

Unit Planning Tool

Unit Overview			
Unit Title	Graffiti Art	Duration	4-5 Weeks
		Quarter	2

Stage 1: Identify Desired Results 1). Take standards from the TN Visual Arts Standards. 2) Unpack the standards into Unit			
Standard # and Standard	Partial/Full Standard Being Taught	If partial, when will it be complete?	Unit Learning Targets: "I can..." statement(s)
1.1 Demonstrate an understanding of the application of current media, techniques, technologies, and processes.	Full	n/a	
1.2 Demonstrate an understanding of the safe and responsible use of art media and tools.	Full	n/a	
1.4 Reflect on the qualities and characteristics of a variety of media.	Full	n/a	
2.1 Demonstrate an understanding of the elements of art and the principles of design.	Partial	8th Grade	

2.2 Demonstrate critical thinking skills in addressing visual arts assignments.	Full	n/a	
2.3 Demonstrate an understanding of various sensory and expressive qualities in a work of art.	Full	n/a	
2.5 Reflect on the effective use of organizational components (structures) and expressive qualities (functions) to communicate ideas in works of art.	Full	n/a	
3.1 Recognize and use subject matter, themes, and symbols in works of art.	Partial	8th Grade	
3.2 Demonstrate knowledge of contexts, values, and aesthetics that communicate intended meanings in artworks.	Partial	8th Grade	
3.3 Reflect on the effective use of subject matter, symbols, and ideas.	Full	n/a	
5.3 Compare and contrast one's artwork with the artwork of others.	Partial	8th Grade	
5.4 Understand the strategies involved in a successful critique.	Partial	8th Grade	

Essential Questions: What questions will guide this unit and focus learning and thinking?

What is the difference between graffiti art and vandalism?
How did graffiti emerge as an art style?
What historical and cultural influences led to graffiti art?
How has graffiti art changed over time?
What are the social, political, cultural, and artistic functions of graffiti art?
How can I express my ideas through the style of graffiti art?

Stage 2: Assessment

Summative Assessment: Write the final unit exam that assesses all standards. Give a description of this assessment in the space below. If using Engage/CPM unit assessment, note below any changes or adjustments to the assessment (if any). Otherwise place assessment link below. **Include assessment title, date, and standards.**

- Graffiti Shoe Mid-Unit Artwork
- Graffiti Piece Art Project
- Artist Reflection Statement

Unit Vocabulary

*Remember to include both new terms and cumulative review

Graffiti
Tag
Piece
Crew
Arrows
Symbols
Flourishes
Letter Text
Bubble Style
Block Style

Wildstyle
3-D
Glow
Outline
Color
Line
Shape
Space

Performance Tasks

Determine product criteria and develop a rubric to evaluate student understanding.

- [Exit Ticket - History Quiz](#)
- [Mid-Unit Assessment - Graffiti Shoe Design](#)
- [Graffiti Piece Artwork](#)
- Artist Reflection Statement

Common Misunderstandings

Anticipate potential misunderstanding and incorporate this information in your lesson p

Misconception	Clarification
Tag v. Piece	A tag is simple, usually one color, made very fast, and is usually illegal. A piece is short for "Masterpiece," so it is a well thought out artwork that has more elements of graffiti style. The hallmark of a piece is the use of a color gradient. And, well, yeah, most of it is illegal done too, but it's more socially accepted because of the artistry involved.
Illegal v. Legal Graffiti Art	Many students think that all graffiti is illegal. I will should counter-

	examples of legal graffiti and legal street art.
Graffiti v. Graffiti Art v. Street Art (and all the grey between)	Graffiti is generally considered illegal and primarily consists of letter tags. Street Art falls under illegal graffiti, but is predominantly images with minimal or no text. Graffiti Art is generally produced legally or without permanent damage.
Crew v. Gang	A crew is a small group of artists who make art together, but are absolutely NOT gang related. Crews generally respect the work of other crews and do not destroy or paint over it, whereas gang-related graffiti usually only consists of crude tags for marking purposes.

Connection to Big Rocks How do this year's Academic Big Rocks tie into your unit planning? (Give 2-3 examples for each)		
Literacy Focus	Recapturing of Instructional and Engagement Time	Data Driven Decisions and Practices
TSW view videos on TAKI 183 and answer discussion questions. TSW create a timeline that shows how graffiti developed from ancient cultures to now. TSW create NewsELA articles on Graffiti in	Do Now Procedures: TSW enter the room and begin writing the LT within 30 seconds of teacher finishing threshold. Teacher will positively narrate scholars who start immediately and give a 20 second countdown for those who do not	Teacher will visually assess scholar mastery of requisite skills for project. Anticipated Decisions Live Practices

<p>other cultures and answer discussion questions.</p> <p>TSW write an artist reflection statement in which they show understanding of unit concepts and reflect on the success of their work.</p>	<p>start immediately.</p> <p>Helper Jobs: Teacher assigns helper jobs that rotate each week.</p> <p>Clean Up: Teacher uses consistent clean up routines to maintain urgency and efficiency. Scholars have 10 seconds to stack papers at their table, nearest to the center aisle for efficient pick up. Teacher models and positively narrates organizational skills throughout class so that all materials are returned to the table basket in a timely manner, and so there are no big messes to deal with at clean up time.</p>	
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Reflections to Capture for the Future

**to be completed after teaching unit*

What would I do differently if I were to teach this again? Where do I need to go from here?

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Date: 11-13 Standard(s):	Date: 11-14 Standard(s):	Date: 11-15 Standard(s):	Date: 11-16 Standard(s):	Date: 11-17 Standard(s):
<p>Learning Target(s): I CAN identify the role of graffiti throughout history and cultures by recording notes and taking a quiz.</p> <p>Do Now: TSW write their LT. TSW respond to the question, “Which one is graffiti?” They will use the sentence starter, “The one on the (left/right) is graffiti because...” TSW share out whole group. (7 min)</p> <p>Launch: TTW show the art projects scholars will create as part of the unit. TTW show a PPT on graffiti. (30 min)</p> <p>Explore: TSW complete their guided notes, writing down the words that are bolded on the</p>	<p>Learning Target(s): I CAN explain the role of graffiti throughout history and cultures by creating a timeline.</p> <p>Do Now: TSW write their LT. TSW respond to the question, “Why have people in history created graffiti?” TSW share out in whole group setting. Possible answers: “...to make their mark. ...to make a political or personal statement. ...to insult someone. ...to express themselves.” (7 min)</p> <p>Launch: TTW give directions for creating timeline and begin timeline with scholars. (10 min)</p> <p>Explore: TSW create the rest of the timeline with a partner, using</p>	<p>Learning Target(s): I CAN explain the importance of Taki 183 in the history of tagging by answering questions.</p> <p>Do Now: TSW write their LT. TSW respond to the prompt, “ Give an example of ILLEGAL graffiti.” TSW share out in whole group. Possible answers: “Spray paint on a train/building. Gang signs.” (7 min)</p> <p>Launch: TTW introduce TAKI 183 and the beginning of contemporary graffiti. TTW show a video interview with TAKI 183. (30 min)</p> <p>Explore: TSW take guided notes and answer discussion</p>	<p>Learning Target(s): I can use the elements of a graffiti tag to draw my tag.</p> <p>Do Now: TSW write their LT. TSW respond to the prompt, “Brainstorm 5 tags (names) for yourself.” On the board will be the following requirements: 4-6 letters , can use #s, avoid X&Z, be creative with spelling. TSW share out at their table. (7 min)</p> <p>Launch: TTW introduce the 4 elements of a tag: letter text, symbols, letters, flourishes. TSW take notes and draw examples of each element. (20 min)</p> <p>Explore: TSW draw</p>	<p>Learning Target(s): I CAN draw a variety of letter text styles by practicing the steps.</p> <p>Do Now: TSW write their LT. TSW respond to the prompt, “Draw you tag 10 times” by drawing on lined paper.</p> <p>Launch: TTW do an overview of the main letter text styles, which are bubble, block, and wildstyle. TTW do a step-by-step demonstration of bubble letters while scholars follow along on white boards. (15 min)</p> <p>Explore: TSW independently practice their tag in bubble letter style, then draw it on paper. (15 min)</p>

<p>board.</p> <p>Summary: TTW review the main idea and focus for the graffiti unit in the PPT. (3 min)</p> <p>Application: TSW complete an Exit Ticket quiz. (5 min)</p>	<p>the clues in each picture/description to figure out where it goes. (20 min)</p> <p>Summary: TTW review the finished timeline with the whole group.</p> <p>Application: TSW independently answer questions, using the timeline to find the answers.</p>	<p>questions.</p> <p>Summary: TSW answer the question, “Why is TAKI 183 an important figure in the history of tagging and graffiti?” and share out in whole group. (3 min)</p> <p>Application: TSW complete exit ticket question, “Why is TAKI 183 an important figure in the history of tagging?”</p>	<p>their tag and incorporate letter text and one of the other three elements. (15 min)</p> <p>Summary: As an exit ticket, TSW draw their tag. (5 min)</p> <p>Application: By the end of class, TSW have successfully drawn their tag using letter text and another element.</p>	<p>Summary: TSW share out their finished bubble letter tag at their table. (3 min)</p> <p>Application: By the end of class, TSW have drawn their tag in bubble letters.</p>
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Date: 11-20 Standard(s):	Date: 11-21 Standard(s):	Date: Standard(s):	Date: Standard(s):	Date: Standard(s):
<p>Learning Target(s): I CAN draw a variety of letter text styles by practicing the steps.</p> <p>Do Now: TSW write their LT. TSW draw in response to the prompt, "Practice drawing these expressive arrows." (5 min)</p> <p>Launch: TTW demonstrate square letters first one step at a time, while scholars follow along completing the same step with the teacher. Teacher allows between 15-30 seconds after completing step for scholars to complete the step.. Once square letters are mastered, TTW show how to make them into block letters. (20 min)</p>	<p>Learning Target(s): I CAN draw a variety of letter text styles by practicing the steps.</p> <p>Do Now: TSW write their LT. TSW draw in response to the prompt, "Practice drawing these symbols." (5 min)</p> <p>Launch: TTW demonstrate how to add a 3-D drop shadow to letters, while scholars follow along on white boards. (15 min)</p> <p>Explore: TSW practice adding shadows on their own. (15 min)</p> <p>Summary: TSW add a shadow to the block tag they drew on the previous day. (7 min)</p> <p>Application: By the end</p>	No School	No School	No School

<p>Explore: TSW practice square and block letters on their own. (10 min)</p> <p>Summary: TSW draw their tag in block letters to turn in. (5 min)</p> <p>Application: By the end of class, TSW have drawn their tag in both square and block letters.</p>	<p>of class, TSW have drawn a shadow on their block tag to make it appear 3-D.</p>			
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Date: 11-27 Standard(s):	Date: 11-28 Standard(s):	Date: 11-29 Standard(s):	Date: 11-30 Standard(s):	Date: 12-01 Standard(s):
<p>Learning Target(s): I CAN draw a variety of letter text styles by practicing the steps.</p> <p>Do Now: TSW write their LT. TSW draw in response to the prompt, "Draw your tag using most of a page." TTW emphasize that draw the tag letters expressive is the first step in learning to draw Wildstyle. (5 min)</p> <p>Launch: TTW demonstrate how to draw wildstyle letters, while scholars follow along on white boards. First, TTW demonstrate how to create a single wildstyle letter and then a full tag. (15 min)</p> <p>Explore: TSW draw their tag in wildstyle and add a 3-D shadow</p>	<p>Learning Target(s): I CAN design a shoe using the elements of graffiti.</p> <p>Do Now: TSW write their LT. TSW respond to the prompt, "If you could have any shoes in the world, what would they be and what color would they be? TSW share out in whole group setting. (7 min)</p> <p>Launch: TTW show examples of shoes designed in the graffiti style. TTW go over the rubric for the shoe project, which is a mid-unit assessment. TTW show counter-examples to demonstrate what NOT to do. (10 min)</p> <p>Explore: TSW draw</p>	<p>Learning Target(s): I CAN design a shoe using the elements of graffiti.</p> <p>Do Now: TSW write their LT. TSW respond to the prompt, "List 3-4 colors to use in your shoe design." (7 min)</p> <p>Launch: TTW show examples of careful coloring and do a quick review demo of the coloring process (outline the area to be colored, fill in one direction). (7 min)</p> <p>Explore: TSW finish drawing in pencil, then get approval from Mrs. Orgain to start color. TTW check to make sure at least 2 elements of graffiti have been used in the design, and that the</p>	<p>Learning Target(s): I CAN design a shoe using the elements of graffiti.</p> <p>Do Now: TSW write their LT. TSW respond to the prompt, "Why are we using only 3-4 colors in our designs?" Possible answers: "...so the design does not look like rainbow barf. ...so it looks more like a design.if you were making these for real, it would cost too much to have so many different colors." (7 min)</p> <p>Launch: TSW show a few examples of the shoe project and set expectations for how much work should be completed today. (5 min)</p>	<p>Learning Target(s): I CAN design a shoe using the elements of graffiti.</p> <p>Do Now: TSW write their LT. TSW respond to the prompt, "How successful do you think your shoe design is? How could it have been better?" TSW share out in whole group. (7 min)</p> <p>Launch: TTW give directions for early finishers. If scholars finish early, they can cut out their shoe and glue it to a piece of construction paper of their choice for display. TTW give expectations for work time, which is to be 100% finished with project by the end of class. (8 min)</p> <p>Explore: TSW finish</p>

<p>is time allows. (15 min)</p> <p>Summary: TSW add finishing details and arrows, flourishes, or symbols to finish their wildstyle tag. (7 min)</p> <p>Application: By the end of class, TSW have drawn their tag in wildstyle.</p>	<p>their design in pencil, using light lines. TSW incorporate 2-3 elements of graffiti, such as letter text, symbols, flourishes, and arrows. (25 min)</p> <p>Summary: TSW give feedback to their table mates, telling them one glow and one grow. (5 min)</p> <p>Application: By the end of class, TSW have drawn 75-100% of their shoe design in pencil.</p>	<p>design is large enough. TTW targeted feedback if the scholar needs to make improvements. TSW begin to add color.</p> <p>Summary: TSW write the color names they used on their paper and color an example, so they can remember what they used for the next day.</p> <p>Application: By the end of class, TSW have drawn their design 100% and moved onto color.</p>	<p>Explore: TSW continue to color their shoe very carefully. (30 min)</p> <p>Summary: TSW give a glow and a grow for their tablemate's projects. (7 min)</p> <p>Application: By the end of class, TSW have colored 75-80% of their project.</p>	<p>coloring their design, then cut it out and glue it to construction paper if time allows. (30 min)</p> <p>Summary: TSW clean up and turn in assignment. (3 min)</p> <p>Application: By the end of class, project is 100% finished, and some projects are glued to construction paper.</p>
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Date: 12-04 Standard(s):	Date: 12-05 Standard(s):	Date: 12-06 Standard(s):	Date: 12-07 Standard(s):	Date: 12-08 Standard(s):
<p>Learning Target(s): I CAN create a more interesting tag by incorporating the advanced components of graffiti.</p> <p>Do Now: TSW write their LT. TSW draw in response to the prompt, “Which is better? Why?” The two pictures are of a full piece and a simple tag. Possible answers: “The top [piece] is better because it has more details, it’s using block letters, it has color, it has a 3-D shadow, all these things make it more interesting, etc.” (7 min)</p> <p>Launch: TTW will preview the 6 advanced components in Ppt. TTW demonstrate how to</p>	<p>Learning Target(s): I CAN use guidelines to draw my tag in different layouts.</p> <p>Do Now: TSW write their LT. TSW respond to the prompt, “What are guidelines, and how do they help you draw?” TSW share out in whole group. Possible answers: “Guidelines are light lines that help you know where to put stuff in the drawing.” (7 min)</p> <p>Launch: TTW demonstrate step by step how to use guidelines, while TSW complete each step on their individual white board. (25 min)</p> <p>Explore: TSW complete the steps for each</p>	<p>Learning Target(s): I CAN layout and draw a piece using elements and advanced components of graffiti.</p> <p>Do Now: TSW write their LT. TSW draw in response to the prompt, “What layout will you use to draw your piece? Sketch it out.” (7 min)</p> <p>Launch: TTW do a short demo on how to draw lightly to get started on the final project. TTW demo drawing the gridlines lightly, the base letters lightly, and all the steps lightly to be able to erase. (8 min)</p> <p>Explore: TSW begin drawing their final piece, using light lines. TSW draw out the</p>	<p>Learning Target(s): I CAN use color pencil techniques to create a color gradient.</p> <p>Do Now: TSW write their LT. TSW respond to the prompt, “What is a color gradient?” Possible answers: “It’s where the color changes. It’s where it goes from one color to another. It’s where a color goes from light to dark. (7 min)</p> <p>Launch: TTW show a video on color pencil techniques, pausing after each technique to demonstrate on anchor chart paper. TSW attempt each color pencil technique on their own paper. (20 min)</p> <p>Explore: TSW color a</p>	<p>Learning Target(s): I CAN create a piece using advanced graffiti components and color pencil blending techniques.</p> <p>Do Now: TSW write their LT. TSW complete the Do Now prompt, “Find the colors you need to create a gradient for your piece and create a small gradient to test the colors. Write the color names down.” (7 min)</p> <p>Launch: TTW demonstrate how to use a Sharpie to outline the finished letters. TTW review how to add the gradient in the letters. (8 min)</p> <p>Explore: TSW finish their drawing, if needed. TSW select a</p>

<p>draw each component on the whiteboard, while scholars follow along and complete each step. (25 min)</p> <p>Explore: TSW draw each component, following the demo steps of the teacher.</p> <p>Summary: TSW draw their draw using 2-3 components in an exit ticket, and also list the components they used. (10 min)</p> <p>Application: By the end of class, TSW have completed exit ticket drawing.</p>	<p>layout with the teacher.</p> <p>Summary: TSW draw their tag in the layout of their choice and fully flesh it out into the letter style of their choice.</p> <p>Application: By the end of class, TSW have tried multiple layouts and drawn their tag in the layout of their choice.</p>	<p>guidelines, then follow the steps for the letter style of their choice. TSW add advanced components to make their piece more complex. (25 min)</p> <p>Summary: TSW give a glow and a grow to their partner. (3 min)</p> <p>Application: By the end of class, TSW have drawn their piece in pencil and erased their unnecessary lines.</p>	<p>small flower using a color gradient. (10 min)</p> <p>Summary: TSW answer the question, “What colors do you want to use in your piece to create a gradient?” (5 min)</p> <p>Application: By the end of class, TSW be able to blend colors together to create a gradient.</p>	<p>Sharpie color for their outline and use it on their piece. TSW return their Sharpie, and begin coloring their piece with a color pencil gradient. (25 min)</p> <p>Summary: TSW give a glow and a grow to their partner. (3 min)</p> <p>Application: By the end of class, all scholars will be done with Sharpie and have started coloring.</p>
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Date: 12-11 Standard(s):	Date: 12-12 Standard(s):	Date: 12-13 Standard(s):	Date: 12-14 Standard(s):	Date: 12-15 Standard(s):
<p>Learning Target(s): I CAN create a piece using advanced graffiti components and color pencil blending techniques.</p> <p>Do Now: TSW write their LT. TSW respond to the prompt, “Which background do you like and why?” This is just an opinion question to get their brains thinking about background. In the Ppt will be a brick background, a patterned background, and a splatter background. TSW share out in whole group. (7 min)</p> <p>Launch: TTW demonstrate how to create the various backgrounds, such as brick. TSW follow along</p>	<p>Learning Target(s): I CAN create a piece using advanced graffiti components and color pencil blending techniques.</p> <p>Do Now: TSW write their LT. TSW respond to the prompt, “Make a list of what you need to finish in your project, i.e. color the background, finish my gradient, etc.” TSW share out in whole group. (7 min)</p> <p>Launch: TTW set expectations for work to be completed and encouraged scholars to use their Do Now as a checklist. TTW show examples of finished work. (7 min)</p> <p>Explore: TSW continue working on their</p>	<p>Learning Target(s): I CAN create a piece using advanced graffiti components and color pencil blending techniques.</p> <p>Do Now: TSW write their LT. TSW get their materials. (3 min)</p> <p>Launch: TTW tell the class that this is the last work day, and they need to finish their projects. (3 min)</p> <p>Explore: TSW finish their projects. (40 min)</p> <p>Summary: N/A Last work day.</p> <p>Application: By the end of class, ALL scholars will be finished with their project.</p>	NO CLASSES	NO SCHOOL

<p>on their visual notes handout.</p> <p>Explore: TSW add a background to their graffiti piece, using one they did with the teacher or coming up with their own idea. (25 min)</p> <p>Summary: TSW give a glow and a grow to their partner. (3 min)</p> <p>Application: By the end of class, TSW have started their background and completed the drawing portion.</p>	<p>project. TTW circulate to motivate and give targeted feedback. (30 min)</p> <p>Summary: TSW tell their partner what they need to finish. (3 min)</p> <p>Application: By the end of class, TSW be 80% finished with project.</p>			
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