

Lesson Plan 1

Title: Perspective, Graffiti, and Tagging Lesson
Elementary Level: 4th Grade

Length: 2 hours 20 min

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

- What do we imagine when we think of streets?
 - Cars, trees, sky, sidewalks, fire hydrants?, buildings
- What do we know about space?
 - Show the wyle-E Coyote and perspective video?
 - What are techniques that create illusion in space?
- What is perspective?
- Do you see art outside of museums? Where?
- What do you know about graffiti? What do you know of tagging?

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

- This lesson will teach 1pt perspective by creating a street with trees, cars, sidewalks, and buildings. Alternative: railroad tracks.
- In this lesson, students will learn the difference between tagging and graffiti, and will learn to create 1pt perspective letters?
- Responsibility / respect for surroundings, vandalism vs conversation

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Line, space, overlapping, horizon line, vanishing point, size, shape, atmospheric perspective, murals, graffiti, lettering, tagging, respect for surroundings, law/rules, foreground, midground, background, art is a conversation

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Students will learn the correlation between space in art and perspective, and will connect their perspective of the world to graffiti and tagging, allowing students to distinguish the difference and need for graffiti and tagging as well as the need for perspective to portray the world.

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (-Co Visual Art Standard: _____ - GLE: _____ -SHoM: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

After a short introduction to space and 1 pt perspective, SWBAT create a horizon line and VP on their paper, and use a ruler to draw straight lines out the vanishing point to create their street objects. (-Co Visual Art Standard: *Envision and Critique to Reflect* **GLE:** 2. *Synthesize researched and visual information to imagine, inform, and plan possible next steps in personal art making.* -**SHoM:** *stretch and explore* **Art learning:** *Vocabulary related to 1 pt perspective outlined in concepts, literacy, and numeracy; Using a ruler to measure points and as a straightedge.*)

After an asynchronous investigation into tagging and lettering, SWBAT practice graffiti lettering on one page on their own, as well as tagging one object in a handed out photo. (-Co Visual Art Standard: *Invent and Discover to Create* - **GLE:** 1. *Investigate ideas of personal interest to plan and create works of visual art and design.* -**SHoM:** *Develop craft* **Art learning:** *Tagging vs graffiti. Respect to surroundings. How art relates to the public and to the world.*)

After explaining tagging versus graffiti and respect, SWBAT distinguish what one aspect of graffiti or tagging is in an oral discussion (-Co Visual Art Standard: *Relate and Connect to Transfer* - **GLE:** 1. *Investigate and discuss how diverse communities address issues relevant to their culture, place, and times.* -**SHoM:** *Express* **Art learning:** *Respect to surroundings. How art relates to the public and to the world.*)

After discussing graffiti versus tagging, SWBAT create graffiti on one other object in their perspective drawing. After answering questions on further development of artwork (trees, cars, sidewalk), SWBAT continue / finish working on their artwork in class or at home, creating at least four different objects (building, hydrant, car, tree) (-Co Visual Art Standard: *Observe and Learn to Comprehend* **GLE:** 1. *Uncover how artistic intent can be enhanced through the use of the language of visual art and design.* -**SHoM:** *Envision* **Art learning:** *Respect to surroundings, adding value to the world.*)

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges.

Students must still meet the objectives.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process) Students can use larger utensils than a typical pencil to allow large motor skills. Different learning styles addressed with visual, audio, and kinesthetic elements. Students can tape off the borders of their objects leading from the vanishing point if holding a ruler and drawing alongside it is inaccessible. Pencil grips, Provided lines	Expression (Products and/or Performance) Students can add 2-4 objects if 4+ objects are unachievable. Varying degrees of adherence to 1pt perspective. Different structures included.
Extensions for depth and complexity:	Access (Resources and/or Process) Students can branch into more complex coloration techniques (paint). Students can learn more complex perspective techniques.	Expression (Products and/or Performance) Students can create more detail in the objects that they use.)

Literacy and Numeracy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

- Literacy is integrated with the students seeing a word web to ideate. Students will vocalize ideas in a discussions. Discussing how conversations work (punctuation marks too)

Terms used:

- Line, space, overlapping, horizon line, vanishing point, size, shape, atmospheric perspective, murals, graffiti, lettering, tagging, respect for surroundings, law/rules, foreground, midground, background.

Numeracy:

- The students will utilize rulers and shapes.

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

- Paper, rulers, pencils, erasers. Tape, pencil grips, Images of public spaces for students to practice lettering / graffiti.
- Paper, 1pt perspective drawings, handouts on lettering,

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

Banksy - found art on google arts and culture.

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Prep: Slides presentation on 1 pt perspective and graffiti. video tutorial of 1pt perspective buildings (created by Lindsey)
- https://docs.google.com/presentation/d/1zFG9JaI9_WR56jBXGMvRcpgv8HSumeswNHtsDK9dVGE/edit?usp=sharing
- Handouts (to be added to lesson plan)

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- Use of pencils and rulers safely. Sanitizing hands after every class, sanitizing desks etc after students leave.

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student's interest.** How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

- Why do artists use perspective?
- How does one point perspective show space?
- How does the horizon line divide the picture?
- Where do we see art outside of museums?
- Is Graffiti art?
- What makes art, art?

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

- Class discussion about what we imagine on streets.
- Point out / discuss different ways to allude to space (overlap, size, etc)
- Brainstorm a list of both the above on whiteboard.
- How do conversations start?
 - Question, exclamation, request, emotion, etc
- Why is art made? What is the purpose of art?
 - Storytelling, communication, expression, exploration

Instruction:

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Days	Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)	Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND	Time Each class is 35 Minutes
Day 1	<ul style="list-style-type: none"> ● Introduction: Pre assess q's, how much pressure to use on pencil, wile - e coyote video. Vanishing point = focal point. https://docs.google.com/presentation/d/1zFG9JaI9_WR56jBXGMvRcpgv8HSumeswNHtsDK9dVGE/edit#slide=id.p Collaborating ● Studio time: Draw horizon line, draw vanishing point, start drawing lines out from the vanishing point making the 1pt perspective objects on the street. Foreground, midground, background. 	<ul style="list-style-type: none"> ● Students will explore space, one point perspective, and street imagery in a discussion and word web. ● Students will make connections with how space interacts with perspective by creating the one point perspective street drawing 	5 min in / out settling 15 min intro 10 min studio for horizon and beginning boxes 5 min cleanup

	<ul style="list-style-type: none"> • Cleanup: rulers on a table if finished sketching out objects, check out rulers if needed, sanitize hands. • Asynchronous: Buildings video 		
Day 2	<ul style="list-style-type: none"> • Brief review of how vanishing point and 1pt perspective work • Studio time - developing trees, buildings, road, cars, sidewalks, etc. • Cleanup <p>Asynchronous: Pass out graffiti / tagging handouts and a piece of paper to practice on?</p>	<ul style="list-style-type: none"> • Students will create connections with their height and the vanishing point, connecting objects being taller than them to being above the horizon line. 	<p>5 min in / out settling 10 min review</p> <p>15 min Studio time</p> <p>5min cleanu</p>
Day 3	<p>Asynchronous: students practice lettering / tagging before class with handout at home.</p> <ul style="list-style-type: none"> • Introduction: Lettering / tagging review. Short time to practice on a letter. Preassess Q, motivation, ideation questions. • Studio time: Tagging one object • Catch and release: After one object is tagged with name or begun to tag, class discussion on graffiti, tagging, and respect for surroundings. What makes art, art? - communication. More studio time to work on graffiti. • Studio: Choose one object to graffiti. 	<ul style="list-style-type: none"> • Students will have a meaningful discussion on the legality of graffiti / tagging, being able to discuss how it is a controversial art form. • Students will be able to integrate the alphabet into their artwork, as well as noting the differences between tagging and graffiti as tagging is not art. 	<p>5 min in / out settling</p> <p>10 min intro</p> <p>5 min studio</p> <p>5 min discussion</p> <p>5 min studio</p> <p>5 min cleanup</p>

	<ul style="list-style-type: none"> Asynchronous: Take home other surfaces to continue graffiti / tagging 		
Day 4	<ul style="list-style-type: none"> Short review of graffiti vs tag Studio time: Developing graffiti / tags, use other medium to emphasize the lines? <p>Asynchronous: Color, develop the detail on buildings etc.</p>	<ul style="list-style-type: none"> Students will develop their graffiti / tagging sketches, adding color. If students are finished experimenting, they can join in the discussion on Banksy's graffiti work, discussing again the legality and how perspective changes some of the work meanings, also developing visual literacy. 	<p>5 min in / out settling 10 min review</p> <p>15 min Studio time</p> <p>5min cleanup</p>

Student reflective/inquiry activity:

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

Class discussion:

- How can you tell this is one point perspective?
 - Showing photo of artwork in 1pt perspective
- Does this look like a street you know? (each other's artworks?)

End of first class discussion: What is graffiti versus tagging?

<p>Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?</p>	<p>Post-Assessment Instrument: How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.</p>
<p>After a short introduction to space and 1 pt perspective, were students able to create a horizon line and VP on their paper, and use a ruler to draw straight lines out the vanishing point to create their street objects?</p> <p>After an asynchronous investigation into tagging and lettering, were students able to practice graffiti lettering on one page on their own, as well as tagging one object in a handed out photo?</p>	<ul style="list-style-type: none"> Satisfactory: Student created a horizon line, used one point perspective to create at least four objects emanating from a single point. Student practiced lettering on separate piece of paper, tagged or graffitied two objects in their 1pt perspective drawing. Needs improvement: Student attempted one point perspective, did not have a flat horizon line or failed to use four different objects. Student did not use perpendicular lines to create buildings or other square objects. Student only attempted one of the two:

<p>After explaining tagging versus graffiti and respect, were students able to distinguish what one aspect of graffiti or tagging is in an oral discussion?</p> <p>After discussing graffiti versus tagging, were students able to create graffiti on one other object in their perspective drawing? After answering questions on further development of artwork (trees, cars, sidewalk), were students able to continue / finish working on their artwork in class or at home, creating at least four different objects (building, hydrant, car, tree)?</p>	<p>lettering, graffiti. Did not practice lettering outside of class.</p> <ul style="list-style-type: none"> • Unsatisfactory: Student did not attempt one point perspective. Student did not attempt lettering nor did they attempt lettering or tagging any of their objects in their artwork.
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<p>Self-Reflection: After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)</p> <p>The lesson went well as far as execution and student engagement. Students were engaged with creating their streets in 1pt perspective and adding various elements to the streets, and students were engaged in tagging and graffiti as well. The next time I teach this lesson I will have the students create a wall on Day 2 that they can then graffiti on day 3 / 4, however having students remember to bring the space packet handout was an issue. The next time I teach this lesson I will take more photos of the students' progress to document their work, but students were able to vocalize their understanding of the horizon line, vanishing point, and how other elements of space affect the perspective (overlap, size of elements, atmospheric perspective). We were not able to hand out the tagging packets at the end of Day 2 due to the student engagement in creating their streets, but it did not hold back the lesson on Day 3 and actually allowed more in-depth discussion on tagging and graffiti. As such, when I reteach this lesson I might intentionally leave the tagging packets for Day 3. The next lesson would be a segway into two point perspective, utilizing a street corner or block letters on a slant to introduce the topic.</p>
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Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

Coming soon.