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|  | **Karningul School Teaching and Learning Program** |
| **Banksy****Visual Arts**  | **Duration: 11 Weeks** |
| **Syllabus Outcomes****Stage 3** | *A student:** VAS3.1Investigates subject matter in an attempt to represent likenesses of things in the world.
* VAS3.2 Makes artworks for different audiences, assembling materials in a variety of ways.
* VAS3.3 Acknowledges that audiences respond in different ways to artworks and that there are different opinions about the value of artworks.
* VAS3.4 Communicates about the ways in which subject matter is represented in artworks.
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| **Connectedness****Why does this learning matter?** | **Transfer of Knowledge*** To understand that artists convey meaning through their art
* To understand the ethical and moral dilemmas of street art
* To act ethically and morally as informed citizens

**Understandings*** Artists convey different messages throughout artwork
* Symbolic meaning or metaphor is interpreted in different artworks
* How to express an opinion in their own artwork

**Essential Questions*** How do artists convey meaning through their artwork?
* What are the different reasons that people do street art?
* Is graffiti freedom of speech or vandalism?
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| **Background information/ links** | The focus of this unit is to appreciate and understand the ideas that artists are trying to convey throughout street art. Students will explore freedom of expression vs. crime and punishment. Students will explore the street artist 'Banksy' and design their own tags conveying their own meaning. |
| **Aboriginal 8 Ways of Learning** | 8_community.jpg3_non-verbal.jpg4_symbol.jpg |
| **Lesson Structure** |
| **The Elements of Learning & Achievement** | **Prior knowledge and Unit Introduction*** Class Discussions: What do the students know about Street Art?
* Is Street Art good/bad?
* Where do we see it?

**Street Art*** Class to share and discuss images brought from homework task.

**Explain Tasks*** Explain that students are going to be street artists (safely in the classroom only)
* Discuss: What is graffiti? Does anyone know any artists?

**Graffiti Exploration**Students use the graffiti wall tool using laptops in pairs (http://graffiti.playdo.com/) | **Aboriginal 8 Ways of Learning** |
| **The Elements of Learning & Achievement** | **Week****Name Tags*** Discuss what is a tag?
* Students work in groups to create their own tag
* Students use remainder of the lesson using laptops to create their own digital tags

Graffiti creators:1. <http://www.graffiticreator.net/>
2. <http://graffitinames.org/>
3. <http://graffitidiplomacy.com/CreateYourOwnTag.html>
* <http://www.satisfaction.com/graffiti-creator/>
 | **Aboriginal 8 Ways of Learning**4_symbol.jpg |
| **The Elements of Learning & Achievement**E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Week**  **Artist Focus: Banksy*** **Question:** How did Banksy become the world’s most famous vandal? Explore BBC iwonder website (<http://www.bbc.co.uk/timelines/zytpn39#zththyc>)
* Explore Artworks:Use interactive whiteboard to explore and discuss a range of Banksy artworks with the students (<http://arrestedmotion.com/2011/09/banksy-top-25-most-expensive-works-ever>)
* Banksy images: Students work in groups and are given a printed picture of a particular Banksy artwork. Students discuss the image:
1. What is in the image?
2. What might have Banksy been trying to say?
3. How does the image make you feel?
* Discuss & Share group findings as a class.

Banksy websites* <http://www.smithsonianmag.com/arts-culture/the-story-behind-banksy-4310304/?no-ist>
* <http://banksy.co.uk/index3-2.asp>
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| **The Elements of Learning & Achievement** | **Week** **Performance Task****Graffiti Artist Critique:** Students evaluate a range of artworks by a graffiti artist explaining the meaning conveyed by the artist (i.e. Banksy). Students create a folio or diary of different graffiti artworks by an artist and describe the meaning behind the artworks. Students discuss symbolism, colour and meaning.1. Identifies the meaning conveyed by the artists
2. Discusses how people interpret artworks differently
3. Expresses own viewpoint on artworks
* **Students to have multiple lessons and planning time to complete the first assessment.**
 | **Aboriginal 8 Ways of Learning**4_symbol.jpg |
| **The Elements of Learning & Achievement** | **Week** **Freedom of Expression vs. Crime and Punishment*** Discuss graffiti- what are the different ways that it is used?
* Why is it illegal?
* How is it a form of art?

**Debate: Graffiti is illegal for a reason*** The class is to be split into two different groups ‘for’ and ‘against’. They will have most of the lesson to create their arguments for the topic. The class will then carry out a debate on this topic.
 | **Aboriginal 8 Ways of Learning**4_symbol.jpg8_community.jpg |
| **The Elements of Learning & Achievement** | **Week**  **Graffiti Art Forms Exploration*** Students are demonstrated a range of different graffiti art techniques; stencilling, graffiti alphabets and images.
* Students fold up an A3 sheet of paper into a multiple sheet booklet. This booklet is then used to practice a range of techniques.
* Students have the lesson to practice these different skills using paint in their booklet. This booklet can then be used to assist them in their major project.
 | **Aboriginal 8 Ways of Learning**3_non-verbal.jpg |
| **The Elements of Learning & Achievement** | **Week** **Performance Task 2****Street Art Creation:** Students design their own graffiti street art and explain the meaning they have communicated in their art. Students plan their own art piece to be created on a canvas. They can use any of the elements used; stencils, words, tags and images. 1. Creates an urban street artwork on a canvas.
2. Explains the meaning expressed
3. Ability to share ideas and understanding
* **Students have many lessons to plan and complete their major art assignment**
 | **Aboriginal 8 Ways of Learning** |
| **The Elements of Learning & Achievement** | **Week**  | **Aboriginal 8 Ways of Learning** |

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| **Teacher Evaluation** | **Comments / Variations / Evaluation** |
| ***How did the unit ‘rate’ in these areas?*** | j0079104 | j0079099 | j0079100 | Modified from a unit by Alicia Sutherland |
| Introduction to topic |  |  |  |
| Student understanding of content |  |  |  |
| Opportunities for student reflection on learning |  |  |  |
| Variety of teaching strategies |  |  |  |
| Integration of Quality Teaching strategies |  |  |  |
| Integration of ICT |  |  |  |
| **Date Commenced**: T1 W1 |
| **Date Finished**:T1 W 11 |
| **Teachers Signature**: |
| **Assistant Principals Signature**: |