Graffiti Master—“PIECE”: Elements of Art & Principles of Design

I. INTRODUCTORY INFORMATION

- **Grade Level:** 9-12th grade, Intro to Art
- **Class Size:** 20-30 students
- **Length of Class Period:** One Hour
- **Number of Classes:** Five Classes

**Lesson Topic:** This lesson is an exploration of graffiti as an art form. Students will learn about the recent history and developments within the field of Graffiti art, and the motivation that leads Graffiti artists to write their “tag” or “piece”. Through learning about the 3 components (1. Letters, 2. Icon or Character, and 3. Background) that make up a “piece”, students are introduced to some of the basic elements of art and principles of design. They will explore how these basic elements of art & design have been used and altered by various Graffiti artists through the creation of their own Graffiti “Piece”. Students will be challenged to apply the art and technique of Graffiti within their own “piece” in order to create a complete “PIECE” composition. Their final “PIECE” will be an original design, depicting their name, and representing their personality, while incorporating the elements of art and design within their technique.

**Relationship of Lesson to Curriculum:** This is an introductory lesson that is intended to be used at the start of a new semester. It is ideal for the first day of classes because it helps the teacher learn students’ names and the different levels of artistic ability and drawing experience that each student has had prior to the introductory art course. Additionally, the teacher will be able to learn more about the student’s personality as they brainstorm symbols/designs and other ways of representing themselves. Future lessons will be a more in-depth exploration of the elements of art and principles of design that this art lesson introduces. Also, the concept of artistic intent and the importance of originality in the final design is a common theme that will be built upon throughout the rest of the semester.

**Possible extensions to this unit would be to:**
- Create a class mural/community mural with a local graffiti artist.
- Research an artist that has influences in graffiti or public art. Then create an artwork in their style.
- Create a graffiti MANTRA master-piece. Apply Graffiti Art Techniques learned to designing a positive word of inspiration.

**Enduring Understandings**  
*The Student will understand that…*
- Graffiti is considered an art form by many artists, art critics, and art historians.
  - Graffiti Art can be a visual recording, illustrating the concerns and issues of the community in tangible ways that the usual news channels might not focus upon.
- Artists can graphically communicate their own identity and message through images, words, messages and writings.
  - Graffiti Artists can connect to where they are from and to their community through their graffiti artworks.
- The city is a gathering place where people can exchange ideas and develop their art.
II. ESSENTIAL QUESTIONS
• How is Graffiti a form of art? How is Graffiti vandalism?
• What inspired Graffiti art and when did it first begin to appear?
• Why are people who make Graffiti considered to be “artists”?
• What are the essential components of a “piece”? How can Graffiti “Piece” incorporate the basic elements of art and principles of design, while representing the artist’s own identity and message?

III. LEARNING OBJECTIVES
• Students will discuss environmental, historical and social factors that influence Graffiti artists and their work.
• Students will reflect upon how artists’ views about visual art have changed to now accept Graffiti as an art form.
• Students will develop an understanding of the basic elements of visual art and principles of design, while learning creative lettering and Graffiti techniques.
• Students will incorporate the principles of design in their Graffiti Name “Tag”.
• Students will design an original tag that is representative of self.
• Students will create a Graffiti-style “Tag” of their name that includes a background and character or symbol that represents their identity.
• Students will demonstrate a tolerance for diversity of ideas, artistic style and respect informed opinions that differ from their own.
• Students will reveal their insight and newly-gained knowledge about Graffiti while presenting their own work and participating in critiques of their classmates’ artwork.
• Students will understand the functions of visual art and examine how it mirrors and influences society and individuals.
• Students will continue to develop an understanding of the work of various artists and the context in which their art was created.
• Students will demonstrate critical thought and support interpretations and opinions when responding to visual art.

IV. ASSESSMENT / PERFORMANCE TASK
• CRITERIA:
  o Students will learn about the history of the Graffiti art and other art forms which influenced when it first began to appear, during the 1970s.
  o Students will consider the implications of vandalism, challenge the definition of art, and identify what constitutes as high art versus low art.
  o Students will gain familiarity with the different vocabulary terms and concepts used in the Graffiti art field.
  o Students will explore different techniques of creative lettering, including the bubble, block & wild-style fonts; as well as elaboration of text through appendages, swirls, 3-D shadows & outline built onto letter structure.
  o Students will employ a chosen background design and incorporate a character or symbol within their composition so that, when combined with their stylized text, their Graffiti composition is representative of them.
  o Students will reflect on the aesthetic choices they made and elements of design that were applied to their “Tag” and how it represents their identity.
  o Students will be able to present and describe their Graffiti Name “Tags” to the class. They will explain the rationale behind their text, background, and choice of symbols & design.
As a group, students will engage in questioning and respectful critiquing of one another’s artwork.

Students will engage in class critiques about their peers’ artwork and their own final product.

**STRATEGIES:**
- The teacher will discuss with students what Graffiti art is and why it is used.
- The teacher will present images of Graffiti artwork that will engage students’ attention and inspire ideas for their own individual artwork.
- The teacher will introduce the basic principles of art and how they are applied to Graffiti, while also defining concepts and clarifying vocabulary terms used within the field.
- The teacher will discuss symbolism used today around us, from brand logos, to graffiti, and ancient & modern art.
- The teacher will acknowledge ways in which symbols, characters, and elements of design can represent our identities and convey feelings within artwork.
- The teacher will lead a class discussion about artistic intent, and promote the concept of Graffiti as art form to a much deeper level.
- The teacher will visit with students as they work on their Graffiti “Piece” – ensuring that they are going to include the 3 required elements within their composition, being 1. Name as Stylized text., 2. Creative background, 3. Character or Symbols to promote the representation of self when integrated with all the other elements of the “piece”.
- The teacher will facilitate discussion and critique of the students’ completed identity maps.
- The teacher will model and require the use of respectful, empathetic language during critique.
- The teacher will challenge students to dive into detail and promote an in-depth exploration of the concepts discussed and principles of design that the project requires.

**ASSESSMENT RUBRIC:**
- 1. The work of art itself (its physical, compositional, technical qualities)
- 2. The artist, particularly the artist’s intentions in making the work
- 3. The viewer, particularly his or her sensory experience and emotional and intellectual states
- 4. The context in which the work is made, seen, and used.

**PRODUCT:**
• Students will be evaluated focusing on the elements of art and principles of design as well as creativity and originality. Anecdotal records may also be kept on any risk taking, challenges, problem solving and changes students went through to come up with their final product.
### Assessment Rubric:

#### Your Graffiti “Piece”

<table>
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<tr>
<th>CRITERIA</th>
<th>Excellent (5)</th>
<th>Exceeding (4)</th>
<th>Satisfactory (3)</th>
<th>In Progress (2)</th>
<th>Little or No Effort (1)</th>
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#### THE “PIECE” COMPONENTS:

<table>
<thead>
<tr>
<th>“Piece” Component #1: The Letters</th>
<th>Letters are strong, bold, and full of style. Name is easily legible and uses bubble, block, or wild-style fonts with patterns, arrows, flourishes, 3-D shadows &amp; outline.</th>
<th>Letters are easily legible, and incorporate at least one shading or outline technique.</th>
<th>Letters are somewhat legible, uses font style with no additional details or effects.</th>
<th>The letters appear but with little consideration of essential lines.</th>
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<tr>
<th>“Piece” Component #2: Character / Symbolism</th>
<th>Character is carefully thought out and meaningful explained well and creative</th>
<th>Character is idea creative / some explanation of symbolism</th>
<th>Character is</th>
<th>Character is little originality / no meaning or symbolism in design</th>
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<tr>
<th>“Piece” Component #3: Background Design</th>
<th>Background design is unique and interesting, thoughtful composition, excellent use of space, correct type of balance.</th>
<th>Background design is use of space incorrect type of balance</th>
<th>Background design is</th>
<th>Background design is full of lots of empty space and/or no sense of balance, plan</th>
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#### THE “PIECE” FINAL PRODUCT:

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<tr>
<th>“Piece” as a Cohesive Whole</th>
<th>Each component (letter, character &amp; background) has a strong sense of its own space &amp; works as an individual layer, on its own. Each layer includes elements of art &amp; design. As a whole, all 3 elements work together so the sum is greater than the individual components.</th>
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<tr>
<th>Principle of Art#1:__________</th>
<th>principles of art evident and explained very well</th>
<th>evidence of principles used, but poor or little explanation</th>
<th>no organized use or understanding of the principles of art</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle of Art#2:__________</td>
<td>principles of art evident and explained very well</td>
<td>evidence of principles used, but poor or little explanation</td>
<td>no organized use or understanding of the principles of art</td>
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#### THE “PIECE” AS PROCESS & PRESENTATION:

<table>
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<tr>
<th>Effort: Consideration of idea, design, and good Craftsmanship</th>
<th>Final composition is fully developed and thought out. Craftsmanship is of high quality, lots of care and neatness. Demonstrates a labor intensive approach to execute &amp; to visualize &amp; sketch out.</th>
<th>Final composition demonstrates the potential to be more fully developed or more thought out. Craftsmanship is of average effort, some problems with neatness</th>
<th>Final composition is not fully developed and thought out. satisfactory.</th>
<th>Final composition is not developed and thought out. poorly done, messy, lack of care and neatness. Final composition demonstrates very little effort, poor craftsmanship, and no attention to design.</th>
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<tr>
<th>Use of Class Time</th>
<th>Excellent utilization of class time, high effort, works diligently and thoughtfully</th>
<th>Solid effort &amp; use of class time</th>
<th>Works through class but is sometimes distracted</th>
<th>minimal effort, poor use of class time</th>
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<tr>
<th>Unity/Overall Composition</th>
<th>Demonstrates a strong grasp of lesson objectives &amp; successfully represents the self through the 3 required parts: 1. Letters, 2. Background, 3. Symbol or Character.</th>
<th>Successfully represents the self through choices of composition</th>
<th></th>
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<tr>
<th>Student’s “Piece” Presentation</th>
<th>Student’s has fully considered purpose and meaning in work, choice of design and elements are well-articulated to the class.</th>
<th>Student vocalized the elements and ideas of design to the class, and demonstrated an understanding of assignment.</th>
<th>Discussed elements of actual work, but not</th>
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#### Total Points

Grade:
PRODUCT:

- Specific characteristics in student products we should examine to determine the extent to which the desired results were achieved:
- Describe final work presented / and how it demonstrates that students met learning objectives
- Describe your benchmark product or sample
- Students will be evaluated focusing on the elements of art and principles of design as well as creativity and originality. Anecdotal records may also be kept on any risk taking, challenges, problem solving and changes students went through to come up with their final product.

V. NATIONAL STANDARDS & MA FRAMEWORKS

- National Standards
  - Content Standard 1: Understanding and applying media, technique, and process
    ▪ Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
  - Content Standard 3: Choosing & evaluating a range of subject matter, symbols, and ideas.
    ▪ Apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.
  - Content Standard 4: Understanding the visual arts in relation to history and culture.
    ▪ Differentiate among a variety of historical and cultural context in terms of characteristics and purposes of works of art.

- Massachusetts Standards
  - Learning Standards: Elements and Principles of Design: Students will demonstrate knowledge of the elements and principles of design.
  - Connections Strand: Roles of Artists in Communities: Students will describe the roles of artists, patrons, cultural organizations, and arts institution in societies of the past and present.

STAGE 3: THE LEARNING PLAN

❖ Materials and Equipment:
- Tracing paper
- Grid paper
- Drawing pens & pencils
- Erasers
- Watercolor Pencils
- Markers
- Computer & internet

❖ Vocabulary with definitions:
  ➢ Graffiti Art: Consists of images, words, messages, and writings; applied to subway walls and trains, buildings, and public fixtures.
  The 1970s saw the rise of large-scale mural art and the proliferation of graffiti in major cities in the eastern part of the US. Graffiti Art (originally derived from street graffiti) is done on canvas or paper rather than in public spaces. Influenced by street-wise teenagers who spray-painted New
York City subway cars, billboards, garbage cans, doorways, and the walls of abandoned buildings. Their work got noticed and soon Graffiti Art became associated with bold & intricate word designs, and raw cartoon-like figures that symbolized urban youth culture, alienation, and rebelliousness. (Katz, 317).

➢ **Public Art:** Developed in the late 1960s, Public Art is made for and owned by the community (an ancient concept going way back to cave paintings, frescoes, and commemorative statues). In a climate of expansive ideas that were redefining “art,” some artist began viewing their work as a part of the public arena rather than as a private commodity. This change in thinking converged with government initiatives to support art in public spaces. (Borriès-Krimsky, 161)

➢ **Murals:** A work of art, usually large in scale, painted on or attached to a wall or ceiling.

➢ **Street Art (AKA: Post-Graffiti):** Typically, the term street art or the more specific post-graffiti is used to distinguish contemporary public-space artwork from territorial graffiti, vandalism, and corporate art. Street art is a label often adopted by artists who wish to keep their work unaffiliated, and strongly political. Street artists are those whose work is still largely done without official approval in public areas. This is why Street Art is sometimes considered "post-graffiti!" and sometimes even "neo-graffiti." Street art can be found around the world and street artists often travel to other countries foreign to them so they can spread their designs. Whereas traditional graffiti artists have primarily used free-hand aerosol paints to produce their works, "street art" encompasses many other media and techniques, including: Mosaic tiling, Murals, Stencil art, Sticker art, Street installations, Woodblock, Video projection...

➢ **Elements of Art & Design:** color, value, shape, texture, form, line, space

➢ **Principles of Art & Design:** rhythm, unity, pattern, emphasis, contrast, balance, movement

- **Bubble Letter:** A style of graffiti letters, balloonish and rounded in shape, easily rendered and relatively basic. Used primarily for throw ups.
- **Burner:** A full-fledged piece. Large full blown, with multiple color fills, background, characters, wildstyle letters, etc. Heavily detailed.
- **Cloud:** A background element used frequently in pieces. Tightly rendered, they can appear as tight bubbles, or loosely rendered as faded areas of color.
- **Computer Style:** A particular type of wildstyle that looks very angular and has “digital” qualities, or resembles the renderings one would define as being “technological” or “robotic” in nature.
- **Crazy:** Wild and imaginative, going to the extreme “that is a crazy style!”
- **Cutting Lines:** A painting technique used on characters and the fills of letters to create sharp edges and very thin lines, thinner than skinny caps.
- **Fade:** To blend or mix colors.
- **Fill:** The color patterns inside of the letters of a piece or throwups
- **Mural:** Large-scale type of piecing, done on a wall, top-to-bottom and end-to-end. Sometimes called a production. Encompasses all the elements of a burner, only bigger.
- **Outline:** Sometimes called a sketch, the drawing done in a piece book (aka: sketchbook) prior to doing an actual piece; Also the final outline done around a piece to complete it.
- **Piece:** Short for masterpiece; “It’s the last stop on the graff train” (Martinez, 40). It is the result of all your efforts: your letters, characters, and backgrounds all working together and intermingling with symbols, quotes, and tags. It requires more time than a throw up, and incorporates 3-D effects, many style elements, color patterns and the like. Characters and symbols are also used. Also, the action of going out to paint graffiti, but not tagging. “to piece.”
  1. **Tag:** A writer’s signature, his “nom de plume,” the most basic form of graffiti, it is essentially the writer’s logo. Also the action of signing your name as in “to tag”.
  2. **Character:** An illustrated figure added to a piece to add emphasis or push the idea of the burner forward. Sometimes the character takes the place of a letter in the piece.
3. **Background**: The colors or designs that sit behind the letters. Originally done to discern the letter from the miscellaneous tags and whatever; lies beneath the artwork to make it stand out.

- **Semi-wildstyle**: A style of letters with more elements and flourishes than normal lettering, but not as illegible as wildstyle.
- **Throw UP**: Your name in quickly drawn bubble letters with one or two colors and an outline. Done very quickly, used to cover space, grab attention and show that you were there.
- **3-D**: An added dimension of style, a 3-D style added for a realistic effect to letters.
- **Wildstyle**: An elevated style of letters, with lots of arrows, connections, and complex color patterns. Difficult to master and entirely unreadable.

❖ **Visual Image Resources**:


Banksy, Untitled, 2008, Stencil Art, Los Angeles, CA

❖ **Text, media, and web resources**:

Brite, Jane. *Art: After School.*


Learning Activities & Instruction

Introduction- Mock Trial: The teacher will introduce the project through a mock trial of “The City of Boston versus The Graffiti Artist” and, through this trial, the teacher will ask the class the first essential question: Is Graffiti Art or Vandalism? The teacher will then write at the top of the blackboard, in big letters, the following: “Is Graffiti Art or Vandalism?” The teacher will select two students to volunteer at the front of the classroom, one will be representing “the City of Boston” and the other will be representing the Graffiti Artist. The teacher will then draw a vertical line down the center of the board and ask each of the student volunteers to “argue their case” by reading the excerpts (see below) that the teacher provided to them.

The teacher will provide the following excerpts to each student to read:

- The Graffiti Artist:
  “I’m going to speak my mind, so this won’t take very long. Despite what they say graffiti is not the lowest form of art. Although you might have to creep about at night and lie to your mum it’s actually one of the more honest art forms available. There is no elitism or hype… The people who run our cities don’t understand graffiti because they think nothing has the right to exist unless it makes a profit, which makes their opinion worthless… The people who truly deface our neighborhoods are the companies that scrawl giant slogans across building and buses trying to make us feel inadequate unless we buy their stuff. They expect to be able to shout their message in your face from every available surface but you’re never allowed to answer back. Well, they started the fight and the wall is the weapon of choice to hit them back. Some people become cops because they want to make the world a better place. Some people become vandals because they want to make the world a better looking place.” (Banksy, 3).

- The City of Boston:
  “Subway Graffiti art may be considered as ephemeral as Soho wall art. As quickly as the “pieces” are created, they are washed off the trains with solvent by transit authorities. Is this censorship? In any case, it is the public that pays for this clean-up. The New York transit authorities estimate that it costs taxpayers $300,000 a year and it takes 80,000 man-hours to restore the city’s transit cars (Cooper 1984). Much of the Graffiti art is destroyed almost as quickly as it is created. This is accepted and expected by the artists as they anticipate an opportunity to fill their next “moving canvas.” Graffiti is considered an art form by many artists, art critics, and art historians. This does not mean, however, that it is okay for you or anyone else to make graffiti. As you know, defacing public property is against the law. Making graffiti also creates expenses for business people and for taxpayers who must pay to have the graffiti removed. Even if you are the “Michelangelo” of your neighborhood, you should not mark on public property or on private property that is not your own. When you feel the need to express yourself through the visual arts, use media and materials in a responsible way. Don’t damage or destroy other people’s property.” (Katz, 318).

The teacher will then ask the class to tell her what reasons they heard from both sides of this argument and the teacher will write the students’ responses on the board, below the corresponding side of either “Graffiti IS Art” or “Graffiti IS NOT Art”.

After all the class responses are written on the board, the teacher will ask the students the second essential question: What inspired Graffiti art and when did it first begin to appear?

- Slideshow - Graffiti’s Influences & History: please see attached power point file.
  The teacher will show students a slideshow about Graffiti Art’s influences and provide a historical perspective about the development of Graffiti Art. The slideshow’s visual examples of inspirations for Graffiti art will include images of album art, comic books, consumer products, and Arabic calligraphy. Then, the teacher will engage the students in a discussion about the various motives for writing Graffiti, and will then write another chart on the board, writing the following titles at the top of each column: “Public Art” and “Street Art”. The teacher will then ask the students about the differences between these two categories, which column Graffiti Art would fit into, and if they know of any other names or corresponding subcategories of forms of art similar to Graffiti Art (such as “Guerilla Art” or Murals). The teacher will engage students in a discussion about LEGAL versus ILLEGAL Graffiti, as the class helps her list and define these Concepts on the board.

- Teacher Demonstration- Principles of Art & Design: The teacher will show students three works of art by Jean-Michel Basquiat (aka: “Samo”), Keith Hering, and Banksy. The teacher will discuss the background and life of these artists, and explain why each artist’s work is considered Graffiti style. The teacher will introduce the third essential question: Why are people who make Graffiti...
considered to be “artists”? which will then lead into the terms and concepts of the Elements and Principles of Art and Design being introduced to the students, pointing out examples of each element and principle through discussions about the three artworks.

- The teacher will introduce the concept of the “Piece” and its three required components. This will begin the teacher’s lesson about the fourth essential question, being What are the essential components of a “piece”? How can Graffiti “Piece” incorporate the basic elements of art and principles of design, while representing the artist’s own identity and message?

  ➢ The teacher will show the class the benchmark product as an example, along with the thumbnail sketches and three separate final “layer” drawings (text, character & background) to demonstrate to students the process they will go through to achieve their final product of a “Piece”. The teacher will pass out the handouts which describe the “Piece” as a process, and describe what the requirements are for their first assigned project through a rubrics handout (example rubric is included).

  ➢ Therefore, the first class will address all the essential questions of this lesson, and explain the assigned project, including the components of a Graffiti “Piece”. The teacher will show examples of “Pieces” which utilize the Elements and Principles of Art and Design. The teacher will then discuss the first component of the “Piece” with the students, which is the TEXT. The teacher will discuss the purpose and usefulness of thumbnail sketches, and then have the students do sketches of their name, testing out different fonts and styles. At the same time, the students will make turns, going to the computer and printing out examples of their name in different fonts from the website Graffiti Creator.com so that they can receive further ideas of inspiration. The teacher will have the students complete at least six thumbnail sketches of their name, repeated, but with a different font each time (such as bubbles, wildstyle, throwup...) and demonstrating an experimentation of shadow, outline, fill...

  ➢ The second class will be about the character or symbol. The teacher will ask the class about symbols and characters and give the class a corresponding handout which shows examples of characters and symbols. The teacher will ask the class to tell her what symbols and characters they would want to incorporate in their “pieces” and why. The teacher will write down on the board a list of the brainstormed characters and symbols that the students consider to be representative of themselves, starting with the Framingham High School “Eagle” mascot as an example. The teacher will ask the students to sketch their character or symbol and then draw the final version of their character or symbol onto the tracing paper.

  ➢ The third class will be about the background and the teacher will go through the same procedures of discussion, as she did the day before when the students learned about symbols. The teacher will show examples of symbols and pass out a corresponding handout which shows more examples of backgrounds, such as clouds, abstract, pattern, bricks, skyline, and breakthrough as all ideas for experimentation for the students to learn new ways to create their own backgrounds. The teacher will ask the students to sketch their background and then draw the final version of their background onto tracing paper. At the end of the third day of class, the teacher will have an individual check-in with each student to see where they are at in the “piece” making process. At this time, the goal of each student should be to have all three layers of their “piece” completed, on three separate sheets of tracing paper.

  ➢ The fourth and fifth classes will be about the development of their “piece” composition as a unified whole, and into a final “piece” of artwork. The teacher will divide the students up into groups of four or five, and help them decide on arrangements of their three layers for the final “piece”. Students will show their peers all three layers on tracing paper, and then receive advice and suggestions about how to arrange the three layers in the best composition possible for their final “piece” product. Students will bounce ideas off of each other and have time to reference any other graffiti books available in the art classroom, for them to look at for further ideas. As the students are working on the composition of all three layers for their final “piece”, the teacher will help them by providing constructive comments and guidance.
➢ At the end of the project, the students will have the opportunity to search the internet and Graffiti reference books for any further ideas. The teacher will then lead a discussion with the students about how successful they felt they were in the completion of their pieces? What was the easiest part? What was the most challenging? Why did you choose that combination of colors, that font and style of writing, or that character and backdrop? How does the backdrop represent you? Which of the three layers is most representative of you and your message and/or identity? The teacher will assign the students a journal assignment to reflect on their process, discuss the “piece” of one other peer student in the class, analyze their take on the influences of Graffiti Art in their lives, and discuss what they learned from this lesson that was most interesting to them.

• The students will engage in discussion to answer all of the essential questions, starting with “Is Graffiti Art or Vandalism?”. The students will participate in a mock trial about Graffiti, by being the jury and discussing the points of argument for each side. The students will watch a teacher demonstration and view examples of “pieces” along with the “benchmark product” that the teacher has. The students will learn about the elements & principles of art and design, and how they are visible within the artworks of inspirational Graffiti artists, such as Banksy, Keith Hering, and Jean-Michel Basquiat. The students will learn about the process of creating their “piece” and the three components involved, along with the criteria they will be graded for on the rubric. The students will research ideas and inspiration about graffiti through the internet and reference books available in the art classroom. The students will complete six thumbnail sketches of the first “piece” layer, being their names, in different fonts and colors and shading styles. The students will brainstorm a list of characters and their meaning on the board, and discuss ways of incorporating their character or symbol within their piece, with the guidance and help of their teacher and fellow students. The students will complete the second “layer” of their “piece” on tracing paper. The students will learn about ideas and different ways of incorporating the background into their piece. The students will break up into groups and present their 3 layers, each on tracing paper, and they will share their thoughts and feelings about their “piece” thus far. The students will receive and provide advice to their peers about how to complete their final “piece”. Each student will have 3 final layers of the text, symbol, and background, each drawn on a separate sheet of tracing paper. The students will present their final piece in class and explain the connection between their chosen elements of art and design AND how they connect to their own self-identity or personality AND in what way. The students will the engage in a discussion about the process and their effectiveness of conveying motion. They will complete a journal response to reflect on the process of creating their final “piece” and how they feel about their final product.
SCREEN SHOTS & EXAMPLES FROM GRAFFITI CREATOR’s ONLINE WEBSITE