

Lesson Plan

Title: Graffiti Word Maps

Goal/Description: The goal of this activity is to explore graffiti art to familiarize the students with their vocabulary words.

Developmental Rationale: Most students in middle school face many challenges in their artistic development during this stage. Students at this age become more critical of their work and attempt to create art that is perceived as more realistic. Therefore, they will delve into the creative process by sketching their ideas, prior to finalizing their finished work.

Standards: National Visual Arts Standards: **Content Standard #3.** Choosing and evaluating a range of subject matter, symbols, and ideas. **Content Standard #4.** Understanding the visual arts in relation to history and cultures. **Content Standard #6.** Making connections between visual arts and other disciplines. DC Visual Arts Standards: **2.** Apply artistic processes and skills in a variety of media to communicate meaning and intent in original works of art. (Production and Creative Expression) **5.** Connect and apply what is learned in the visual arts to other art forms, subject areas, visual culture and communications and to careers (Connections, Relationships, Applications) Common Core State Standards: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. DC Language Arts Standards: **5.LD-V.9.** Identify and apply the meanings of the terms antonym, synonym, and homophone. **5.LD-**

V.10. Determine the meaning of unfamiliar words in context using definitions and examples stated in the text. **6.LD-V.8.** Use such clues as definition, example, and restatement to determine the meanings of unfamiliar words and words with multiple meanings in context. **7.LD-V.10.** Determine meanings, pronunciations, alternate word choices, correct spellings, parts of speech, or etymologies of words using dictionaries, glossaries, thesauri, and other resources (printed and electronic). **8.LD-V.11.** Determine meanings, pronunciations, syllabication, synonyms, antonyms, correct spellings, parts of speech, or etymologies of words using dictionaries, glossaries, thesauri, CD-ROMs, and the Internet.

Big Ideas: Graffiti writers use words, symbols, and illustrations for their compositions.

Objective/Outcomes: Students will learn the basic components of graffiti art and then create word maps for their vocabulary words, which will include: words, definitions, sentences, antonyms, synonyms, and illustrations.

Enduring Understandings: Graffiti art encompasses a variety of artistic elements that could assist students in retaining information by providing a visual representation of their vocabulary words. My delving into the creative process of producing graffiti word maps, the students will be able to gain a better understanding of the meaning of the words and how to place them in sentences.

Essential Questions: What is graffiti? What are some of the artistic elements that exist

within this art form? How could graffiti be used to understand language?

Key Knowledge/Skills: Declarative Knowledge – Graffiti art is a form of written communication that showcases words, symbols, and illustrations that have specific meanings. **Procedural Knowledge** – The students will view several examples of graffiti art and identify artistic elements, such as: line, color, shape, space, form, etc. The students will then create their own graffiti art using their vocabulary words for language arts.

Evaluation/Assessment: Formative - The students will be introduced to artwork based on graffiti and have a discussion based on its artistic elements. Afterwards, the students will receive their vocabulary words, a template for the word maps, and some sample graffiti letters. Based on this information, they will creatively construct their own graffiti word maps. At the end of the week, they will take an assessment based on their words.

Summative - Group discussion; creating the word maps; written assessment

Materials/Teacher Resources: Promethean ActivBoard, computer, Powerpoint presentation with graffiti images, vocabulary worksheet (20 words), word map template, graffiti letter samples, paper, pencil, markers, colored pencils, crayons

Teaching Procedure/Time Allotted: 1 week

Pre-assessment: Warm-up discussion, "What is graffiti?"

Intro/Motivational Dialogue: Today, we are going to discuss graffiti art and how it could help us remember our vocabulary words for the assessment on Friday. We will take a look at some artwork by several graffiti artists and identify some artistic elements that exist within each piece. In doing so, we will be able to create our artwork in the form of graffiti word maps.

Demonstration: The teacher will discuss the relationship between the graffiti art and language and how artistic elements could convey meanings in words, symbols, and illustrations.

Work Period: After the discussion, the teacher will provide a Powerpoint presentation that shows various images of graffiti art. Within each slide, the students will identify specific artistic elements and determine what the artist is trying to convey through these elements. Next, the students will receive their vocabulary words and pick one word to use for a tutorial. The teacher will demonstrate how to construct several lettering styles, taking into consideration the form, space, value, and lines of each letter within the word. The students will also review the color wheel to determine how color could enhance the composition. Once the students have completed the tutorial, they will be given a template for their word maps and a worksheet with several different lettering styles. Throughout the week, the students will be responsible for finding the definition, antonym, synonym, and a sentence for each word. All 20 words must be turned in by Friday, prior to taking the assessment.

Clean-Up: The students are responsible for cleaning up after each session. Part of their evaluation will be based on their ability to practice teamwork and demonstrate collective responsibility.

Closure: Once the students have completed their graffiti word maps, they will have an assessment.

Plans for Differentiating Instruction: Several students may have difficulty with certain lettering styles; therefore, the teacher may guide these students by allowing them to write in manuscript and then building their letters from that foundation. Furthermore, some students who may work at a slower pace could choose at least 10 of their words to do in a graffiti style and the rest could be written on line paper, as long as it contains all of the components of the word maps. Those who need help with dictionary skills, sentence structure, and spelling will be assisted accordingly.