**Essential questions**:

Why do artists take to the street?

When does it stop being art and start being criminal?

How can street art influence change?

**Central focus:**

Students learn about the history and influence of street art, discuss what this means and what ethical/legal issues this could cause, and understand how art relates to social movements. Students will investigate a social issue of their choosing and create a poster surrounding the topic. They will continue to build their understanding of the elements/principles of art as they design their poster and consider the best ways to represent their topics.

**Assessment Objectives:**

Students will be able to create a composition/drawing about a social issue, using their elements/principles of art to give the work meaning.

**Assessment Measurements:**

Students will be scored on a rubric.

Day 1:

1. As students enter they are given an assignment sheet. After they sit down and settle, the teacher takes attendance.

(5 minutes)

1. The teacher explains that on the back of their assignment sheets, they should be taking notes. There are three artist examples in the PowerPoint, and for each artist they should take notes, including one thing they see in the artist’s work and one thing they think about it. These notes will count for 25 points.

(2 minutes)

1. The teacher begins the PowerPoint and opens with the question, “What do I mean by ‘street art’?” She allows students to raise their hands to share their ideas and examples. The next slide asks students to discuss why they think that artists participate in street art. She guides the discussion to lead in to history of social art and street art. The next slide asks “Is art a crime? When does it stop being ‘art’ and start being ‘vandalism’?” She leads them in a discussion, potentially a debate, that challenges students ideas, while also being very clear that graffiti is a crime and that she in no way condones it. The next question asks “What has street art done for us? How has street art influenced social change?” They discuss these questions. The next slides introduce artists such as Banksy, Lady Pink and Paolo Ito, and she discusses their work with them. The last slide shows a single image of Paolo Ito’s mural in Brazil during the World Cup. She guides the class through a critique process that brings them to their interpretation of the work and what social issue it represents.
(23 minutes)
2. For the rest of class, students work on their planning sheets where they pick one social issue to make a poster for. The guiding questions ask them to brainstorm what images or symbols may be used to represent their issue, and how they would use the elements and principles of art to show these (ex, what should be emphasized, what colors should be used, etc.). In the upcoming classes, they will be making mini-posters about their chosen topic. Students use this sheet as their “ticket out the door”. For homework, students are asked to bring in an article about their chosen topic.
(10 minutes)

Day 2:

1. As students enter they are given an assignment sheet. After they sit down and settle, the teacher takes attendance and collects the homework.

(10 minutes)

1. The teacher hands out packets that have questions on the front and back, as well as an attachment of the list of the principles/elements of art. She explains the packet to the class. This is classwork for today and is a guided critique. On the screen, there are two photos of drawings by Paul Kuczynski that are numbered 1 and 2. The students are instructed to pick one of these works to write about, and to indicate this on their paper in the first blank. The next section asks students to select three elements or principles of art (there is a word bank as well as the definitions on the back for reference), and for each to write about where they see these in the work that they chose to write about. They should be writing at least 3 sentences for each element/principle they choose. The next page has two (two-part) questions: 1.” What do you think the social issue is that the artist is trying to represent? How do you think they feel about this issue?” and 2. “How do the elements of art that you discussed earlier lead you to this interpretation? Why do you think that this is the social issue?” They should answer these to the best of their ability with at least 3-5 sentences. Students have the entire class to work on this sheet, and it is worth 50 points. Students may use this sheet as their ticket out the door. (30 minutes)

Day 3:

1. As students enter they are given an assignment sheet. After they sit down and settle, the teacher takes attendance.

(5 minutes)

1. Students are given their planning sheets back. Before they are given the paper for their drawings, the teacher asks students to share what they remember from the previous class, particularly what art they looked at. She guides them towards sharing which elements/principles of art they saw, and how those influenced the interpretation of the work. She tells the students to keep these in mind as they plan their own projects. She also reminds them that street artists especially are careful to use the entire space so that it makes more of an emphasis on their topic. This means that students should work to fill their whole page. She also discusses how artists can use text/words as a tool in their social art, but how some don’t have to because the image is powerful enough. She tells them to carefully consider how they use words in their work. (10 minutes)
2. For the remainder of class, students work on planning and designing their poster with pencil. The teacher facilitates the room to answer questions and help students. She tries to guide them to create their own images rather than directly copying from the internet. (24 minutes)
3. When students clean up, they can store their work in their class folders before leaving when the bell dismisses them (1 minute).

Day 4:

1. As students enter they are given an assignment sheet. After they sit down and settle, the teacher takes attendance.

(5 minutes)

1. Students are instructed to retrieve their work from the previous class and continue working on their mini posters. If they complete the pencil design drawings, they may move on to color. They are given the choice of colored pencils or markers. She asks them to consider what materials would best fit their message and compliment their designs. She also stresses that outlining with sharpie may help add emphasis and clarity to some areas. With this kind of choice/free time, the teacher will need to be extra careful about monitoring the room to make sure students are focused. If students finish in the class period, they will be able to start their reflection/self evaluation sheet. (25 minutes)
2. At the end of class, the teacher formatively assesses the class project by asking the class to raise their hand if they are done or almost done. This will determine if she thinks they need another class period. She then goes over the self-evaluation form with the students to make sure they understand what is expected of them. If she has decided that they do not need another class work time, then she will send the evaluation form home with them as homework. (5 minutes)