

## UNIT PLAN OVERVIEW

**Teacher Candidate:** Michael Cobbs Jr

**School:** Rosemore Middle School

**UNIT TITLE:** If you can't say it, spray it (consented or commissioned art only!)

**Big Idea:** Community and Self-Expression within the law

**Grade Level:** 6th

**Length of Class Period:** 45 m

**Approximate # of Students in Each Class Period:** 20-30

**Length of Unit:** 2-3weeks

**Unit Goal(s):** Content Standards Addressed

The Goal of this unit is :

The goal of this unit is to get students to understand and appreciate graffiti art and it's concepts, while giving them the tools and techniques to plan and design their own graffiti artwork. Additionally, the goal is to discuss the difference between vandalism and art. The students will see examples of how commissioned or consented graffiti can uplift and bring positivity to a community.

### **Creative Expression and Communication**

Students create artworks that demonstrate understanding of materials, processes, tools, media, techniques, and available technology. They understand how to use art elements, principles and images to communicate their ideas in a variety of visual forms.

### **Analyzing and Responding**

Students identify and discriminate themes, media, subject matter, and formal technical and expressive aspects in works of art. They understand and use the vocabulary of art criticism to describe visual features, analyze relationships, and interpret meanings in works of art. Students make judgments about quality of works of art using appropriate criteria.

### **Connections, Relationships, and Applications**

Students connect and apply their learning of visual art to the study of arts areas and disciplines outside the arts they understand relationships between and among concepts and ideas that are common across subjects in the curriculum. Students recognize the importance of lifelong learning and experience in the visual arts

## UNIT PLAN OVERVIEW

**Teacher Candidate:** Michael Cobbs Jr

**School:** Rosemore Middle School

**UNIT TITLE:** If you can't say it, spray it (consented or commissioned art only!)

**Big Idea:** Community and Self-Expression within the law

**Grade Level:** 6th

**Length of Class Period:** 45 m

**Approximate # of Students in Each Class Period:** 20-30

**Length of Unit:** 2-3weeks

**Possible Integration:** Language Arts, Social Studies, History

### **Rationale**

Graffiti has come a long way to earn the name "Street Art". Starting out with cave paintings, then Egyptian hieroglyphics, to Nazi propaganda during World War II. Graffiti has long been seen as an act of defiance and vandalism by gang members and vagrants, but has earned its place as a legitimate art form. I want to teach the students to appreciate Graffiti's many techniques and forms.

As a teacher, I of course want students to operate inside the law. That is why they will learn the difference between what is art and what is vandalism. The students will learn what the law says about such acts of vandalism and its effects on business and home owners. With that knowledge in the back of their mind they will also see how commissioned and consented graffiti can uplift and bring positivity to a community.

### **Technology to be used during this units**

- Microsoft Powerpoint will be used to put together a digital presentation.

## UNIT PLAN OVERVIEW

**Teacher Candidate:** Michael Cobbs Jr

**School:** Rosemore Middle School

**UNIT TITLE:** If you can't say it, spray it (consented or commissioned art only!)

**Big Idea:** Community and Self-Expression within the law

**Grade Level:** 6th

**Length of Class Period:** 45 m

**Approximate # of Students in Each Class Period:** 20-30

**Length of Unit:** 2-3weeks

### **Essential Questions:**

Is Graffiti art still vandalism in your eyes?

Should Graffiti be considered a legitimate art form? Why or why not?

If someone came in the middle of the night and painted a beautiful mural on the side of your house would you let it stay there?

(This question is a segue into a discussion about the cost to remove Graffiti)

## UNIT PLAN OVERVIEW

**Teacher Candidate:** Michael Cobbs Jr

**School:** Rosemore Middle School

**UNIT TITLE:** If you can't say it, spray it (consented or commissioned art only!)

**Big Idea:** Community and Self-Expression within the law

**Grade Level:** 6th

**Length of Class Period:** 45 m

**Approximate # of Students in Each Class Period:** 20-30

**Length of Unit:** 2-3weeks

### Stage 1: Intended Learning Outcomes

How will the big idea/issue impact students understanding of life?

- Students will discuss the difference between vandalism and art.
- Students see how graffiti that is consented or commissioned can be a tool to be utilized to uplift and bring positivity to a community.

What might students understand about the idea through this unit?

- The students will gain an understanding of graffiti, it's techniques and concepts.
- They will gain an appreciation for graffiti as art.

What might students understand about art or visual culture through this unit?

- Students will go through the entire planning process of creating a graffiti "piece" from the sketching of a stylized graffiti font, to a "throw up" text, to a final artwork designed around that "throw up". In the end the students will sign their work with a created pseudonym tag.

What misunderstandings are predictable?

- Students may not think that graffiti is art due to bias or prejudice from seeing it in their neighborhood.
- Students may still not understand why graffiti is illegal and may want to go out and test their luck.

## UNIT PLAN OVERVIEW

**Teacher Candidate:** Michael Cobbs Jr

**School:** Rosemore Middle School

**UNIT TITLE:** If you can't say it, spray it (consented or commissioned art only!)

**Big Idea:** Community and Self-Expression within the law

**Grade Level:** 6th

**Length of Class Period:** 45 m

**Approximate # of Students in Each Class Period:** 20-30

**Length of Unit:** 2-3weeks

### Stage 2 Assessment

#### Assessment

The objectives for this unit will appear at the end as the rubric for this unit. The expectations will be set in advance so that there is no question about the grade at the end.

- Students will create their own graffiti font of the alphabet.
- Students will use that font to construct an inspirational word on a brick pattern.
- Students will then pretend that they have been commissioned to create graffiti art and will design an uplifting artwork around that inspirational word.
- Students will color their graffiti art in a similar way that graffiti artists work.
- Students will write an artists statement about their final graffiti work.

#### Formative Assessment

- Instructor will keep daily notes and checklists to see who is participating in discussions, who is intently listening, and who is not paying attention and missing key points of instruction.
- Instructor will also keep notes and checklists to see who utilizes class time productively and who isn't, this will amount towards the end as participation points and effort on projects.
- The series of activities allows me to assess the student's readiness to move on or if I need to stop and clarify or re-teach.

#### Summative Assessment

- This project will be assessed based on a 1-5 scale with 5 being the highest.

The qualifications for each is as follows:

At or above grade level -	5
At grade level -	4
At or below grade level -	3
Below grade level -	2
Little to no effort shown by the student -	1

## UNIT PLAN OVERVIEW

**Teacher Candidate:** Michael Cobbs Jr

**School:** Rosemore Middle School

**UNIT TITLE:** If you can't say it, spray it (consented or commissioned art only!)

**Big Idea:** Community and Self-Expression within the law

**Grade Level:** 6th

**Length of Class Period:** 45 m

**Approximate # of Students in Each Class Period:** 20-30

**Length of Unit:** 2-3weeks

### **Classroom Rules**

- Do not talk when I am talking.
- Do not just shout out a question or answer. Raise your hand.
- Do not talk when another student has been called upon to speak.
- Do not get out of your seat unless you are retrieving supplies.
- No "school inappropriate" gestures, drawings or language in this classroom.
- Do not sit and do nothing during work time.
- Do not sabotage yourself.
- Do not use art supplies for anything but their intended purpose.

### **Classroom Management**

- During this lesson students will be assigned to pass out supplies so that the instructor can continue to instruct the students without distraction.
- Students will be assigned a warm-up activity at the beginning of class that will allow the instructor to take attendance.
- Students who finish early will be assigned an activity relevant to the overall goal of the project or they may do an observational drawings in their portfolios.

### **Homework**

Homework will only be in the way of students doing simple prep work for the next session. Such as bringing in supplies, an image or a topic to work with.

**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th    Length of Class Period: 45 m    Approximate # of Students in Each Class Period: 20-30**

**Length of Unit: 2-3 weeks**

**Objectives:**

- Students will learn about graffiti art, from the definition to the different styles,
- Students will understand the difference between vandalism and art.
- Students will create their own graffiti font of the alphabet.
- Students will watch a video about the Grand River Creative Corridor and see how when given permission, graffiti art can uplift and bring positivity back to a community.
- Students will hear about the two female graffiti artist that contributed to the Grand River Creative Corridor.
- Students will use that font to construct an inspirational word on a brick pattern.
- Students will then pretend that they have been commissioned to create graffiti art and will design an uplifting art-work around that inspirational word.
- Students will color their graffiti art in a similar way that graffiti artists work.
- Students will write an artists statement about their final graffiti work.

Standards Addressed

**Perceiving/Knowing**

- 1PE Describe how art and design elements and principles are used in artworks to produce certain visual effects and create meanings.
- 2PE Discover and articulate how the media forms of the day use art and images to communicate messages and meaning.
- 4PE Connect selected ideas, concepts and processes used in visual art with those used in other academic disciplines.
- 5PE Use observations, life experiences and imagination as sources for visual symbols, images and creative expression.

**Producing/Performing**

- 1PR Demonstrate technical skill and craftsmanship in the use of materials, tools and technology to solve an artistic problem.
- 2PR Experiment with a variety of techniques and working methods when creating an original work of art.
- 3PR Generate ideas and engage in thoughtful planning when solving a visual art problem.
- 5PR Engage in visual problems of personal or social relevance showing focus and persistence to complete the task
- 6PR Integrate elements of art and design to solve interdisciplinary problems.

**Responding/Reflecting**

- 1RE Explain what makes an object a work of art using a range of criteria.
- 2RE Describe content, meaning and design in various works of art using accurate, descriptive language and art-specific language.
- 3RE Explore and discuss how aspects of culture influence ritual and social artwork.
- 4RE Defend artistic decisions using appropriate visual art vocabulary.
- 5RE Assess personal progress to improve craftsmanship and refine and complete works of art.

**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th**    **Length of Class Period: 45 m**    **Approximate # of Students in Each Class Period: 20-30**

**Length of Unit: 2-3 weeks**

**Age Appropriate Vocabulary**

**Graffiti**– is writing or drawings that have been scribbled, scratched, or sprayed illicitly on a wall or other surface in a public place.

**Graffiti Tags** (see pg. 16)

**Pseudonyms**– a fictitious name, esp. one used by an author

**Vandalism**– action involving deliberate destruction of or damage to public or private property.

**Form**– the visible shape or configuration of something.

**Consistency**– agreement, harmony, or compatibility, esp. correspondence or uniformity among the parts of a complex thing.

**Font**– a set of type of one particular face and size.

**Stylize**– depict or treat in a mannered and nonrealistic style.

**Value**- Value, or tone, refers to the use of light and dark, shade and highlight, in an artwork. In art, tone refers to the degree of lightness or darkness of an area. Tone varies from the bright white of a light source through shades of gray to the deepest black shadows

**Highlight**- a bright or reflective area in a painting, picture, or design.

**Texture**- The texture is the quality of a surface, often corresponding to its tactile character, or what may be sensed by touch. Texture may be used, for example, in portraying fabrics. It can be explicitly rendered, or implied with other artistic elements such as lines, shading, and variation of color. It also includes the blending with the colors.

**Shape**- Shape pertains to the use of areas in two-dimensional space that can be defined by edges, setting one flat specific space apart from another. Shapes can be geometric (e.g.: square, circle, hexagon, etc.) or organic (such as the shape of a puddle, blob, leaf, boomerang, etc.) Shapes are defined by other elements of art: Space, Line, Texture, Value, Color, shape, form

**Space**- Space is the area provided for a particular purpose. Space includes the background, foreground and middle ground. Space refers to the distances or areas around, between and within things. It has two kinds: negative and positive.

**Constructive Criticism**- is the process of offering valid and well-reasoned opinions about the work of others, usually involving both positive and negative comments, in a friendly manner rather than an oppositional one.

**Propaganda**- information, esp. of a biased or misleading nature, used to promote or publicize a particular political cause or point of view.

**Accommodations for Very Unique Learners:**

- Very Unique Learners will be supplied a modified grip holder should they need it for drawing.
- Step by Step instruction will be available for students who have trouble following along with the class.
- If a student is cognitively delayed and struggles with being able to illustrate original ideas I will meet with that student to plan out their project. From the plans, I will create stencils for them to use going forward.



**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th**    **Length of Class Period: 45 m**    **Approximate # of Students in Each Class Period: 20-30**

**Length of Unit: 2-3 weeks**

**Art / Visual Culture Examples**

- Sydney G James & Halima Cassells “Grand River Creative Corridor” in Detroit, MI
- Powerpoint
- Teacher’s Samples

**Preparations (What the teacher will prepare)**

**Materials (What the students will receive)**

2B pencils with erasers

2B pencil with eraser

11” x 14” sheets of drawing paper

11” x 14” sheet of drawing paper

8.5” x 11” sheets of white paper

8.5” x 11” sheet of white paper

Rulers

Ruler

Permanent Black Makers (Fine Point)

Permanent Black Maker (Fine Point)

Permanent Black Makers

Permanent Black Makers

Colored Markers

Colored Markers

Multi-Racial Colored Markers

Multi-Racial Colored Markers

**Safety Procedures**

Move about the classroom making sure that the students are on task and using the supplies for their intended purpose (i.e., no sword fighting with the rulers)

**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th    Length of Class Period: 45 m    Approximate # of Students in Each Class Period: 20-30**

**Length of Unit: 2-3 weeks**

**Learning Environment Preparation:**

Get visual aides and supplies ready before the students arrive.

8.5 x 11 sheets of white paper	Black Permanent Markers	
2B pencils with erasers		
Black Permanent Markers (Fine Point)		
Teacher's Samples		
Power Point Presentation		

**Week 1 (Tagging the alphabet)**

**Day 1**

**Intro**-Students learn about everything from what graffiti is to graffiti techniques via a Powerpoint Presentation. (10 mins)

**Demonstration**- Instructor will demonstrate how to sketch graffiti letters. If the students look lost, there is a video available in the Powerpoint Presentation. (5 mins)

**Present Activity**-Students will begin to sketch out their own graffiti alphabet, keeping in mind that these letters will be used to make one uplifting word during lesson 2. (2 mins)

**Work Time**- The students will grab their supplies and begin sketching their graffiti alphabet, trying to keep the designs consistent from letter to letter. The letters can be whatever style, including but not limited to Bubble and Blockbuster styles. They will do 2-3 sketches per letter and try to fit three sets of different letters on one page. How long it takes them to do the first page will determine whether they should do more or less sketching. (20 mins)

**Clean-Up**- Students will write their name on the back of their drawings, place it in their portfolio and pass it to the end of the table for collection. The students will then return all supplies to their designated spot. (5 mins)

**Closure**- Let students know that they will continue working on the activity tomorrow. (3 mins)

**Day 2**

**Observational Drawing**- Drawing time that serves as a warm up to get the students in an "art" frame of mind. (5 mins)

**Review**- Instructor will briefly review the material that was covered during Day 1. (5 mins)

**Work Time**- The students will grab their supplies and continue working on their alphabet. (25 mins)

**Clean-Up**- Students will write their name on the back of all of their drawings, place them in their portfolio and pass them to the end of the table for collection. The students will then return all supplies to their designated spot. (5 mins)

**Closure**- Let students know that they will continue working on the activity tomorrow. (5 mins)

**Day 3**

**Observational Drawing**- Drawing time that serves as a warm up to get the students in an "art" frame of mind. (5 mins)

**Work Time**- The students will grab their supplies and continue working on their alphabet. (30 mins)

**Clean-Up**- Students will write their name on the back of all of their drawings, place them in their portfolio and pass them to the end of the table for collection. The students will then return all supplies to their designated spot. (5 mins)

**Closure**- Let students know that they will continue working on the activity tomorrow. Let the students know that they will be selecting one of the fonts that they created and going over the letters with a black permanent maker (fine point). These will be the letters that they will use to create their "throw up" during lesson 2.(5 mins)

**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th** | **Length of Class Period: 45 m** | **Approximate # of Students in Each Class Period: 20-30**

**Length of Unit: 2-3 weeks**

**Learning Environment Preparation:**

Get visual aides and supplies ready before the students arrive.

8.5 x 11 sheets of white paper	Black Permanent Markers	
2B pencils with erasers		
Black Permanent Markers (Fine Point)		
Teacher's Samples		
Power Point Presentation		

**Week 1 (continued)**

**Day 4**

**Observational Drawing**– Drawing time that serves as a warm up to get the students in an “art” frame of mind. (5 mins)

**Work Time**– The students should have their alphabet completed by today, so they will grab their supplies and select one of the created fonts that they would like to use. They will then take the Fine point black permanent marker and retrace the pencil lines. (30 mins)

**Clean-Up**- Students will place their drawings into their portfolio and pass it to the end of the table for collection. The students will then return all supplies to their designated spot. (5 mins)

**Closure**– Let students know that they will continue working on the activity tomorrow. (5 mins)

**Day 5**

**Observational Drawing**– Drawing time that serves as a warm up to get the students in an “art” frame of mind. (5 mins)

**Demonstration**– Instructors will model how to make a basic tag or signature so that the students can sign their artwork at the end of lesson 3. (5 mins)

**Work Time**– Students will work on sketching their tags to use when they sign their work at the end of lesson 3. They will use their 2B pencil to sketch out the lines of their tag, then go back over the lines with a Fine point black permanent marker. (30 mins)

**Clean-Up**- Students will place their drawings into their portfolio and pass it to the end of the table for collection. The students will then return all supplies to their designated spot. (5 mins)

**Closure**– Let students know that they will take the letters from their selected font and use it to make an uplifting word.(5 mins)

**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th** | **Length of Class Period: 45 m** | **Approximate # of Students in Each Class Period: 20-30**

**Length of Unit: 2-3 weeks**

**Connections, Relationships and Applications**

- This activity allows the students to understand graffiti by connecting it to something they already know in the alphabet. They know how the letters look so it is just a matter of stylizing them.
- The students will also learn the difference between what is vandalism and what is art. Not only that, but the effects of vandalism on business or residential owners.

**Performance-Based Assessment Objectives**

- Students will be able to create their own graffiti font from which they will construct an inspirational “throw up” word.
- Students should have at least 3 sketches of each letter in the alphabet that are not just drawn as skinny lines, but are more stylized.
- Students should also be able to design a basic tag and create a school appropriate pseudonym that they will sign their final artwork with at the end of lesson 3.

**Closure**

- For the first week the students will continue working on their stylized alphabet graffiti font, keeping in mind that which ever font they choose will be the one that they will create their inspirational “throw up” word with next week.

**Supplemental Activity:**

- If the students have completed their entire alphabet then they can create their first name.
- If the students finish the inspirational “throw up” they can create more inspirational words and then pick one to design their “piece” around.

**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th**    **Length of Class Period: 45 m**    **Approximate # of Students in Each Class Period: 20-30**

**Length of Unit: 2-3 weeks**

**Learning Environment Preparation:**

Get visual aides and supplies ready before the students arrive.

11" x 14" sheets of drawing paper	Black Permanent Markers	
2B pencils with erasers	Colored Markers	
Black Permanent Markers (Fine Point)		
Teacher's Samples		
Power Point Presentation		

**Week 2 (Illustrating their "piece")**

**Day 1**

**Observational Drawing**– Drawing time that serves as a warm up to get the students in an “art” frame of mind. (5 mins)

**Intro**–Students will watch a video that shows them how to construct a “throw up”. (2 mins)

**Demonstration**– Instructor will demonstrate how to combine the letters to make their “throw up”. (5 mins)

**Present Activity**–Students will take the letters from their chosen font and use them to put together their inspirational “throw up”. This will be step 1 on the paper that the students will use to create the final piece. (2 mins)

**Work Time**– The students will grab their supplies and begin to create a brick pattern on their 11x14 drawing paper with a ruler. After they draw the brick pattern with the ruler, they will retrace the lines with a fine point black permanent marker. Then the students will begin to draw their “throw up” on top of the brick pattern using their 2B pencil. (23 mins)

**Clean-Up**– Students will write their name on their drawing, place their drawings into their portfolio and pass it to the end of the table for collection. The students will then return all supplies to their designated spot. (5 mins)

**Closure**– Let students know that they will continue working on the activity tomorrow. (3 mins)

**Day 2**

**Observational Drawing**– Drawing time that serves as a warm up to get the students in an “art” frame of mind. (5 mins)

**Work Time**– The students will grab their supplies and continue drawing their “throw up” with a 2B pencil on the 11x14 paper. (30 mins)

**Clean-Up**– Students will place their drawings into their portfolio and pass it to the end of the table for collection. The students will then return all supplies to their designated spot. (5 mins)

**Closure**– Let students know that they will continue working on the activity tomorrow. (5 mins)

**Day 3**

**Observational Drawing**–Structured free draw time when students draw in their process books. (5 mins)

**Work Time**– The students will grab their supplies and continue drawing their “throw up” with a 2B pencil on the 11x14 paper. (30 mins)

**Clean-Up**– Students will place their drawings into their portfolio and pass it to the end of the table for collection. The students will then return all supplies to their designated spot. (5 mins)

**Closure**– Let students know that they will continue working on the activity tomorrow. (5 mins)

**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th    Length of Class Period: 45 m    Approximate # of Students in Each Class Period: 20-30**

**Length of Unit: 2-3 weeks**

**Learning Environment Preparation:**

Get visual aides and supplies ready before the students arrive.

8.5 x 11 sheets of white paper	Black Permanent Markers	
2B pencils with erasers	Colored Markers	
Black Permanent Markers (Fine Point)		
Teacher's Samples		
Power Point Presentation		

**Week 2 (continued)**

**Day 4**

**Observational Drawing**– Drawing time that serves as a warm up to get the students in an “art” frame of mind. (5 mins)

**PowerPoint Presentation**– Students will watch a video about the Grand River Creative Corridor and see the work of two female artists who contributed to that work. The students will be told that they will pretend that they are being commissioned to create uplifting graffiti on the sides of the buildings of a rundown city block. (15 mins)

**Work Time**– The students will grab their supplies and begin to add color to their “throw up” word. There must be at least 2-3 colors and a shadow in the “Throw Up”. 15 mins)

**Clean-Up**- Students will place their drawings into their portfolio and pass it to the end of the table for collection. The students will then return all supplies to their designated spot. (5 mins)

**Closure**– Let students know that they will continue working on the activity tomorrow. (5 mins)

**Day 5**

**Observational Drawing**– Drawing time that serves as a warm up to get the students in an “art” frame of mind. (5 mins)

**Work Time**– The students will grab their supplies and continue adding color to their “Throw Up” word.(30 mins)

**Clean-Up**- Students will place their drawings into their portfolio and pass it to the end of the table for collection. The students will then return all supplies to their designated spot. (5 mins)

**Closure**– Let students know that they will continue working on the activity the next time we meet. Students will be told that they can bring in one page of images for drawing reference. (5 mins)

**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th** | **Length of Class Period: 45 m** | **Approximate # of Students in Each Class Period: 20-30**

**Length of Unit: 2-3 weeks**

**Connections, Relationships and Applications**

- The students will see a video about the Grand River Creative Corridor and see a concrete example of how, with permission, graffiti can help uplift and bring positivity to a community.
- The students will apply that to their artmaking, as they will pretend that they have been commissioned to create uplifting graffiti for a run down city block.
- As always I like to free my lesson of any gender bias, so the class will be looking at the work of the two female artists who contributed to the Grand River Creative Corridor. We already know men can make great art.

**Performance-Based Assessment Objectives**

- For the effect of this graffiti being done on a wall without...actually doing it on a wall, the students will use a ruler to create a brick pattern on their paper. Once the brick pattern is drawn they will go back over it with a fine point permanent marker. The students will draw their final piece on top of this brick pattern.
- Students will be expected to use their chosen font to construct an inspirational "throw up" word.
- Closer to the end of the week the students will design an uplifting piece of graffiti art based off of their "throw up".

**Closure**

- For the second week, students will continue working on their inspirational "throw up" word. By the end of the week the students will begin designing the artwork around that word. The students will be informed that they will begin coloring on day 1 of lesson 3.
- Students will be told that they can bring in one page of images for drawing reference. This is in case they are apprehensive about drawing because they cannot remember how something looks. This will also cut down on the number of students wanting to use the classroom computer.

**Supplemental Activity:**

Students can take everything that they have learned and design a "piece" and a "throw up" form beginning to end.

**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th    Length of Class Period: 45 m    Approximate # of Students in Each Class Period: 20-30**

**Length of Unit: 2-3 weeks**

**Learning Environment Preparation:**

Get visual aides and supplies ready before the students arrive.

11" x 14" sheets of drawing paper	Colored Markers	
2B pencils with erasers	Multi-Racial Markers	
Black Permanent Markers (Fine Point)	Black Permanent Markers	
Teacher's Samples		
Power Point Presentation		

**Week 3 (Coloring their piece)**

**Day 1**

**Observational Drawing**– Drawing time that serves as a warm up to get the students in an “art” frame of mind. (5 mins)

**Demonstration**– Instructor will demonstrate how students can begin coloring their graffiti drawing once they have retraced the lines with their Black Permanent Marker. (5 mins)

**Work Time**– The students will grab their supplies and continue working on their graffiti drawing. Today, with the help of their reference sheet (if needed), the students will begin designing their uplifting artwork around their chosen inspirational “throw up” word. They will first draw the artwork with a 2B pencil. 25 mins)

**Clean-Up**- Students will place their drawings into their portfolio and pass it to the end of the table for collection. The students will then return all supplies to their designated spot. (5 mins)

**Closure**– Let students know that they will continue working on the assignment tomorrow. (5 mins)

**Day 2**

**Observational Drawing**– Drawing time that serves as a warm up to get the students in an “art” frame of mind. (5 mins)

**Work Time**– The students will grab their supplies and continue working on their graffiti drawing. Once the artwork has been completely drawn with the 2B pencil, the students will retrace the lines with a fine point black permanent marker. When the lines are retraced the students can use the colored markers and the multi-racial markers to add the base colors to the artwork around the “Throw Up”. This is called a “Piece” and should contain at least 2-3 colors. (30 mins)

**Clean-Up**- Students will place their drawings into their portfolio and pass it to the end of the table for collection. The students will then return all supplies to their designated spot. (5 mins)

**Closure**– Let students know that they will continue working on the assignment tomorrow. (5 mins)

**Day 3**

**Observational Drawing**– Drawing time that serves as a warm up to get the students in an “art” frame of mind. (5 mins)

**Work Time**– The students will grab their supplies and continue working inspirational graffiti art. The students will continue to add color to their artwork. Once they have added all of the base colors, they can now add different values to each object in the drawing. Each object should have more than one value. (30 mins)

**Clean-Up**- Students will place their drawings into their portfolio and pass it to the end of the table for collection. The students will then return all supplies to their designated spot. (5 mins)

**Closure**– Let students know that they will continue working on the assignment tomorrow. (5 mins)



**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th    Length of Class Period: 45 m    Approximate # of Students in Each Class Period: 20-30**

**Length of Unit: 2-3 weeks**

**Learning Environment Preparation:**

Get visual aides and supplies ready before the students arrive.

11" x 14" sheets of drawing paper	Colored Markers	
2B pencils with erasers	Multi-Racial Markers	
Black Permanent Markers (Fine Point)	Black Permanent Markers	
Teacher's Samples		
Power Point Presentation		

**Week 3 (continued)**

**Day 4**

**Observational Drawing**– Drawing time that serves as a warm up to get the students in an “art” frame of mind. (5 mins)

**Work Time**– The students will grab their supplies and continue working inspirational graffiti art. The students should use this day to finish up their final piece. (30 mins)

**Clean-Up**– Students will pass their drawing and their process books to the end of the table for collection. Students will pass their drawing and their process books to the end of the table for collection. The students will then return all supplies to their designated spot. (5 mins)

**Closure**– Let students know that they will write and artist statement telling us what their graffiti art is about. (5 mins)

**Day 5**

**Observational Drawing**– Drawing time that serves as a warm up to get the students in an “art” frame of mind. (5 mins)

**Artist Statement**– The students will grab their drawings and sit down with 8.5x11 sheet of paper and to write and artist statement describing their graffiti and what it is about. Students will write their name on their paper before they turn it in. (10 mins)

**Plus, Plus, Wish Critique**– Students will participate in a critique of their peers where they say two positive things and give one constructive criticism. (20 minutes)

**Clean-Up**– Students will pass their drawing, artist statements and their process books to the end of the table for collection. Students will pass their drawing and their process books to the end of the table for collection. The students will then return all supplies to their designated spot. (5 mins)

**Closure**– Thank the students for participating and inform them that the next unit would be about landscapes and perspective drawing. (5 mins)

**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th    Length of Class Period: 45 m    Approximate # of Students in Each Class Period: 20-30**

**Length of Unit: 2-3 weeks**

**Connections, Relationships and Applications**

- The series of activities connect together to give the students a better understanding of the process of creating graffiti art.
- By the end the student's self-efficacy for expressing themselves through consented or commissioned graffiti art will have increased as they see their ideas come to fruition.

**Performance-Based Assessment Objectives**

- The "throw up" word will then be retraced with a fine point permanent marker and at least 2 colors will be added to it, a shadow and a highlight if they choose.
- The students will have created a positive artwork that shows creativity, positivity, contains at least 3 different colors and at least 2 values per object.
- For the critique the students should be able to say two positive things about another student's work and offer a one constructive criticism.

**Closure**

- For the third and final week of this lesson the students will continue coloring the graffiti artwork. They will color the "throw up" word first so that they can put a highlight around it if they choose without disrupting the artwork that they designed around it.
- Next the students will continue coloring their final artwork and sign it with the normal tag that they created during week 1.
- The unit will conclude with the students writing an artist statement and a plus, plus, wish critique.

**Supplemental Activity:**

Students who have finished early may return to their observational free drawing in their process books.

**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th      Length of Class Period: 45 m      Approximate # of Students in Each Class Period: 20-30**

**Length of Unit: 2-3 weeks**

**Rubric**

Name \_\_\_\_\_

This student has earned the following grade in art: \_\_\_\_\_ Because: \_\_\_\_\_

<b>Project Objectives:</b>	<b>Exemplary 5</b>	<b>Proficient 4</b>	<b>Developing 3</b>	<b>Limited 2</b>	<b>No 1</b>
Students will create their own graffiti font of the alphabet.					
Students will use that font to construct an inspirational word on a brick pattern.					
Students will then pretend that they have been commissioned to create graffiti art and will design an uplifting artwork around that inspirational word.					
Students will color their graffiti art in a similar way that graffiti artists work.					

**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th      Length of Class Period: 45 m      Approximate # of Students in Each Class Period: 20-30**

**Length of Unit: 2-3 weeks**

**Rubric**

Name \_\_\_\_\_

This student has earned the following grade in art: \_\_\_\_\_ Because: \_\_\_\_\_

<b>Project Objectives:</b>	<b>Exemplary 5</b>	<b>Proficient 4</b>	<b>Developing 3</b>	<b>Limited 2</b>	<b>No 1</b>	
Students will create their own graffiti font of the alphabet.						Little or no effort shown
Students will use that font to construct an inspirational word on a brick pattern.						Below grade level
Students will then pretend that they have been commissioned to create graffiti art and will design an uplifting artwork around that inspirational word.						At or below grade level
Students will color their graffiti art in a similar way that graffiti artists work.						At grade level
						At or above grade level

**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

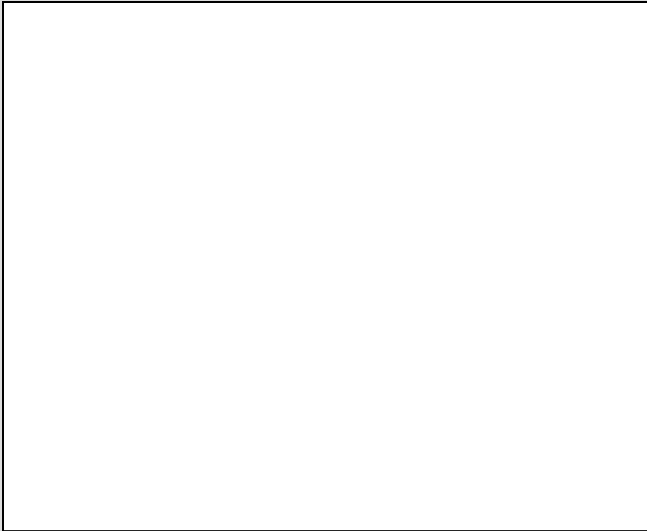
**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th**

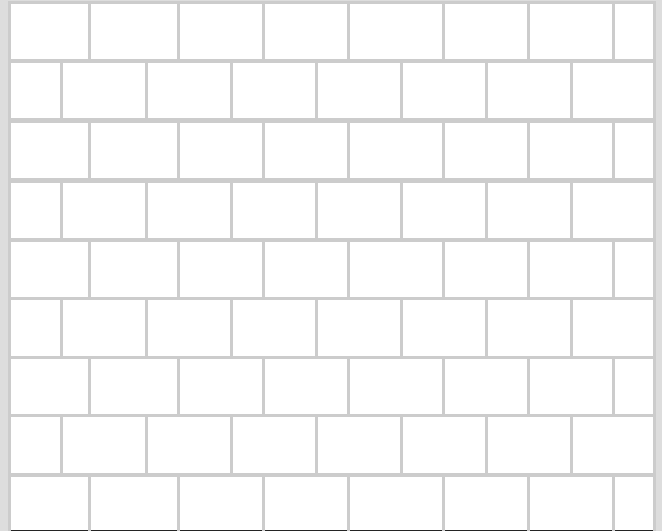
**Length of Class Period: 45 m**

**Approximate # of Students in Each Class Period: 20-30**

**"I'm not paid to be a role-model": Shades Step by Step Lesson 3**

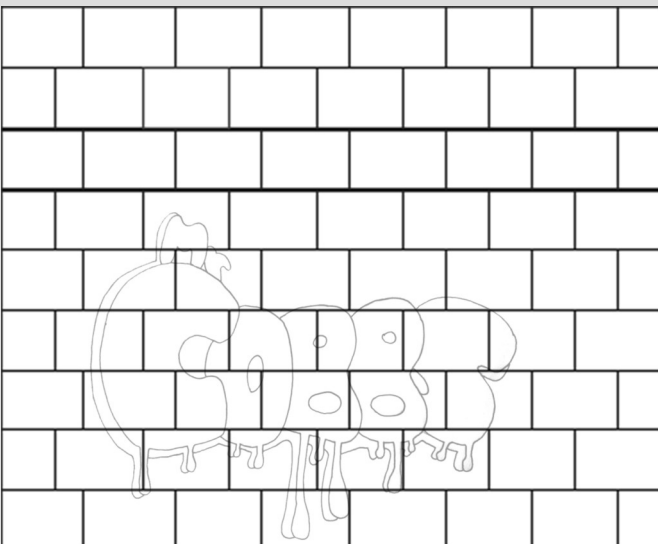


Step 1: Grab an 11x14 inch sheet of drawing paper.



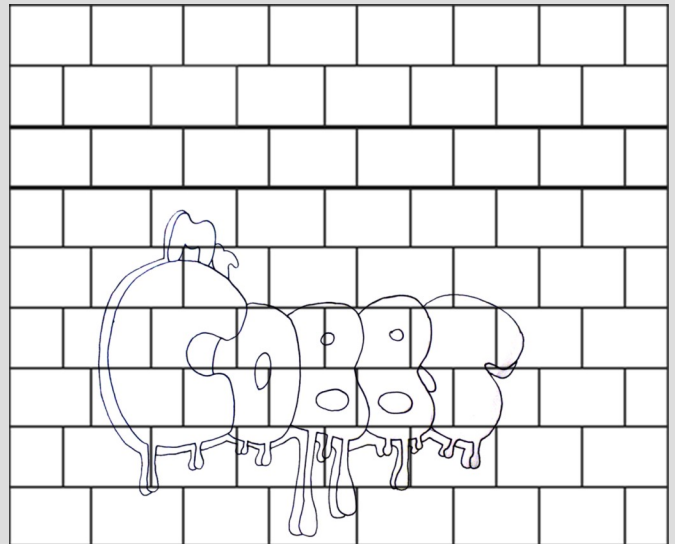
Step 2: With a ruler and a 2B pencil, create a brick pattern like the one shown above.

Once the pattern is created, use the fine point permanent black marker and the ruler to retrace the lines.



Step 3: Now that the brick lines are darker, use your 2B pencil and your selected graffiti font, create an inspirational "throw up" word.

I chose to use my name.



Step 4: Once your "throw up" is completely drawn, again use the fine point black permanent marker to retrace the line to make them darker.

**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

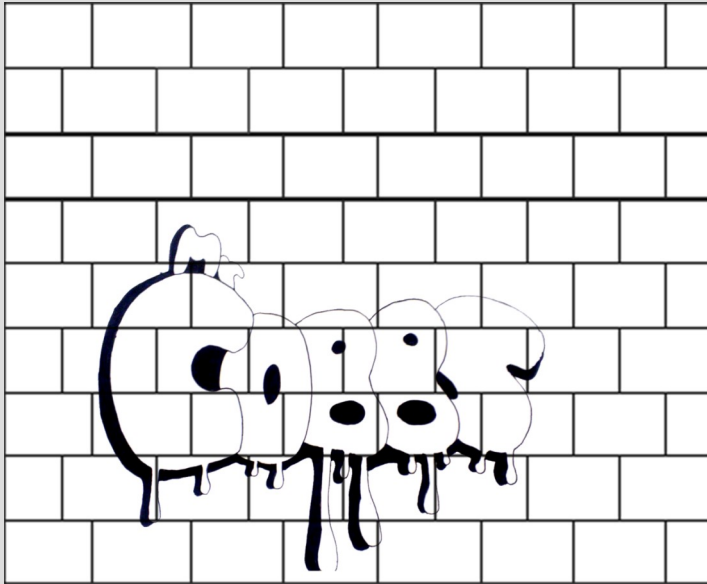
**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th**

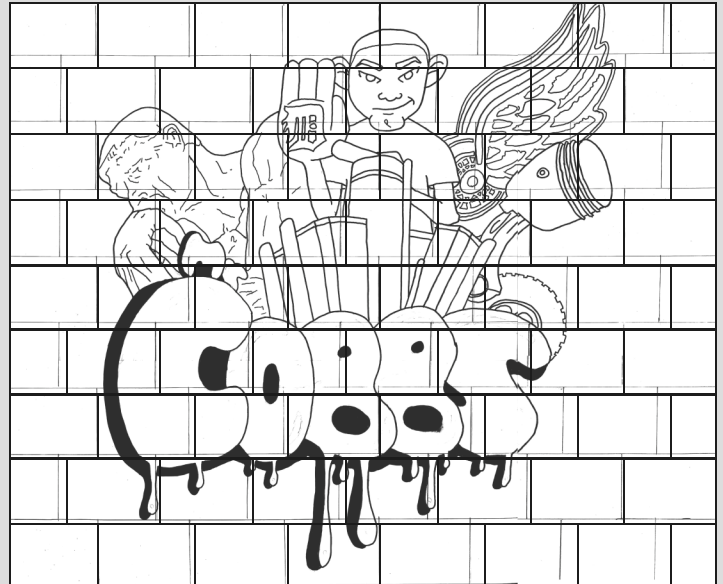
**Length of Class Period: 45 m**

**Approximate # of Students in Each Class Period: 20-30**

**“I’m not paid to be a role-model”: Shades Step by Step Lesson 3**



Step 5: Now to add a shadow to your “throw up” you can use a black permanent marker (thick) or whatever color you want to fill in the shadow portion.



Step 6: Draw your uplifting graffiti artwork based on the word you chose with a 2B pencil at first.

Since I chose to use my name I decided to use positive images from the city that I grew up in, Detroit, MI.



Step 7: Once you have your artwork completely drawn, use your fine point black permanent marker to retrace the line.

You may begin coloring, starting with the “Throw up” first.

**Note: “Throw Up” must have 2-3 colors.**



Step 8: When the “Throw Up” is complete you can color the rest of the artwork.

**Note: The rest of the artwork must also contain at least 2-3 colors and have 2 values per piece of artwork.**

Sign the artwork with your basic pseudonym tag.

**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th    Length of Class Period: 45 m    Approximate # of Students in Each Class Period: 20-30**

**Graffiti Tags (<http://weburbanist.com/2009/09/24/graffiti-designs-styles-tagging-bombing-painting/>)**

**Tag**

Tagging is the simplest type of graffiti, consisting of the writer's street name in one color. Tags are basically the graffiti writer's signature; if they're associated with a crew, they might also contain the crew's name or initials. Tags can be seen everywhere and are done in spray paint, markers or pens. If a tag is put up over another writer's tag or piece, it's extremely disrespectful.

**Throw Up**

A throw-up is a little more complicated than a tag, usually having two or three colors, but not nearly as elaborate as a piece. A throw-up is something that can be done quickly and repeatedly, while still identifying the writer. They're usually done in bubble letters, often in one color with a differently-colored outline. When a graffiti writer goes out bombing, they're usually either putting up tags or throw-ups all over their area.

**Stencil**

Using stencils is a quick and effective way to put up somewhat-complicated pieces very quickly. By holding the stencil against the wall and spraying, you can get a much more detailed picture than you would be able to with just a spray can. Even if you use two or three layers to make a more colorful and intricate picture, stencil graffiti can be thrown up in a matter of minutes. This is the type of graffiti that was made popular by the likes of Blek le Rat and Banksy and has now taken hold with graffiti writers everywhere.

**Blockbuster**

A blockbuster is used to cover maximum area in a minimal amount of time. Often consisting of large block letters, the blockbuster can be accomplished with paint rollers and two or three colors of paint. Usually a blockbuster is put up to cover up other work or block other writers from putting anything up on the same area.

**Wildstyle**

Wildstyle is a particular style of writing that was developed and popularized by graffiti artists like Tracy 168, Stay High 149 and Zephyr in New York City. It's a complicated and extremely stylized form of writing that, to the untrained eye, is not easy to read. Wildstyle writing features arrows, spikes, curves and other elements that non-graffiti artists may have a hard time understanding. Wildstyle pieces are often 3D and considered to be one of the most complicated forms of graffiti.

**Piece (Masterpiece)**

A piece (short for masterpiece) is a graffiti painting, much more complex than a tag and having at least three colors. Pieces are hard to do illegally because of the time and effort involved, so a good piece will gain a lot of respect for that particular graffiti artist. As graffiti has gotten more respect as a legitimate art form, a lot of pieces have been commissioned – or at least the artists given permission to put them up.

**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th    Length of Class Period: 45 m    Approximate # of Students in Each Class Period: 20-30**

**Grand River Creative Corridor**

The GRCC Outdoor Gallery is a Diego Rivera “Detroit Industry” fresco inspired fine art contribution to the GRCC project. “The Detroit Industry fresco cycle was conceived by Mexican muralist Diego Rivera (1886–1957) as a tribute to the city’s manufacturing base and labor force of the 1930s... Rivera was a Marxist who believed that art belonged on public walls rather than in private galleries.” The GRCC artists are no Marxists, however they share similar beliefs with Rivera regarding public art. 10 artists and craftsmen created an outdoor visual art experience that is open for any and all to see. Rivera illustrated the culture of Detroit in the 1930s. The GRCC has illustrated what is occurring now and the future aspirations for the state of the city.

Founder of GRCC: Derek Weaver

GRCC Outdoor Gallery Curator: Sydney G. James

Contributing Artists and Craftsmen: Sydney G. James, Clifton Jamaal Perry, Christopher Batten, Sabrina Nelson, Halima Cassells, Tanecia Nunlee, Alonzo Edwards, Lamar Landers, and Deandre Norman.



**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th**

**Length of Class Period: 45 m**

**Approximate # of Students in Each Class Period: 20-30**

**Halima Cassells and the Detroit Mural Factory**

The Detroit Mural Factory is a non-profit organization run by Detroit artist Halima Cassells. Their mission is to empower youth and adults to improve the City of Detroit; through art, urban agriculture, education, community development, youth development, and beautification.



Artwork by Halima Cassells from the Grand River Creative Corridor in Detroit, MI

**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th    Length of Class Period: 45 m    Approximate # of Students in Each Class Period: 20-30**

**Sydney G James**

Detroit bred visual artist, Sydney G. James, glides across a canvas with confident brushstrokes. She seems to be making aimless lines over a rough sketch of a face, but this is only the beginning of what will become one in an extensive collection of rich, emotional portraits. Deep hues and complex layering are signature to the works portraying familiar, friendly and familial faces.

Sydney began her career as an Art Director for Global Hue Advertising Agency in Detroit. With the primary responsibility of creating print and television advertising for major international brands, she counts American Airlines, DaimlerChrysler, Verizon Wireless and Kmart as key accounts.

In 2004, Sydney moved to Los Angeles, expanding her artistic reach utilizing her design and illustration abilities with consulting projects and showcasing her paintings at several art shows. Sydney became a rising star in the art community in 2006 when she secured a staff position as resident artist for the ABC-Family show, Lincoln Heights creating all of the artwork for the set and for the character Cassie, a prodigal artist. She was also commissioned to create a work that was manipulated to create a textile for Justin Timberlake's clothing line, William Rast as well as illustrations for children's books. She has showcased her paintings through shows in Detroit, Los Angeles, San Francisco, Atlanta, and New York.

Industry insiders anticipate interesting projects and an increase in personal collectors as Sydney's star rises. Book illustration, an animated series, and extending her collection of portraiture are projects in the works. Sydney holds a BFA in Communication Design/Illustration from the College for Creative Studies and is currently pursuing her Masters in secondary art education.

**UNIT TITLE: If you can't say it, spray it (permission or commissioned art only!)**

**Big Idea: Community and Self-Expression within the law**

**Grade Level: 6th**

**Length of Class Period: 45 m**

**Approximate # of Students in Each Class Period: 20-30**

**Sydney G James Images.**



Artwork by Sydney G. James from the Grand River Creative Corridor in Detroit, MI.



Artwork by Sydney G. James from the Grand River Creative Corridor in Detroit, MI.