

UWM Lesson Plan Template
(adapted from PSOA Art Education Area)

Name:	Rhiannon Ruffner	Email:	rruffner@uwm.edu
Lesson Title:	Controversial Graffiti	# of Sessions	3-4
Level/Grade/Age:	High School/11 th & 12 th /17-18		

BIG IDEA

(Describe how the big idea is important to this age group in relation to student assets and the content area):

Students will find a controversial topic that interests them. Whether it be a mainstream argument, or an issue in the past, they will have the opportunity to form their own opinion on a subject that they are knowledgeable on or would like to further educate themselves in. They will then create a simple design to represent their thoughts and opinions into art. By using a projector, they will then trace their high contrasted design onto a poster board and cut out the black points with an exacto-knife. Taping this stencil then onto a clear contact sheet, they will spray paint so the image reflects graffiti. These will then be placed around the high school so the students will learn that their opinions are valid and their voices can be heard no matter how small and through any form. This is important specifically within this age group as many are stepping into adulthood, coming to the legal age to vote, and making decisions to create the pathway to the rest of their lives. It is important for this lesson to teach them that difficult topics can and should be talked about and no matter how young they are, their voices and art should be heard.

OBJECTIVES AND NATIONAL STANDARDS: <http://www.nationalartsstandards.org/>

Art	Other Subjects
<p><i>Creating</i></p> <ul style="list-style-type: none"> - Forming opinions and creating designs that reflect thoughts <p><i>Producing</i></p> <ul style="list-style-type: none"> - Turning voices into a physical statement through a design and artwork <p><i>Responding</i></p> <ul style="list-style-type: none"> - Understanding their peers' thoughts and opinions through their art and being able to thoroughly explain their reasoning through design and knowledge 	

<p><i>Connecting</i></p> <ul style="list-style-type: none"> - Allowing those in the direct community to connect through the same views or contradicting ideas and use these to maturely form conversation 	
--	--

ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

<p>Academic language to be used: http://edglossary.org/academic-language/</p>	<p>Contrast, Thumbnails, Research, Symbols, Interpretation</p>
<p>Where academic language will be practiced (<i>i.e. through writing, speaking, art making</i>):</p>	<p>Contrast (art making) – arrangement of opposite elements (light vs dark) Thumbnails (drawing/art making) – small sketches used to multiply ideas quickly Research (writing) – investigation of materials and sources to establish facts and reach new conclusions Symbols (art making) – solid, recognizable thing that stands for something that would be hard to show Interpretation (speaking) – an emotional or experiential understanding based off explanation of the meaning of a work of art</p>

LANGUAGE FUNCTION USED THROUGHOUT LESSON:

<p>Type of language function: http://www.eldstrategies.com/languagefunctions.html</p>	<p>Agreeing/disagreeing, Contrast, Expression, Interpretation, and Research</p>
<p>Emphasis of language function (<i>describe the main purpose of using this language function for your lesson</i>):</p>	<p>Agreeing/disagreeing – learning how to maturely debate on a topic Contrast – seeing the major differences in light and darks and how it impacts an image and used to simplify images Expression – how to express own views Interpretation – seeing how others interpret art differently Research – becoming knowledgeable on topics they wouldn't normally focus on within other school subjects</p>
<p>Where language function will be practiced (<i>i.e., through writing, speaking, art making</i>):</p>	<p>Research, forming opinions, how to maturely debate on controversial topics, turning ideas into physical pieces</p>

UNIT or LESSON OVERVIEW:

Students will get one class period to brainstorm a controversial topic that they have a strong opinion on or would like to be further educated on. They will then sketch out thumbnails to create a simple design with high contrast that represents their opinion on the topic or voice their thoughts through symbol and design. The second-class period, they will transfer their drawings or online images onto a clear projector page and trace these images onto a poster board using a projector. Once traced, each student will use an exacto-knife to cut out the shapes that will be spray painted black. They must use logical thinking to

make sure these shapes will reflect the image and thoughts they want portrayed. The last class periods will be used to tape the stencil to a clear contact sheet, and spray paint the image onto the sheet. Once dry, students will place their art statements onto the walls around the high schools for their peers to interpret and critically analyze.

UNIT or LESSON DETAIL (provide for each lesson session):

<p>Motivation/introduction:</p>	<p>Students will be asked what topics they are most knowledgeable on. Furthering this question, they will then think about what they know the least about. After questioning this, they will focus on what topics are most controversial in the world currently and pick a topic based on what they are most interested in. The motivation will be created to give them a voice and the ability to further their learning on a topic that most intrigues them.</p>
<p>Art Making:</p>	<p><u>Supplies:</u> Technology, Pencils and Sketchbooks, Projector, Poster board, Exacto-knives, Spray Paint, Tape, Contact Sheets</p> <p><u>Teacher instruction:</u> Students must spend first session researching topic and forming a knowledgeable opinion. They will then create thumbnails and form a strong design. Second session will include transferring the image onto a projector and tracing this image onto a larger scale. Third session will include cutting out the dark contrast areas of the poster board to create simple shapes that will ultimately create an overall image that represents opinion. They will then tape this against their contact sheet and spray paint the image onto the contact sheet. Once dry, artwork will be hung around school for peers to interpret and see the artists voice.</p> <p><u>Objective:</u> Students will use their thoughts to create a simple design that portrays a complex topic effectively.</p> <p><u>Students at work:</u> Students will work independently while creating the pieces and then be able to debate and form mature conversations regarding their peer’s topics and opinions.</p> <p><u>Closure:</u> Students will work together to clean up all supplies and return to designated areas. Students will have the opportunity to share their topic and hear other interpretations of how their artwork and thoughts were portrayed.</p>

<p>ADAPTATIONS:</p>	<p>This project could be adapted to younger students by using less research intensive and thought provoking subject matter.</p>
<p>RELEVANT THEORIES:</p>	<p>Cognitive Constructivism – adding new information onto existing knowledge</p>
<p>ASSESSMENTS:</p>	<p>Initial (formal/informal):</p> <ul style="list-style-type: none"> - Researching topics - Brainstorming opinions - Using thoughts and new found knowledge to form a logical opinion

Progressive/Formative (formal/informal):

- Create a design to portray desired topic
- Use high contrast and simple shapes to exemplify a complex topic
- Use hands-on skills and researched knowledge to create a physical art piece

Final/Summative (formal/informal):

- Students should be able to explain their piece and opinion with confidence and logical knowledge.
- Students should be able to hold a mature debate and interpret all peers work and learn about other important current topics within their world.

EVIDENCE

- If you have implemented this lesson, please include **reflections** on how it went and/or **samples** of student work (artifacts).

TEACHER REFLECTIONS ON IMPLEMENTATION

Include student reactions, what worked/what didn't work, how you would revise the lesson, etc.

- Build connections with the class and group of students so they are comfortable sharing complex topics.
- Show previous student and artist work (Banksy) so students have a strong understanding of what is expected.

STUDENT WORK SAMPLES (ARTIFACTS)

May also be sent as a separate file

