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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
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| **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?
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| * Summative
 | * Students will write-in-role from the perspective of a graffiti artist
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| * 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 bricksD2: Review key vocabulary. View fonts, view teacher demo/tricks on how to do letteringD3: 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 watercolorD2: Draw word/name and cut outD3: Glue stick down and paint overD4: 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: 25Your score:  | Grade: Comments: |