Course Title: Street Art

Subject: Visual Arts

Grade Level: 9-12

Duration: Semester (17-18 weeks)

Prerequisite: None

Elective or Required: Elective

Department Mission Statement:
The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive, and sequential program of study in the visual and performing arts. Arts education, as part of the core curriculum, ensures the development of intuition, imagination, expression, performance and critiquing skills, confidence, and self esteem in students. An interdisciplinary approach to The Arts ensures every student experiences and understands the arts in relationship to history and culture. The Fine Arts contribute to the growth of students into life-long learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences, and enriching their lives.

Course Description:

This semester class will focus on the evolution of street art: from its' origins in graffiti and tagging to the acceptance as a viable art form expressing social commentary. “Street Art” is a significant reflection of the mores, values and cultural tensions that are experienced within the urban environment. The term can include traditional graffiti artwork, sculpture, stencil graffiti, sticker art, wheat pasting and street poster art, video projection, art intervention, guerrilla art, and street installations. Students will create various works of art reflective of the street art genre. Additionally, students will learn how street artists Keith Haring and Jean- Michel Basquiat precipitated the emergence of street art as popular culture as well as explore the global impact on visual culture by studying such artists as Swoon, Shepard Fairey, KAWS, Guerilla Girls and Banksy. Students
will debate the topic, “What is Art?” by comparing and contrasting street art with what society has deemed as traditional art. In addition, students will debate the essence of street art itself: is it vandalism or a form of nontraditional cultural expression?

Author: Pam Stetson-Baker
Date Submitted: Summer 2013

Course Name: Street Art

Topic/Unit 1: Intro to Street Art and Fair Use Act

Approximate # Of Weeks: 1 week

Essential Questions:
- What is Street Art?
- When is it permissible to utilize the art of others?
- Is graffiti considered to be art?
- How is art subjective?

Upon completion of this unit students will be able to:
- Define and explain Street Art
- Provide examples of Street Art
- Explain the Fair Use Act

Interdisciplinary Standards (njcccs.org)

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<td>Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</td>
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<td>1.2.8.A.2</td>
<td>Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</td>
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<td><strong>1.4.8.A.2</strong></td>
<td>Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.</td>
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<td><strong>1.4.8.A.6</strong></td>
<td>Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</td>
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<td>All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</td>
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<tr>
<td><strong>9.4.12.E.26</strong></td>
<td>Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.</td>
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<td><strong>9.4.12.E.30</strong></td>
<td>Model behavior that promotes learner achievement by applying problem-solving and critical thinking skills.</td>
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<tr>
<td><strong>9.4.12.C.(6).3</strong></td>
<td>Explain what and how specific works of art communicate meaning and how they are used as a means to express ideas.</td>
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<td><strong>9.4.12.C.(6).2</strong></td>
<td>Analyze how elements and principles are applied in a broad range of specific works of art.</td>
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<td><strong>9.4.12.E.18</strong></td>
<td>Apply active listening skills to obtain and clarify information.</td>
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**Activities – include 21st Century Technologies:**
View multi-media power point presentations featuring a variety of examples pertaining to street art including podcasts
- Teacher guided discussion on the evolution of street art
- Teacher guided discussion relating to the Fair Use Act supported by PowerPoint
- Student group debate: Shepard Fairey vs. Associated Press

Methods of Assessments/Evaluation:
- Closure Assessment-revisit essential questions
- Summative Assessment-Oral Debates
- Formative Assessment-Observation, Open Ended Questions, Classwork

Resources/Including Online Resources
- Scholastic Art magazine: http://www.scholastic.com/browse/article.jsp?id=3755907
- Teacher Webpage
- PowerPoint: Street Art
- www.slideshare.net/.../complexities-of-copyright-shepard-fairey-vs-the-ap
- Online Videos: www.youtube.com

Course Name: Street Art

Topic/Unit 2: Tagging vs. Graffiti

Approximate # Of Weeks: 6 weeks

Essential Questions:
- What is “tagging”?
- Are tagging and graffiti the same thing?
- Are graffiti and street art the same?
- How is symbolism used in graffiti?

Upon completion of this unit students will be able to:
- Understand the origins of graffiti
- Explain the differences between tagging and graffiti
- Understand the impact that Keith Haring and Jean-Michel Basquiat had on graffiti and Street art
- Recognize and explain the works of Haring and Basquiat
- Identify and utilize the elements and principles of art within their own art

**Interdisciplinary Standards (njcccs.org)**

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<td>1.2.12.A.1</td>
<td>Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</td>
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<td>1.3.12.D.2</td>
<td>Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</td>
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<td>1.3.12.D.4</td>
<td>Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.</td>
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<td>1.4.12.A.2</td>
<td>Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</td>
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<td>1.4.12.A.3</td>
<td>Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.</td>
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All students will acquire the skills necessary to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies:**
- Student review and discussion of artists’ work that uses a variety of marks within their design from various genres and cultures.
- Teacher guided lesson, discussion, and demonstration on how to work with tools and media.
- Teacher led lecture and discussion on design goals and how the students can obtain their goals.
- Student’s development of a Keith Haring inspired collaborative piece—Semiotics
- Student’s development of an independent Jean-Michel Basquiat inspired piece—Symbolism
- Student conversations.
- Student creation of an identity “tag” using online graffiti maker
- View documentaries and interviews relating to Haring and Basquiat

**Enrichment Activities:**
- Creation of an original tag without the use of graffiti maker
- Podcast of student creative process

**Methods of Assessments/Evaluation:**
- Closure Assessment-revisit essential questions, Wall Wisher
- Summative Assessment-visual interpretation, Self Assessment/Critique, Rubric
- Formative Assessment-Observation, Open Ended Questions, Classwork

**Resources/Including Online Resources**
- Scholastic Art magazine: http://www.scholastic.com/browse/article.jsp?id=3755907
- Teacher Webpage
- www.haringkids.com
- http://www.brooklynmuseum.org/exhibitions/keith_haring/
- www.graffitimaker.com
Course Name: Street Art

Topic/Unit 3: Unexpected Street Art-Humor and Whimsy

Approximate # Of Weeks: 2 weeks (17-18 Weeks Total)

Essential Questions:
- Is there a message behind all street art?
- Why do some street artists create works that are humorous?
- What media do street artists work with?

Upon completion of this unit students will be able to:
- Recognize that all street art is not created for the purpose of social commentary.
- Create art simply to make people smile and force them to take a second look at the world
- Utilize unconventional materials for the creation of art
- Explain the myriad of approaches street artists use

Interdisciplinary Standards (njcccs.org)

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<td>1.2.12.A.2</td>
<td>Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</td>
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<td>1.3.12.D.2</td>
<td>Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy.</td>
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methods, techniques, and cultural understanding.

1.3.12.D.5 Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

CPI # Multi-disciplinary
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6.3 All students will acquire the skills necessary to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:
- Student review and discussion of artists’ work that uses a variety media for Street Art humor
• Teacher guided lesson, discussion, and demonstration on how to work with various tools and media.
• Teacher led discussion, lecture, and visual presentation regarding street artists Thundercut, Slinkachu, and Joshua Allen Harris
• Teacher led lecture and discussion on design goals and how the students can obtain their goals.
• Student discussions
• Collaborative work groups
• Student multimedia presentation (idea, process, product, reaction)
• Student created whimsical art in a variety of unconventional materials to be placed in and around the school

Enrichment Activities:

• Leadership roles

Methods of Assessments/Evaluation:
• Closure Assessment-revisit essential questions, exit slips
• Summative Assessment-visual interpretation, Self Assessment/Critique, Rubric, Multi-Media Presentation
• Formative Assessment-Observation, Open Ended Questions, Class work, Group work

Resources/Including Online Resources
• Scholastic Art magazine: http://www.scholastic.com/browse/article.jsp?id=3755907
• Teacher Webpage
• PowerPoint/Prezi presentations
• Pinterest
• Thundercut: nymag.com/nymetro/news/people/columns/intelligencer/11022/
• blog.vandalog.com
• Slinkachu: slinkachu.com
• Joshua Allen Harris: www.youtube.com/watch?v=PH6xCT2aTSo, joshuaallenharris.com/
Course Name Street Art

Topic/Unit 4: Street Smart Art-Art as Social Commentary

Approximate # Of Weeks: 8 weeks (17-18 Weeks Total)

Essential Questions:
- How does street art relate to contemporary issues?
- Why do some street artists remain anonymous?
- Who owns street art?
- Why is stencil art a popular method employed by many street artists?
- How do the street artists of today compare to Haring and Basquiat?
- How has street art evolved from “tagging”?

Upon completion of this unit students will be able to:
- Demonstrate knowledge of elements and principles of art within their own work
- Demonstrate improved PhotoShop skills
- Verbally communicate a significant cultural/political link to current events within art
- Recognize art as social commentary
- Identify and recognize a variety of contemporary street artists
- Explain the evolution of street art

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<td>Translate literary, musical, theatrical, and dance compositions by using them as stimulus/inspiration for corresponding visual artworks.</td>
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<td>Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.</td>
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(including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

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Activities – include 21st Century Technologies:
- Student review and discussion of street artists' work that which reflects social commentary/raises awareness
- Teacher guided lesson, discussion, and demonstration on how to work with various tools and media.
- Teacher led discussion, lecture, and visual presentation regarding street artists Banksy, Shepard Fairey, and Guerilla Girls
- Teacher led discussion, lecture, and visual presentation regarding street artists JR, Jenny Holzer, Know Hope, Alexandre Orion
- Students will explore through discussion the political and cultural context of particular pieces of street art.
• Teacher led lecture and discussion on design goals and how the students can obtain their goals.
• Student discussions
• Student created stencil art (PhotoShop) reflecting social commentary-Banksy/Fairey/Guerrilla Girls
• Student created art in choice of media reflecting contemporary culture/politics

Enrichment Activities:

• Multiple stencils/layering
• Art Battles

Methods of Assessments/Evaluation:

• Closure Assessment: Wall Wisher, Revisit essential questions
• Summative Assessment: Visual Interpretation, Rubric, Self-Assessment
• Formative Assessment: Homework, Classwork, Independent work, Projects, Verbal Assessment, Open-ended questions

Resources/Including Online Resources

• Scholastic Art magazine:
  http://www.scholastic.com/browse/article.jsp?id=3755907
• Teacher Webpage
• Pinterest
• PowerPoint/Prezi
• YouTube/TeacherTube
• Wikipedia
• www.Moma.org
• http://www.slideshare.net/CincyCAC/cac-in-the-classroom-shepard-fairey
• Video: “Exit Through the Gift Shop”
• www.guerrillagirls.com/
• www.pbs.org/art21/artists/jenny-holzer
• www.jr-art.net/
• www.alexandreorion.com/
• banksyforum.proboards.com/