

## **Lesson Title: Graffiti Slaps**

**Enduring Idea/Big Idea:** We can learn about a culture through what they leave behind– their art, their markings, and their graffiti!

**Grade:** 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>

**Class:** Cartooning I &II

**Time Allotment:** 4 Class Sessions; (Not Applicable – Varied Time Allotments)

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### **Who are my students?**

#### **Narrative of the class:**

Each section of this course is diverse. Demographically, the students are from a variety of differing backgrounds. Some seem to be financially well off; others, not so much. Their ethnicities are strongly rooted in African American, Syrian, Hispanic, and Caucasian decent. Many of them speak English primarily; however, there are some English Language Learners. After getting to know them thus far, it seems that many of them are culturally rich, and many of them aren't even first generation yet. In other words, they were born in another country and they came here, traveled here, or fled here with their families leisurely or to escape civil war and unrest. The genders are well balanced, and cliques are apparent, as the students sit divided into two large groups. Overall, they are mostly independent; however, they seem to need some more guidance and encouragement, and it is apparent that many of them are lacking attention and support at home. Many of them seem to thrive on attention, love, and friendship, and when teaching, this is shown through my genuine interests in them, their work, and relatable humor.

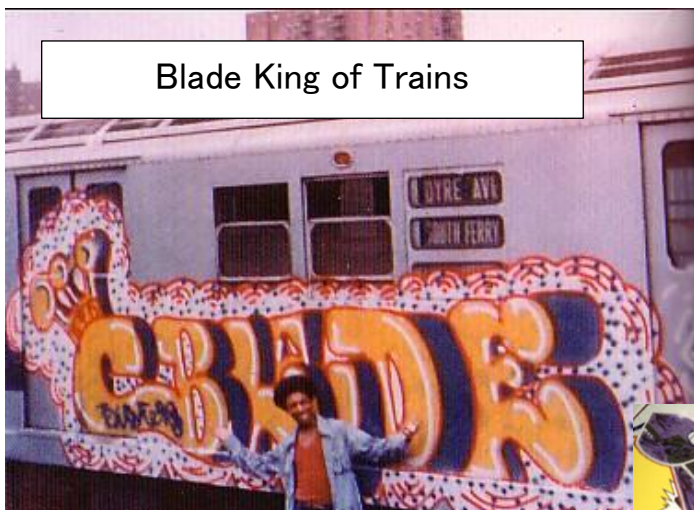
## Overview

### Lesson Summary:

In this lesson, students will delve into the contemporary art form of graffiti. First, they will acknowledge that graffiti has been around since man by examining some art history examples. By taking a look at things like the Egyptian palace walls and the Pompeii plaque, the students will understand that marks that people leave behind, graffiti, can convey quite a bit about a culture. These markings are important and have been left for centuries, waiting for a viewer.

To further investigate graffiti, the class will define and discuss what exactly graffiti is. They will compare and contrast vandalism and graffiti and begin to think of them as separate entities. Then, the class will take a look at some contemporary graffiti artists and popular graffiti locations. It is at this point that they will be thrust into this every growing political, social, and artistic discussion: is graffiti a respected art form, or a twenty-first century nuisance? Looking at both side of the battle, the students will be encouraged to create their own slaps- what do they want to leave behind?

### Artworks/Artists:







TAKI 183



Antoni Layoun



Shepard Fairey



BNE



Banksy



KOBRA

**Key Concepts:**

- A “slap” is a form of graffiti that is created on a sticker with an adhesive back side, and made to be quickly slapped onto any surface.
- Graffiti gets left behind and is important when learning cues, opinions, or other specifics about a society or a culture.
- In contemporary culture, graffiti art has many roles such as the following: expresses political opinions, personal emotions, or other societal ideals; shows ownership; reflects societal values; is humorous or mentally impactful; tells about the pop-culture of the era; and can showcase general artistic talent.
- Graffiti can be a respected art form with many opportunities when created responsibly and respectfully.

**Essential Questions:**

- How would you define a “slap?”
- What do you think the importance of graffiti as an art form is? (Historically)
- What functions do you think graffiti art plays in contemporary culture and in our modern society?
- Is graffiti a twenty-first century nuisance or a respected, newly developing form of art?

**Interdisciplinary Connections:**

In this contemporary lesson, students will explore the modern art world by looking at various graffiti artists. While creating, they will think independently and collaboratively through personal reflection, spatial activities, and socializations at their table groups. They will tap into their right brain as well as their left brain while learning scaffolded, logic sequences and timelines, and then applying that knowledge and to their creative decision making processes. They will expand upon their art knowledge by tapping into uncommon art history facts. Here, they will also scratch the surfaces of anthropology and other humanities. The students will also make strong connections to the technological science world through the optional use of modern technology—their cell phones, laptops, I-pads, or whatever they bring with them.

**Standards:**

**PA Standards for the Arts and Humanities:**

9.1.8.A: Know and use the elements and principles of the art form to create works in the arts and humanities.

9.1.8.B: Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise the original works in the arts.

9.1.12: Demonstrate specific styles in combination through the production or performance of a unique work of art.

9.3.8.F: Apply the process of criticism to identify characteristics among works in the arts.

**PA Standards for other Disciplines:**

1.6.8.A: Listen critically and respond to others appropriately.

## **Objectives**

**Knowledge:**

Students will define “graffiti slaps” after having class discussions, viewing many authentic examples, and answering Bell Ringer questions.

Students will identify graffiti styles and characteristics by studying artists and artworks through presentations and Bell Ringers

Students will acknowledge that graffiti can yield lots of important, specific information about a certain group of people at a particular time after viewing and discussing a graffiti history presentation and after discussing examples such as Shepard Fairey’s “Hope” image and KOBRA’s V-J Day interpretative mural.

**Skills:**

Students will apply knowledge of graffiti styles and discussed characteristics by sketching a thumbnail slap and then creating a final slap sticker.

Students will analyze presented graffiti artworks and through discussions and Bell Ringer prompts based around what the importance of both ancient and contemporary graffiti markings is today.

Students will synthesize information from discussions on presented graffiti artworks, graffiti artist's purposes, legal locations, and the pros and cons of graffiti in order to formulate their own opinions on the acceptance of graffiti as a contemporary art form.

**Dispositions:**

Students will use appropriate language and behaviors to show respect for their fellow classmates, their differing ideas, and all created artworks in the classroom by participating in class discussions and collaborative table group work.

Students will practice and hone their responsibility skills by utilizing the materials, resources, and tools in the classroom as they are intended, returning them to their proper locations, cleaning up their work areas at the end of every session, and viewing demos and presentations respectfully.

Students will become part of a contemporary art discussion as they gain knowledge and become aware of graffiti artists and how graffiti can be an effective art form.

**Student Learning Objective (SLO)****Craftsmanship**

→ In this lesson, craftsmanship will be stressed. Students will be encouraged to take their time. They will have ample time to surf the web and find other inspirations as well as practice styles and designs they find in thumbnail sketching. Their initial design will be drawn out in pencil and colored in with highly saturated, woodless Prisma-colored Pencils. They will then receive a slap sticker– the size of their choosing– and they will recreate their finalized image.

**Assessment****Pre-Assessment**

Bell Ringer Questions:

What is a slap?

What is graffiti? How would you define it?

How would you define vandalism?

Are they two different things? Why or why not?

What is a function of graffiti from ancient times? What can it tell us?

### **Formative Assessment**

Exit Ticket (1): Name one characteristic of the graffiti slaps we saw today

Exit Tickets/Groups (2): What was the graffiti image found in Pompeii?

Where was the fish graffiti image found?

What is a slap? How would you define it?

What is the name of the graffiti artist we already discussed?

Blank train prompt

Pros and Cons of Graffiti Exercise

### **Summative Assessment**

Final Slap Reflection Sheet:

If you could put this anywhere, where would you put it, and why?

(Or)

What image did you choose to slap? What does this image say about you? Why did you choose it?

Final Rubric Grading

## **Instructional Procedures**

### **DAY ONE**

#### **Hook:**

- Antonie Layoun slap sticker introductory Power Point presentation
- Define and discuss graffiti's definition
- Define and discuss slap definition
- Discuss their experiences with graffiti

#### **Motivation:**

- Have a few artworks up on the screen still and compile a list on the board of characteristics of graffiti art
- Tell them they will be making their own slaps
- They will work on 3-6 thumbnail sketches for their graffiti slaps today
- They can look online for inspiration

#### **Culmination:**

- Clean up and leave; place things in binder with name; in proper labeled period cubby or shelf
- Exit Ticket to leave in their binder as well with their names on it: Name one characteristic of the graffiti slaps we saw today

## **DAY TWO**

### **Hook:**

- Graffiti Art History Presentation Bell Ringer
- Bell Ringer Question: What is a function of graffiti from ancient times? What can it tell us?

### **Motivation:**

- Finish designing slap thumbnails
- Quick demo on how to use the Prisma-colored woodless pencils and the difference between them and pastels/them and regular colored pencils
- They can work on coloring in their thumbnail slap sketches

### **Culmination:**

- Clean up; place things in binder; in appropriate locations
- Exit Ticket to leave in their binders as well with their names on it; these will vary per group:
  - What was the graffiti image found in Pompeii?
  - Where was the fish graffiti image found?
  - What is a slap? How would you define it?
  - What is the name of the graffiti artist we already discussed?

## **DAY THREE**

### **Hook:**

- Bell Ringer Power Point on the contemporary graffiti timeline

### **Motivation:**

- Continued Bell Ringer: They get a blank prompt of a blank train; there are a few graffiti-ed train references at the bottom of the page; however the majority of the page is a blank train; they can doodle on this and create their own graffiti as a break from their slaps
- They will work on exploring the use of the saturated sharpie marker and color in their train graffiti (this will help them practice before they are to create their good Sharpie-ed slap)
- Finish coloring slap thumbnails



**Culmination:**

-Clean up; place things in binder with name; leave

**DAY FOUR**

**Hook:**

-Bell Ringer Power Point on graffiti and legality

-Accompanying discussion on legality issues with graffiti; not promoting illegal graffiti as their teacher or as an artist

**Motivation:**

-Bell Ringer group activity after viewing the presentation and partaking in the discussion: Pros and Cons (list) of Graffiti

-Finish Sharpie-ing train

-Create final graffiti slap sticker (choice sticker paper; discuss the advantage of each different sheet size; larger=more detail; smaller=simpler; "Hello My Name Is" color shows through; etc.)

**Culmination:**

-Finish the final slap

-Fill out a short slip to accompany the slap:

If you could put this anywhere, where would you put it, and why?

(Or)

What image did you choose to slap? What does this image say about you? Why did you choose it?

-Clean up and turn everything in; names on everything; in binders for the teacher to go into and check/grade

## **Necessities**

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**Preparation**

Antoni Layoun Classroom Images (actual graffiti slaps stuck on things in the room)

Exit Ticket (1): Name one characteristic of the graffiti slaps we saw today

Graffiti Art History Presentation Bell Ringer

Bell Ringer Questions:

What is a slap?

What is graffiti? How would you define it?

How would you define vandalism?

Are they two different things? Why or why not?

What is a function of graffiti from ancient times? What can it tell us?

Prisma-color Demo

Exit Tickets/Groups (2): What was the graffiti image found in Pompeii?

Where was the fish graffiti image found?

What is a slap? How would you define it?

What is the name of the graffiti artist we already discussed?

Contemporary Graffiti Timeline Power Point

Blank Train Graffiti Prompt

Graffiti and Legality Power Point

(Group and Class Discussion Question) Pros and Cons of Graffiti

Final Slap Reflection Sheet:

If you could put this anywhere, where would you put it, and why?

(Or)

What image did you choose to slap? What does this image say about you? Why did you choose it?

### **Instructional Resources**

Prisma-color usage and tips sheet (included in Prisma-packs)

Google Images

Banksy Film: Exit Through the Gift Shop

Graffiti Timeline

<http://nychicagograffitihistory.weebly.com/graffiti-history-timeline.html>

Graffiti Know How

<http://www.graffitiknowhow.com/graffiti-history-timeline/>

Obama Hope Campaign

The Guardian

<http://www.theguardian.com/science/2014/jul/06/worlds-earliest-erotic-graffiti-astypalaia-classical-greece>

Wikipedia- Graffiti-Slap

Urban Dictionary-Graffiti-Slap

### **Student Supplies**

Pencils and erasers

Woodless Prisma-colored pencils  
Thumbnail sketch paper  
Bell Ringer prompt sheet  
Colored Sharpie markers  
Black Sharpie markers- thin and thick  
Various sticker sizes- blank  
“Hello My Name Is” stickers  
Paper/Handouts  
Phones/Technology  
Binders/Group folders

## Adaptations

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### Learning Styles

#### Written:

- Written Bell Ringers
- Brainstorming Sheet
- Final Slap Question Sheet

#### Visual:

- Thumbnail Sketches
- Images compiled and discussed are shown on projected screen
- Images around the classroom
- Images for reference on technology
- Images for train sheet reference at bottom of sheet
- Written up on the board largely

#### Kinesthetic:

-Students are allowed to stand, move, socialize, and work in locations around the room; different from the traditional seated desk; there are no desks- long, open tables that allow for lots of working room and movement

#### Verbal:

-Bell Ringers are all discussed orally and in writing on the projection  
-Class discussions and consistent verbal reviews and informal checking for understanding

### Multiple Strength Intelligences:

#### Mathematical/Logical:

- Thumbnail sketches and provided references allow for
- Scaffolded learning of graffiti timeline
- Numerical timeline; potential date association

**Naturalistic:**

- What else can you graffiti with? (A question on a power point)

**Visual/Spatial:**

- presentation of bell ringers will be visual and verbal, and on the big screen TV (No whiteboard projection in the room)
- creation of a slap
- creation of thumbnails; practice with colored pencils
- creation of graffiti train open ended prompt; practice with Sharpies
- Slap size variation

**Kinesthetic/Bodily:**

- hands-on, physical activity
- lots of room for moving, standing, and active hands-on learning
- Opportunities for table groups to come together and work together or to answer Bell Ringers and other questioning prompts together

**Interpersonal:**

- talking and socializing and group work is allowed
- group collaboration and problem solving is allowed and encouraged
- group Bell Ringers/brainstorming/pros and cons/critical thinking

**Intrapersonal:**

- technological devices are allowed
- personal research is allowed and encouraged to look up more images and information; phones and internet allowed to compile a plethora of images from which to base their structures on
- no one will be forced to work with a group; there will always be another question they can choose to answer

**Linguistic/Verbal:**

- Bell Ringers have images and text
- Bell Ringers are always discussed out loud
- Craftsmanship discussion
- Topics, characteristics, discussion questions are written on the board
- Objectives of each day are (always) written on the board

**Final Slap Reflection Sheet:**

If you could put this anywhere, where would you put it, and why?

(Or)

What image did you choose to slap? What does this image say about you? Why did you choose it?

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## Exit Tickets

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What was the graffiti image found in Pompeii?

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Where was the fish graffiti image found?

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What is a slap? How would you define it?

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What is the name of the graffiti artist we already discussed?

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Name one characteristic of the graffiti slaps we saw today.