding Components

- Draw your tag and incorporate at least 4 advanced components.

A large, empty rectangular box with a thin orange border, intended for drawing or writing.

# Do Now



Level 0



- LT: “I CAN add shadows and drips to my piece.”
- What advanced components are used in this letter B?



# Agenda For Fri, Mar 29<sup>th</sup>

Do Now - Revise Work

Launch - Demo Shadow/Drips

Explore - Add drips

Exit Ticket - Add shadow and drips



# Learning Target

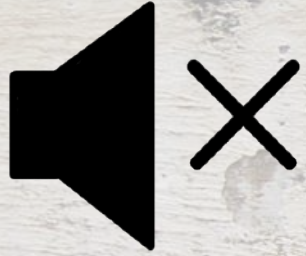
I CAN add shadows and drips to  
my piece.



# Exit Ticket – Shadows & Drips

- Complete exit ticket, showing mastery of adding shadows and drips.

# Do Now



Level 0

- LT: “I CAN use guidelines to draw my tag in different layouts.”
- **What are guidelines, and how do they help you draw?**



# Scholarly Shareouts

## The Scholarly Way

1. Track
2. Listen
3. Complete sentences
4. College voice

“Guidelines are.... They help me....”

“I (agree/disagree) with what \_\_\_\_\_ said, but I would like to add.....”



# Agenda For Thurs, Sept 20<sup>th</sup>

Do Now - What are Guidelines?

Launch - Demo Layout w/ Guidelines

Explore - Draw tag in different layouts

Exit Ticket - Draw tag in best layout for you



# Learning Target

I CAN use guidelines to draw my  
tag in different layouts.

# Artists Use Guidelines

- <https://www.youtube.com/watch?v=IXm8LqHP5zw>



# Exit Ticket

- Use guidelines to draw your tag in the best layout for your letters.

## TAG LAYOUT STYLES

by Graffiti Diplomacy

*Layout* refers to the way in which the parts of something are arranged.  
*Guidelines* are lines used as a reference to show you where things go.  
To create a *layout* draw two *guidelines* and put your tag letters in between them.

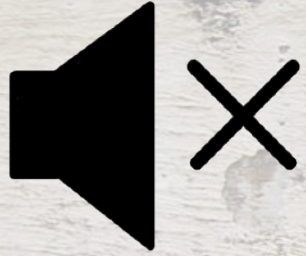


You can arrange the guidelines horizontally or vertically. The letters are placed between them either straight up and down or rotated at an angle. The guidelines can be parallel (at an equal distance apart). Or they can spread out wider at one end.



EXERCISE: Draw guidelines on a sheet of paper similar to the ones above. Put your name inside the guidelines, stretching or squeezing the letters to fit inside the lines.

# Do Now



Level 0

- LT: “I CAN create a piece using elements and advanced components of graffiti.”
- **Read the Rubric. Circle what you will use in your work.**



# Agenda

Do Now - Review Rubric

Launch - A Graffiti “piece”

Explore - Begin drawing piece w/ layout

Exit Ticket - Drawing complete, ready to color



# Learning Target

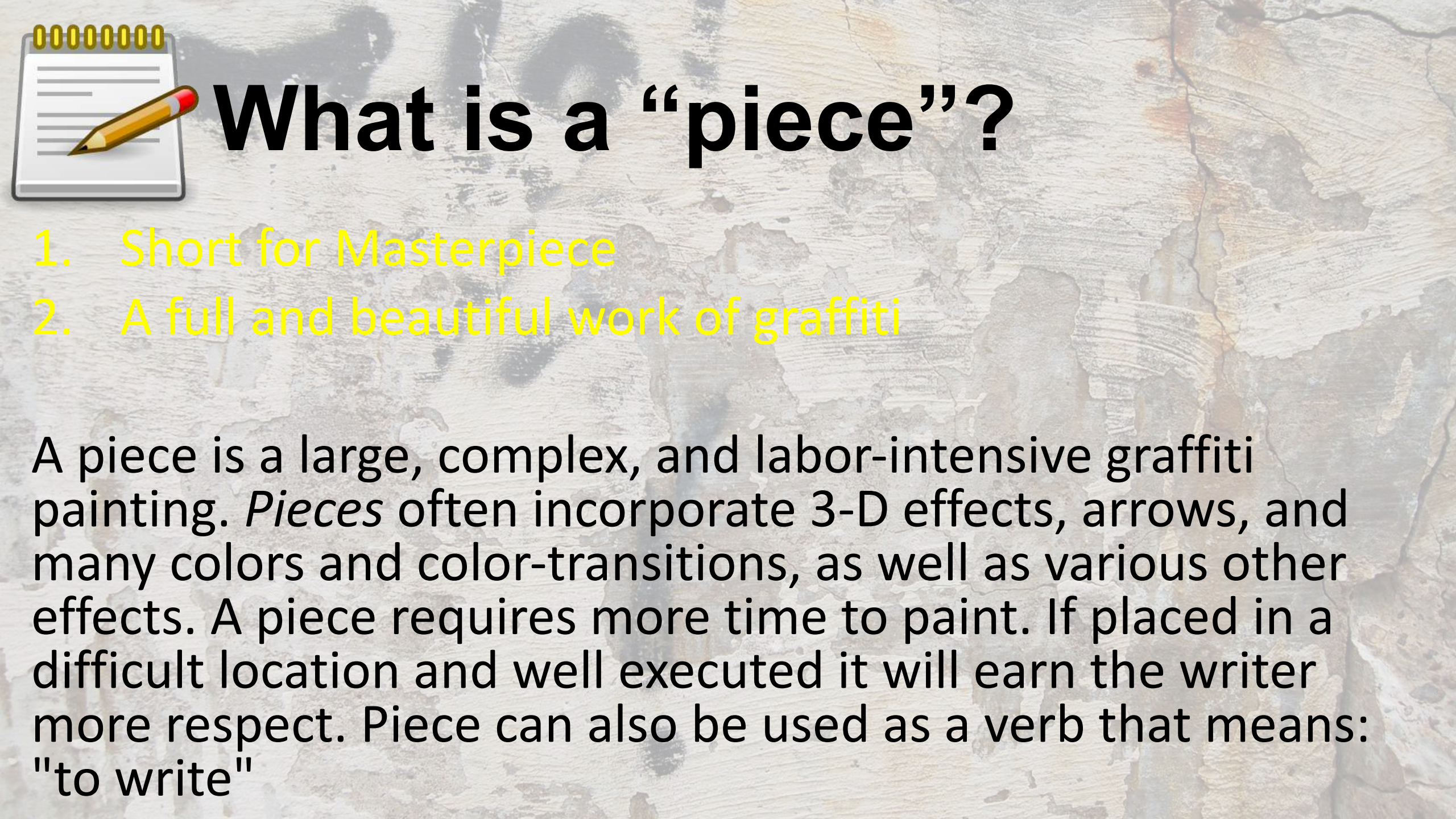
I CAN layout and draw a piece  
using elements and advanced  
components of graffiti.



# What is a “tag”?

1. A stylized signature
2. One color that contrasts





# What is a “piece”?

1. Short for Masterpiece
2. A full and beautiful work of graffiti

A piece is a large, complex, and labor-intensive graffiti painting. *Pieces* often incorporate 3-D effects, arrows, and many colors and color-transitions, as well as various other effects. A piece requires more time to paint. If placed in a difficult location and well executed it will earn the writer more respect. Piece can also be used as a verb that means: "to write"







# SALE

ENTER FROM ALLEY →



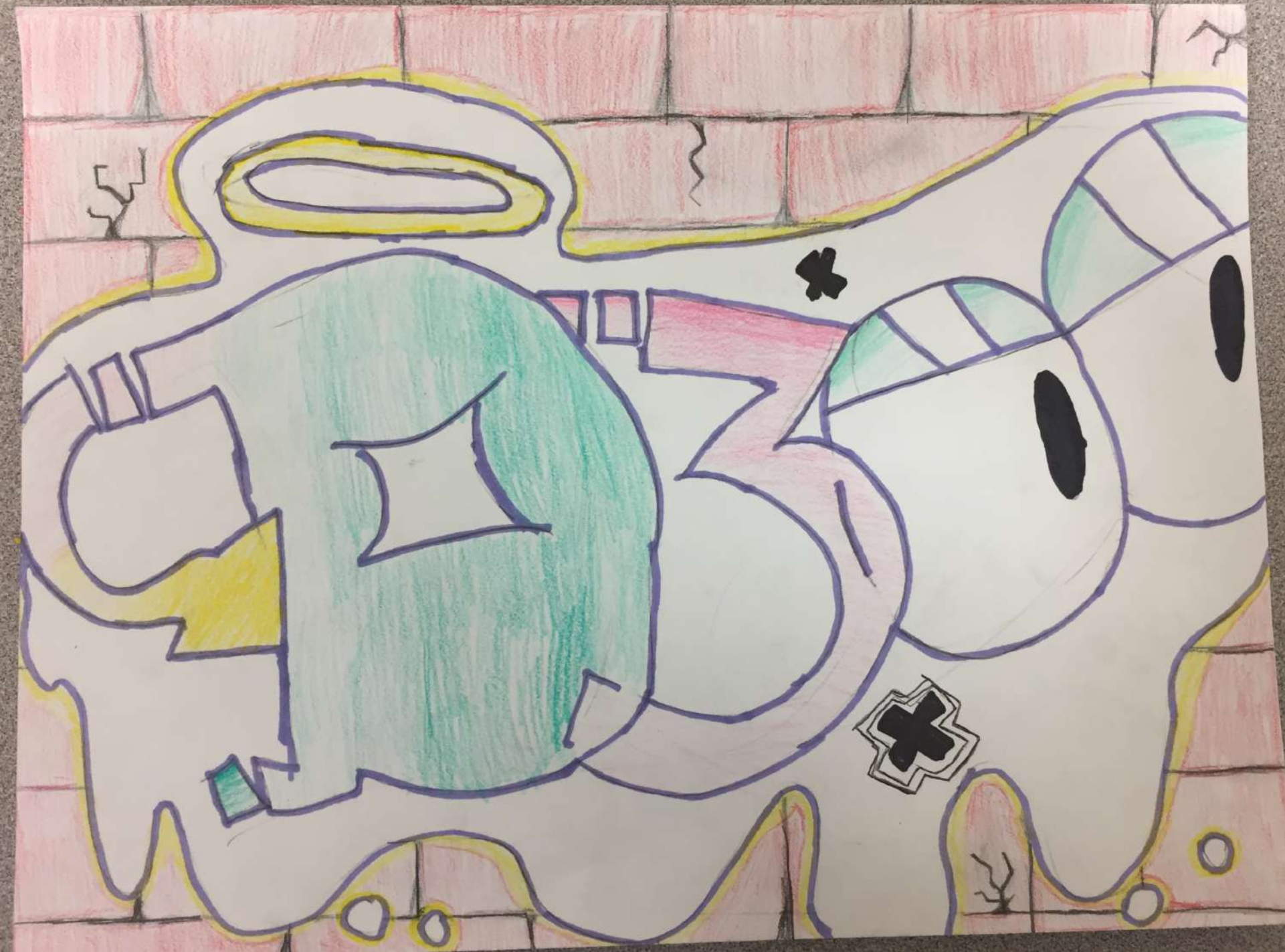
• 2000 • 2.10.10 • 10.10.10 •

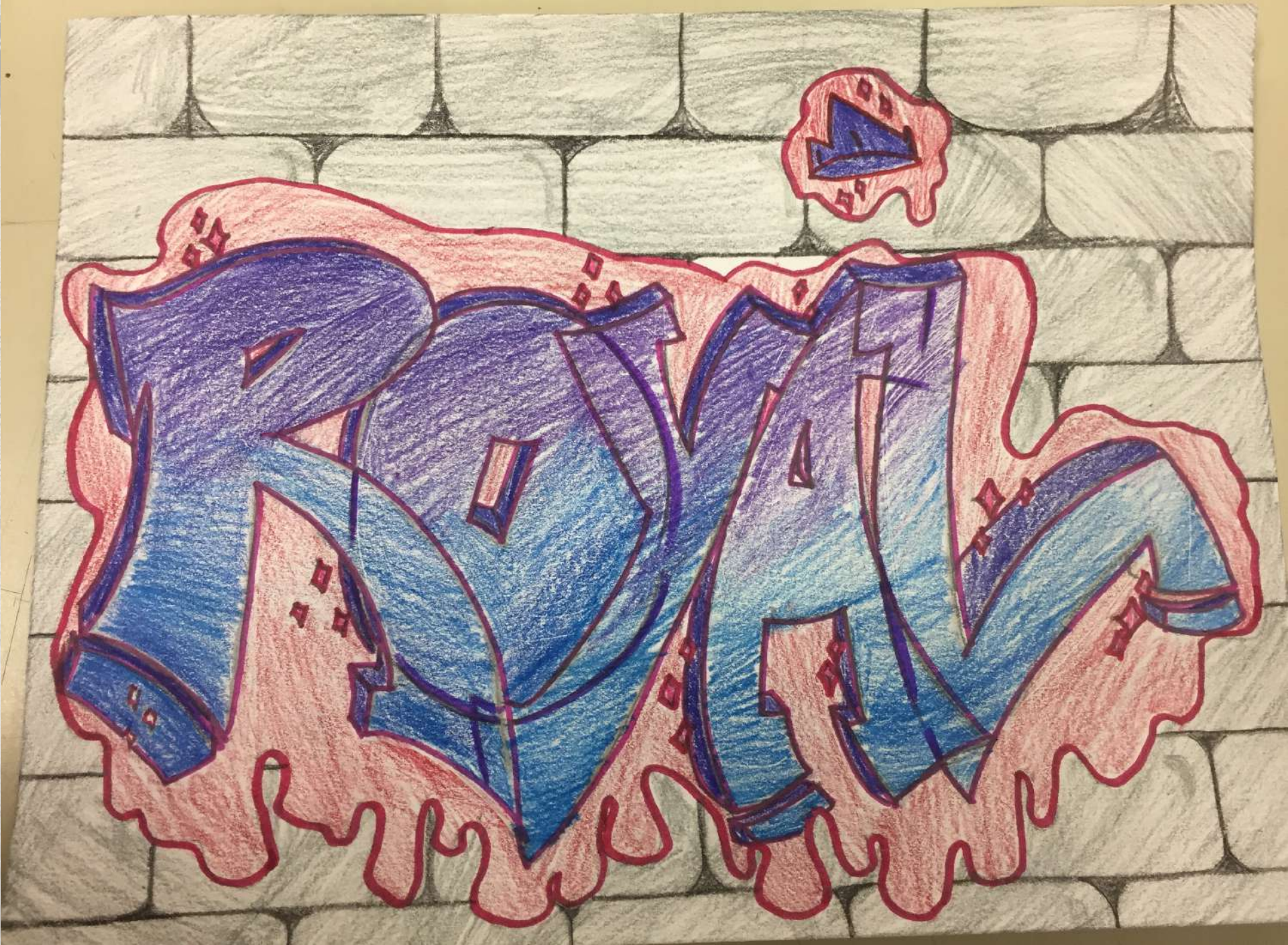
• 2011 •











# Check for Understanding

Directions: Use the word banks to write a sentence that explains the difference between a tag and a piece.

## Tag

Simple, One Color,  
Fast, Signature, Basic,  
Logo

## Piece

Complex, Many Colors,  
Finished, More Time,  
Elements,  
Components, Artwork



# Scholarly Shareouts

## The Scholarly Way

1. Track
2. Listen
3. Complete sentences
4. College voice

“A tag is...”

“A piece is...”



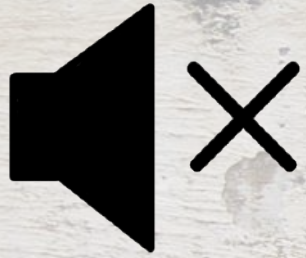
# Directions

Use the whole page to sketch your piece, using your rubric as a guide.



Examples of finished pieces

# Do Now



Level 0

- LT: “I CAN use color pencil techniques to create color gradients.”
- **Use your pencil to shade the box from dark to light.**





# Agenda for Mon, Apr 1<sup>st</sup>

1. Do Now – Gradient w/ Pencil
2. Launch – Color Pencil Techniques
3. Explore – Try the techniques
4. Exit Ticket – Use a gradient



# Learning Target

I CAN use color pencil techniques to  
create color gradients.







# Colored Pencil Techniques

1. Level 0 – no talking or disruptive noises
2. Active Listener – follow along with demo
3. No blurting out, use college hand

<https://youtu.be/p73ii5pKz78>

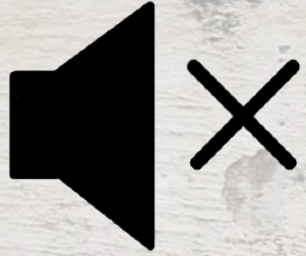


# Exit Ticket – Gradients

Color the word with a gradient.

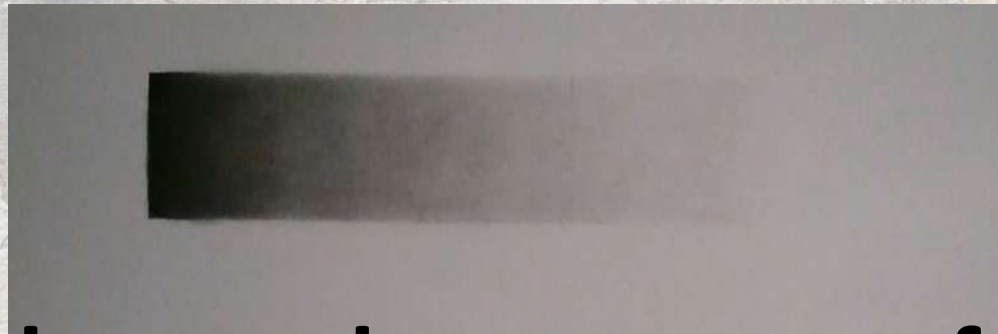


# Do Now



Level 0

- LT: “I CAN create a graffiti PIECE using elements, advanced components, and color pencil techniques.”
- **Practice a gradient with your pencil (or color pencil if you have your own).**



- **Hint: change the pressure of the pencil**



# Agenda For Thurs, Dec 6th

Do Now - Practice gradient

Launch - Next steps (Sharpie and color)

Explore - Finish drawing, add Sharpie, color

Exit Ticket - Glow & Grow



# Learning Target

I CAN create a graffiti PIECE using elements, advanced components, and color pencil techniques.



# To Get a Sharpie:

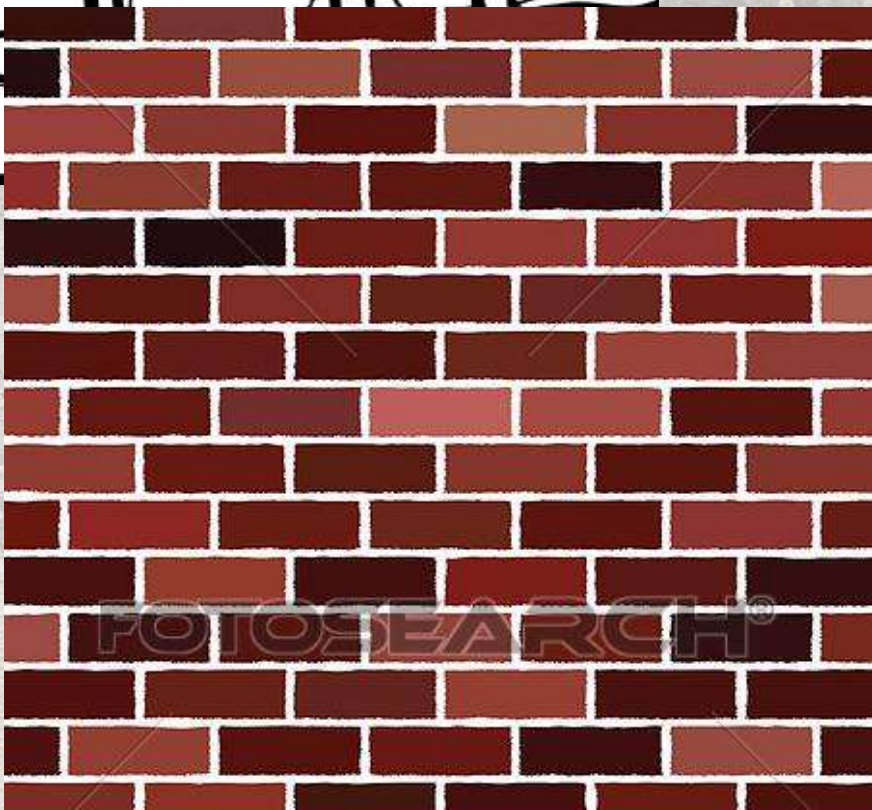
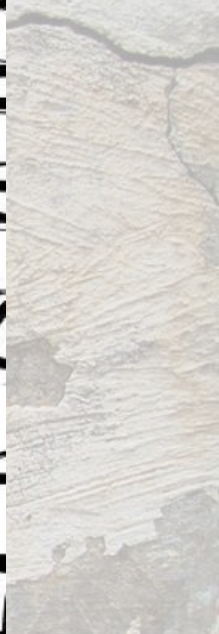
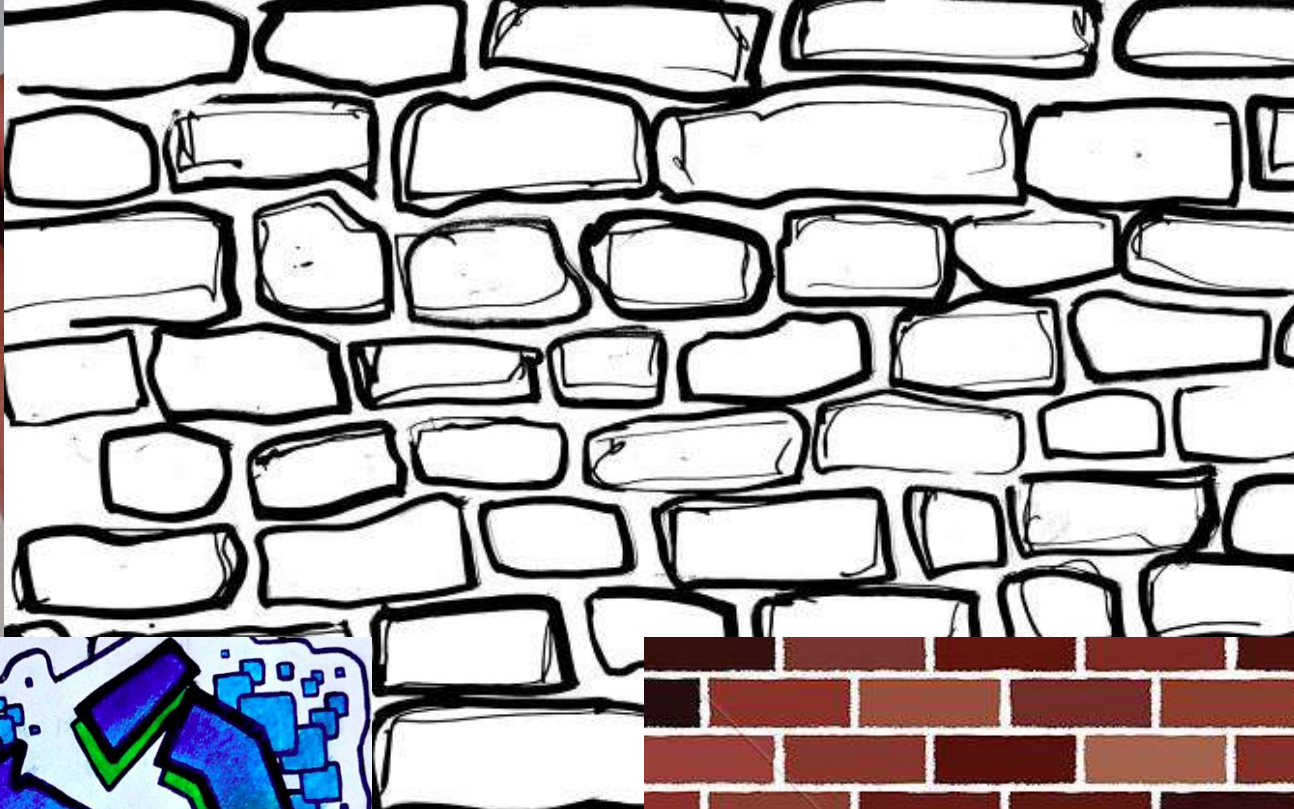
- Draw your piece, using 6 graffiti extras (3-D, drips, outline, symbols, flourishes, arrows, bits, extensions, overlaps, serifs, connections).
  - Erase guidelines
1. Sharpie only the outlines and shadows.
  2. Color pencil gradient in the letters



# To Get a Sharpie:

- Draw your piece according to the rubric.
  - Add a STROKE
  - Add bricks
1. Sharpie only the outlines and shadows.





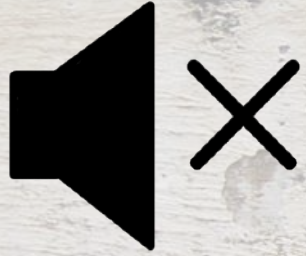


# Exit Ticket – Glow and Grow

Tell your partner at your table one thing that is **nice about their work** (a glow) and one thing they could **add or improve** (a grow).

Example: “Add a bit here.” OR “The arrow you added on the letter is successful.”

# Do Now



Level 0

- LT: “I CAN incorporate a background into my graffiti piece.”
- **Which background do you like the best? Why?**





# Agenda for Mon, Dec 10<sup>th</sup>

Do Now - Which do you like the best?

Launch - Demo brick

Explore - Add background

Exit Ticket - Glow & Grow



# Learning Target

I CAN incorporate a  
background into my graffiti  
piece.

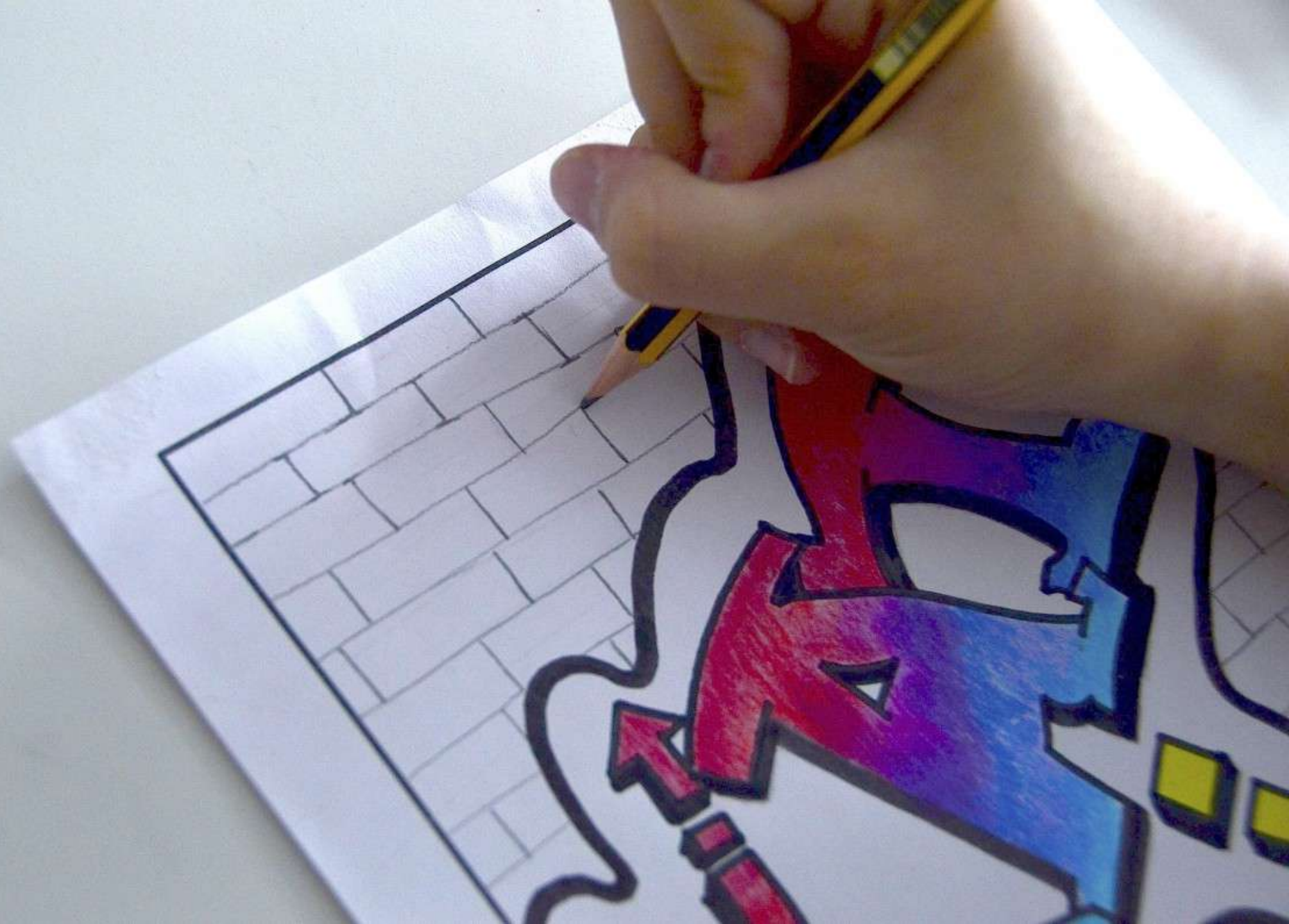
and

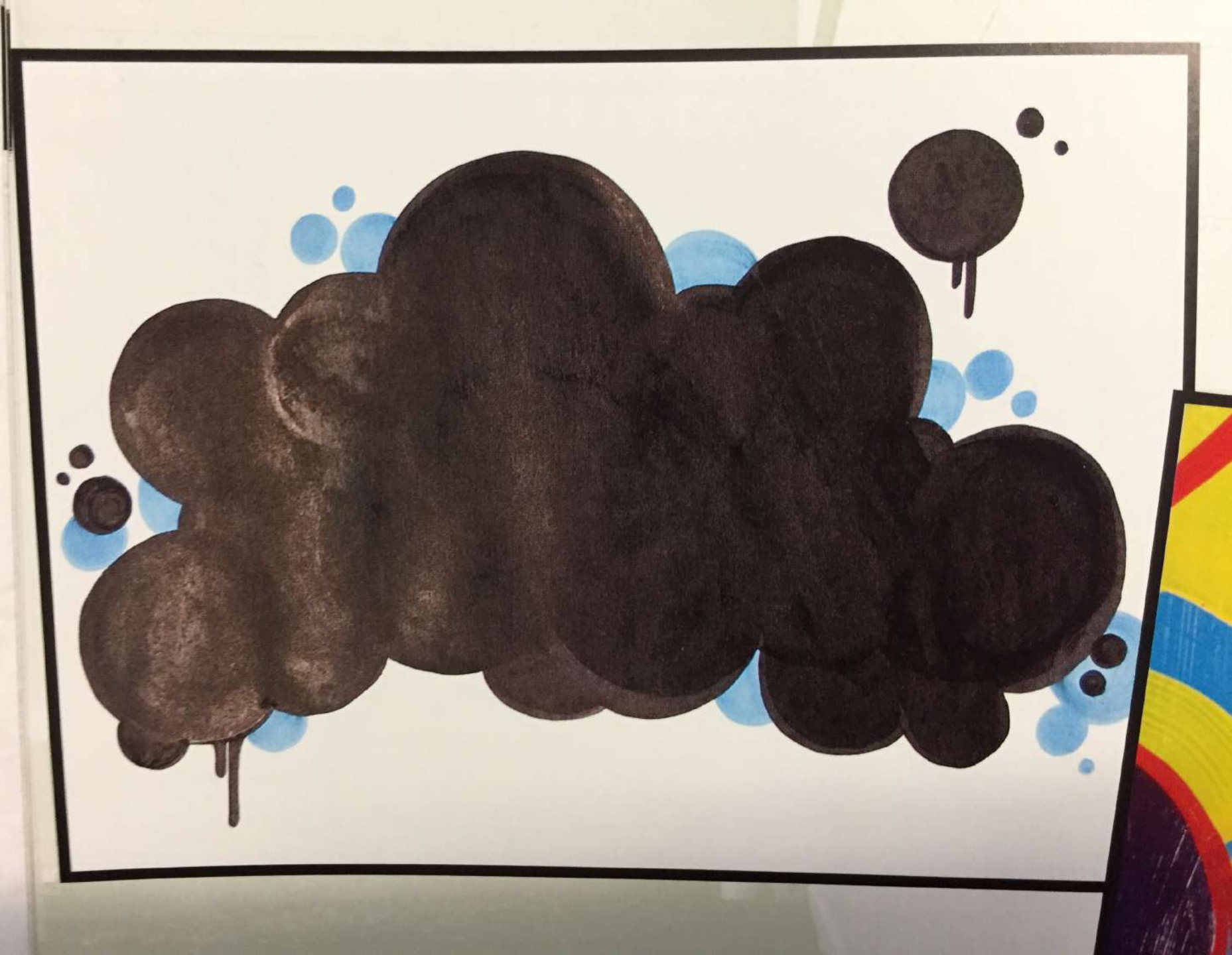
bring  
ks sym-  
or earth  
Add  
ighlights















## Skyline

Another classic background, and relatively simple to do, is a panoramic view of the city skyline. (The orange ones peeking out

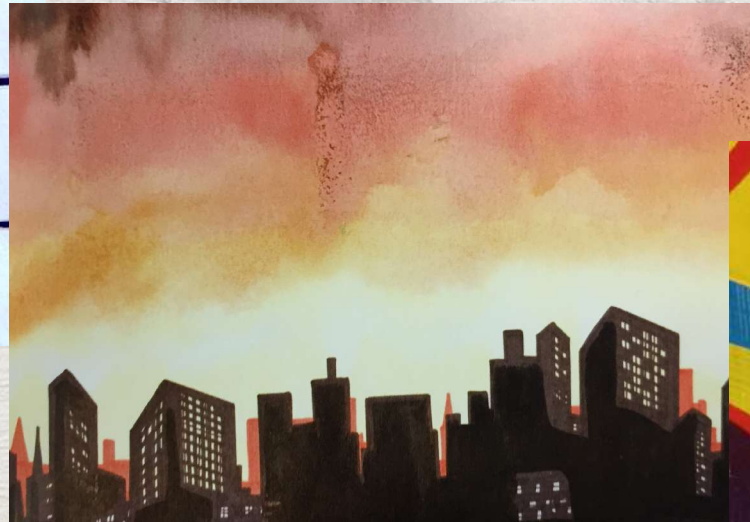
Br

The  
wal  
Bre  
mat



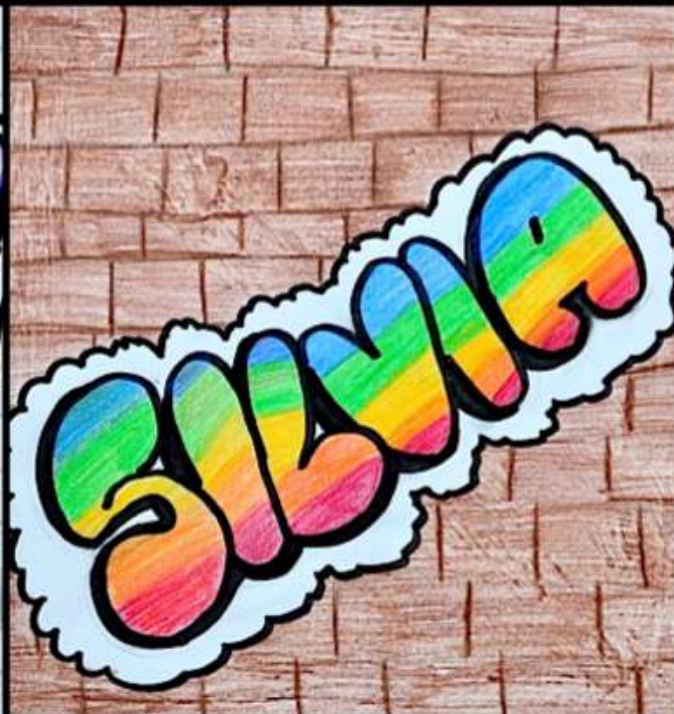


Add background. It can be brick or another option.

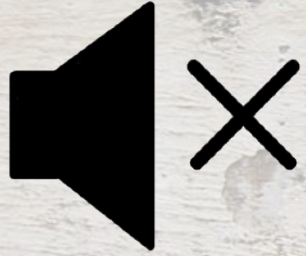








# Do Now



Level 0

- LT: “I CAN create a graffiti PIECE using elements, advanced components, and color pencil techniques.”
- What steps do you have left?



# Agenda For Tues, Dec 11<sup>th</sup>

Do Now - Which steps do you have left?

Launch - Work Expectations

Explore - Finish most of project.

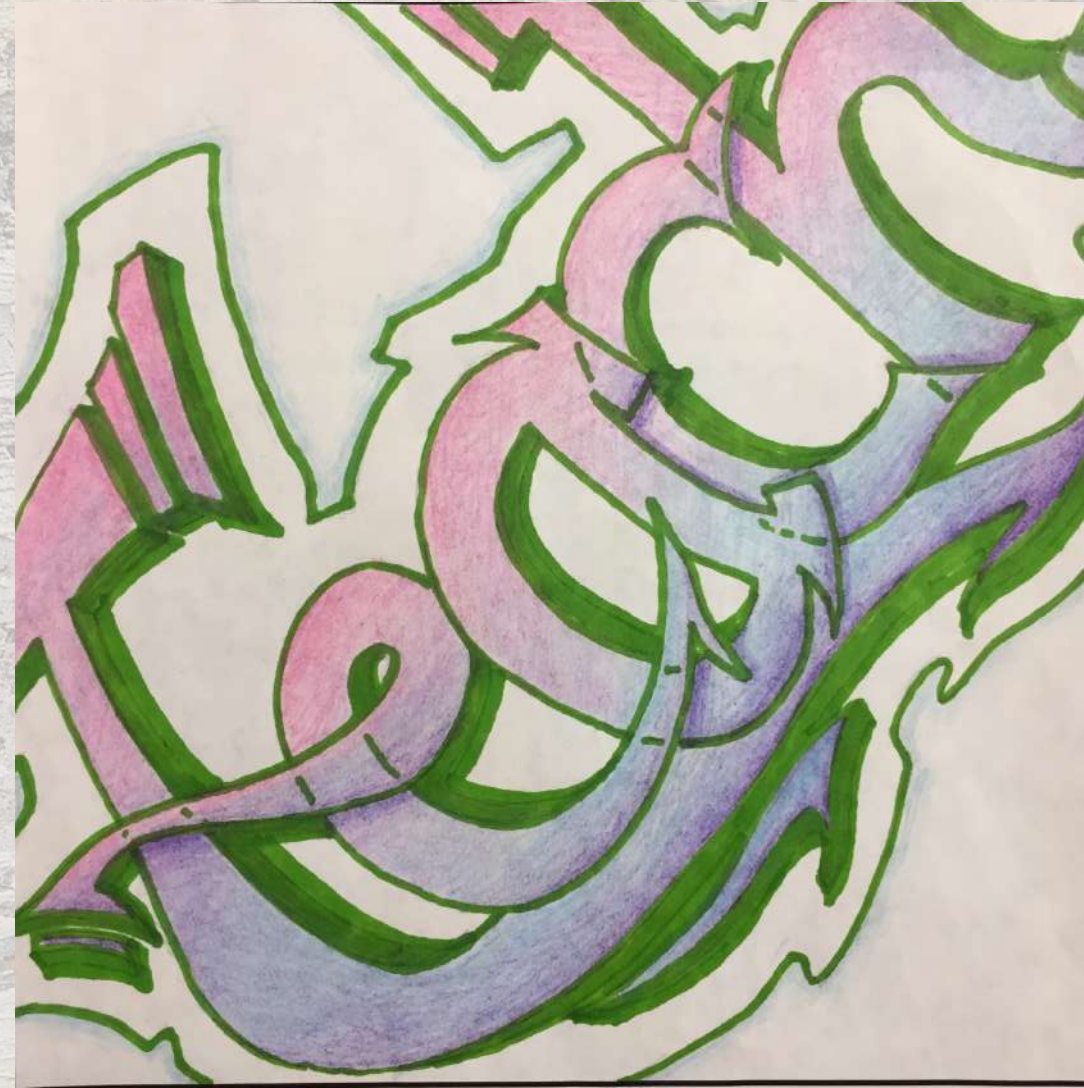
Exit Ticket - N/A



# Learning Target

I CAN create a graffiti PIECE using elements, advanced components, and color pencil techniques.

# Add details inside.



# Use color gradients.

# Directions

1. Draw your piece, using 6 graffiti extras (3-D, drips, outline, symbols, flourishes, arrows, bits, extensions, overlaps, serifs, connections).
2. Erase guidelines
3. Sharpie only the outlines and shadows.
4. Color pencil gradient in the letters

