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| **Name**: | | Graffiti | | **Time:**  4-5 45 min sessions |
| **Essential Question(s)**:   * I can explore artistic styles to better express my visual ideas. * I can write from the perspective of a graffiti artist. * VA5AR.2 Interprets and evaluates art through thoughtful discussion * VA5MC.2 Explores artistic styles to better express visual ideas * TAES3.3 Writing in role | | | | |
| **Assessment(s)**: | Type of Assessment | | Description | |
| * Formative | | * Ongoing through the use of observation, discussion and questioning : What is art? What can art express? How do graffiti artists vary from commissioned artists? | |
| * Summative | | * Students will write-in-role from the perspective of a graffiti artist | |
| * Performance based | | * Students will create the brick background using pattern * Students will use a font to form their word and cut out * Students will lay down word and paint around negative space * Students will add detail to their word to create further emphasis | |

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| **Key Vocabulary:** | Graffiti, vandalism, texture, pattern, positive/negative space |
| **Need:** | Crayons, watercolor paint, tempera paint, brushes, water, paper, card stock, scissors, pencil |

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| **Opening** |
| D1: Students will view a PP of Graffiti art and discuss what makes art art. View teacher demo of bricks  D2: Review key vocabulary. View fonts, view teacher demo/tricks on how to do lettering  D3: Review key vocabulary. Watch teacher demo laying letters down and painting over. (Splatter)  D4: Catch up day and writing in role prompt |

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| **Work** |
| D1: Draw bricks with crayon and paint with watercolor  D2: Draw word/name and cut out  D3: Glue stick down and paint over  D4: Add finishing details, writing in role. |

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| **Closing** |
| Students will clean up their work area and store their work in the proper location. Teacher will review key vocabulary and expectations for the next class session. |

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| **Differentiation** |
| Preferential seating, visual aids. Teacher prompts and one-on-one assistance. Teacher demonstration at the beginning and as needed. When complete will be allowed to use Legos to accomplish a Lego challenge. (Builds fine motor skills, abstract thinking, play, and practice with sculpting in the 3-D). Early finishers can get out a Blocks Box or Drawing Challenge. |

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| Name: | Project: | Excellent | Good | Average | Needs Improvement | Failed |
| Showed skill with media-craftsmanship | | **5** | **4** | **3** | **2** | **1** |
| Work is complete | | **5** | **4** | **3** | **2** | **1** |
| Used class time wisely | | **5** | **4** | **3** | **2** | **1** |
| Understands design concepts (demonstrated through production) | | **5** | **4** | **3** | **2** | **1** |
| Critique/Reflection/Artist Statement | | **5** | **4** | **3** | **2** | **1** |
| Total Points: 25  Your score: | | Grade:  Comments: | | | | |