**“Graffiti Name Fences”**

**Teacher’s Name:** Sydni Oliver

**What is the lesson objective?**

**(What will the students learn and/or demonstrate?)**

The students will learn the history of graffiti in a contemporary context i.e. how graffiti become popular in mainstream media. They will review color schemes and color combinations. They will explore line and shape through an exploration of their name in graffiti style fonts. They will learn value through highlights and shadows of letters. They will transfer their final drafts onto a 3-D fence.

**Standards addressed and expectations of students:**

VA:Cr2.1.8a Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing. (Students will be expected to experiment with different types of fonts and colors to evoke feeling and express their personality. They will need to exhaust all ideas and versions until they have a final draft.)

VA:Pr5.1.8a Collaboratively prepare and present selected theme based artwork for display, and formulate exhibition narratives for the viewer. (They will have to revise many drafts to prepare for a collective display in the hallway)

VA:Re8.1.8a Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. (They will complete art analysis on specific artists work and discuss how the context/mood will be perceived differently among people due to prior knowledge and connections of the subject matter)

VA:Cn11.1.8a Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. (They will discuss various public art forms and artist in a cultural context)

**Anticipatory Set:**

**(“The Hook” – something to excite the student about the subject matter)**

(todays hook) American Power by Tristan Eaton, Mural in Miami Florida (art analysis)

**Teaching/Instructing Process:**

**(Input, modeling, and checking for understanding)**

Allow students to observe and discuss the artwork as I monitor the discussion. Allow students to move around the room to collaborate and share ideas. Test their knowledge of color theory using a review worksheet. Ask for answers in a group setting and have individual conversation with students as needed about their work.

**Guided Practice and Monitoring:**

**(Monitor orally individually or together; monitor via written language or via a task performance; monitor via group sampling or visual answers, e.g., “thumbs” - you monitor to know if students are learning and lesson objectives are being met)**

Students will be monitored as a group during discussion and individually during independent work time. They will be evaluated in completion of their color theory worksheet and their ability to apply that knowledge to their graffiti project.

**Closure:**

**(Statements or actions by you that help students make sense out of what has just been taught, to help form a coherent picture, to eliminate confusion and frustration, and to reinforce major points to be learned)**

Review American Power and the impact of public art. Review their color theory worksheet and give them a scope of the future of the project.

**Independent Practice:**

**(This can be a question or problem for students to ponder on their own or in a small group or pairs. The aim is to reinforce and extend the learning beyond the lesson and ideally into real world settings.)**

Art analysis on the public art display, American Power, is done independently then discussed as a group.