

## **Common Core Lesson: Exploring Graffiti Art**

**Grade Level:** 4th - 8th grade

**Subject:** Visual Arts

**Objective:** Students will be able to define graffiti art, understand its historical and cultural significance, analyze examples of graffiti art, and create their own graffiti-inspired artwork.

### **Common Core Standards:**

CCSS.ELA-LITERACY.RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.W.7.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

CCSS.ELA-LITERACY.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

### **Materials:**

Visual examples of graffiti art

Chart paper or whiteboard

Drawing paper or art supplies for creating artwork

### **Procedure:**

#### **Introduction (10 minutes)**

Begin by asking students if they are familiar with graffiti art and what they know or think about it.

Explain that graffiti is a form of art that involves creating images or words on public spaces, such as walls or buildings, often as a means of self-expression or conveying social or political messages.

Show visual examples of graffiti art and discuss their characteristics, styles, and the messages they convey.

### **Reading and Discussion (15 minutes)**

Provide a short reading passage or present key information about the history and cultural significance of graffiti art.

Have students read the passage individually or in pairs and identify important details about the origins of graffiti and its association with urban youth culture.

Facilitate a class discussion, allowing students to share their findings and discuss the reasons why graffiti is viewed as both an art form and an act of rebellion.

### **Analyzing Graffiti Art (20 minutes)**

Display visual examples of graffiti art, representing different styles and messages.

Guide students in analyzing the examples, discussing the artistic techniques used, the visual impact of the artwork, and the messages or emotions it conveys.

Encourage students to express their interpretations and reactions to the graffiti art examples.

### **Creating Graffiti-Inspired Art (30 minutes)**

Explain to students that they will now have the opportunity to create their own graffiti-inspired artwork.

Provide drawing paper or art supplies and instruct students to think of a word, message, or image they want to create.

Guide students in experimenting with graffiti art techniques, such as using bold colors, different lettering styles, and incorporating symbols or imagery.

Allow students time to create their graffiti-inspired artwork, emphasizing the importance of self-expression and conveying a message through their art.

### **Sharing and Reflection (15 minutes)**

Invite students to share their graffiti-inspired artwork with the class, explaining the message or meaning behind their piece.

Facilitate a class discussion where students can discuss their artistic choices, the impact of their artwork, and the potential significance of graffiti art in public spaces.

### **Culminating Discussion (10 minutes)**

Wrap up the lesson by reviewing the definition and characteristics of graffiti art.

Discuss the controversies surrounding graffiti as an art form and its cultural significance.

Encourage students to reflect on their own experience of creating graffiti-inspired artwork and how they perceive the relationship between art, public spaces, and self-expression.

### **Assessment:**

Informally assess students' understanding of graffiti art through their active participation in class discussions and their ability to define and analyze examples of graffiti artworks.

Review students' graffiti-inspired artwork and provide feedback based on their creativity, use of techniques, and ability to convey a message or meaning.

### **Resources:**

Book: "Graffiti School: A Student Guide and Teacher Manual" by Chris Ganter - "Graffiti School" is an educational resource that introduces students to the world of graffiti art. It provides historical context, explores different graffiti styles and techniques, and includes step-by-step tutorials for creating graffiti-inspired artwork. It's suitable for older elementary and middle school students interested in graffiti art.

Book: "Street Art: Graffiti and Stars" by Lou Chamberlin - This book offers a comprehensive look at street art, including graffiti, and its cultural impact. It delves into

the historical roots of graffiti and showcases examples from around the world. It encourages students to analyze and appreciate the art form and provides inspiration for creating their own street art.

Book: "Graffiti Style Art: A Guide to Creating Bold, Colorful, and Expressive Paintings" by David B. Smith - Geared towards budding artists, this book explores the creative process behind graffiti-style art. It covers foundational techniques, color theory, and design principles commonly used in graffiti. It encourages students to experiment with graffiti-inspired art and develop their own artistic expressions.

**Extension Activities:**

Research and explore different graffiti artists and their styles. If desired, teachers may also invite a graffiti artist or muralist to visit the classroom. Please email [hello@cultivategrandrapids.org](mailto:hello@cultivategrandrapids.org) if you'd like a recommended list of guidance.

Discuss the legal and ethical aspects of graffiti art, including public opinion and city regulations.

Create a classroom mural or collaborative graffiti art project, highlighting positive messages or themes relevant to the students' community.

Note: It's important to address the distinction between graffiti art and vandalism, emphasizing that the lesson focuses on the artistic aspects and cultural significance of graffiti art rather than illegal tagging or defacement of property.