|  |
| --- |
| **Stage 1 – Desired Results** |
| **Established Goals:****ASSESSMENT**: Students will impose standards on designed objects and invent improved versions.**APPRECIATION**: Students will interpret artworks for their symbolic meaning.**EMPHASIS**: Students will create emphasis through the use of structural devices and strategies.**PURPOSE 4**: Students will express a feeling or a message |
| **Understandings:***Students will understand that…** Shapes evolve and change over time
* Designed objects can be evaluated on the basis of function and attractiveness.
* Negative space works with the positive areas to create an harmonious whole.
* Specific messages, beliefs and interests can be interpreted visually, or symbolized.
 | **Essential Questions:*** How does an image create a message to an audience?
* What affects an image to change and evolve during the creation process?
* How does the relationship between positive forms and negative space impact an image?
 |
| *Students will know…***APPRECIATION:** * C. Artwork contain symbolic representations of a subject or theme
* E. An art critic helps us to understand works of art

**ASSESSMENT:**  * A. Shapes evolve and change over time.
* B. Designed objects can be evaluated on the basis of function and attractiveness.

**PURPOSE 4:** * B. Specific messages, beliefs and interests can be interpreted visually, or symbolized.
 | *Students will be able to…***APPRECIATION:** * B. Artwork can be analyzed for the meaning of its visible components and their interrelationships.

**EMPHASIS:** * D. Attention should be given to well-distributed negative space, as well as to the balance of positive forms.
* E. Interesting negative space complements and binds the positive areas into a harmonious whole.
 |

**Unit Plan: Graphic Identity**

**By Nigel Peters**

**Rationale**

For this unit, grade 6 students will be encouraged to identify and express themselves through a visual representation. For each lesson the students will create and evaluate an image that represents themselves in a “tag”, symbol or logo, and determine its effectiveness to communicate as a visual representation. Students will look at various artists and identify criteria that they will impose to create their own graphic identity.

This age group is extremely important in a student’s development. At this age students start to try to establish who they are as a person and by giving the them the tools in order to visually represent themselves, this can be essential for some students to find themselves. As such, students will create their images individually and discuss their work in small groups. It is important to receive feedback to establish effective communication to the viewer and as a result students will understand how to create an effective composition.

By the end of this unit, students will be able to demonstrate an understanding of effective communication through visual representations in order to convey an idea, thought or feeling.

**Unit Summary**

**Lesson Summaries**

1. **Creating tags or visual representations**

As an introduction to the units students will be introduced to creating a graphic identity through the use of tag creation. This will be done by examining different artists that create tags, such as graffiti artist and typography artists, Carmelo “Snow” Sigona, Andrew Grosvenor and Sabeena Karnik, as well as a discussion about the graffiti culture. It is important in this lesson to establish what graffiti art is and what is considered vandalism and when it is appropriate to create such works.

Students will use basic handwriting, calligraphy and printing to develop two original tags. Students will be encouraged to do multiple repetitions in order to establish their two tags and asked to focus on trying to create an image that is visual appealing to them and that expresses them as an individual. They will also be focusing on the positive forms and negative space within their drawing to create a harmony in their image. To conclude this lesson the students share their tags with a partner discussing how they came to the final images, then students will write about both of their tags and determine which tag is more functional and appealing.

1. **Modifying tags and visual representation**

Students will select which image, from the previous lesson, that they feel is more visually appealing to represent them. This judgement is to be based on functionality and its attractiveness. From this image the students will be challenge to explore and modify the image. In this challenge they will create 2 new images that are similar to the original but are different.

For each new drawing, the students will choose from a set of criteria for the image creation, such as to modify the image using only secondary colours or having no negative space. At the end of the lesson the students will reflect on how imposing criteria to their image is essential for students to evaluate the success of them image.

1. **Creating a graffiti sticker**

To finish this unit, the last lesson follows similar themes and goals achieve in the last two lessons, but extends it to a final piece of work. Students will choose one of the images that they have designed to create graffiti stickers with. The students will be required to create 3 identical stickers in order to distribute them; one for themselves, one to trade with a peer, and the last one to put on the graffiti wall. Before students start the assignment students will review the concepts they have learned and provide evidence of their learning in their graffiti stickers.

As a final activity for the unit, the stickers will be shared with their peers. This activity provides students the opportunity to communicate their thoughts, ideas and understandings about the work they created in relation to being a graphic identity. Once each student has shared their image they will place it on the graffiti wall, turning the work into a collaborative piece. Students may need to be reminded what vandalism is with an emphasis that stickers do not go on school wall or property.

**Lesson 1**

**Objectives**

*Students will…*

1. Specific messages, beliefs and interests can be interpreted visually, or symbolized. (Purpose 4, B.)
2. Attention should be given to well-distributed negative space, as well as to the balance of positive forms. (Emphasis D.)
3. Interesting negative space complements and binds the positive areas into a harmonious whole. (Emphasis E.)
4. Designed objects can be evaluated on the basis of function and attractiveness. (Assessment B.)

**References**

* How to create your own tag, <http://graffitidiplomacy.com/CreateYourOwnTag.html>
* Graffiti Speed Drawing Name Art – Amanda, http://www.youtube.com/watch?v=V3CAkJJa70c

**Materials**

|  |  |
| --- | --- |
| * Drawing paper
* Drawing supplies (pencils, erasers, felt markers, pens)
* Prezi Presentation
 | * Graffiti videos
* Exemplars
* Worksheets
 |

**Introduction**

**Teaching Strategies:**

|  |  |
| --- | --- |
| * Lecture
* Hands on experience
* Class discussion and brainstorms
 | * Demonstration
* Exemplars and examples
* Peer discussion
 |

***Introduction activity:*** Have students come up to the white board 3-4 at a time and scribe their name. Once all students have had the opportunity, notify the students that they have taken their first steps to being graffiti artists.

***Pre-assessment:*** Entry Slips, to be handed in.

 

* Have students describe the image. What images can be seen in the image?
* Ask students to describe what positive and negative space is.
* Ask what it means to be harmonious. How can that are created in a work of art?

**Differentiation** – If students to not have any knowledge of positive and negative space. Do an activity that allows them to create images through negative space with black construction paper and white paper.

* Can an image convey a message, theme or idea? Could I or you be represent in a work of art? What about an image that does not look like its subject, such as words or an object?



Have students describe the image and what they see.

***Questions***:

* How is “Snow” using his graffiti art as a means to express himself?
	+ Do you think it would have the same impact or meaning if a different artist created it?
* What do you think could be the artist’s intent when creating their image?



Ask students to describe what they see.

***Questions:***  To be answered in a class discussion.

* Does this image look balanced?
* How did Sabeena Karnik use positive forms and negative space in order to create her image?
	+ How did she go about creating the work “May”?
* What idea does Karnik communicate to the viewer by using the word “May” and the use of flower?

Play the “Amanda” video

Ask students to describe what they noticed in the video. (Assess confidence in student’s ability to proceed to creating their tags)

***Transition***:

Inform students from this point forward they are now graffiti artists and we need some awesome art to create a large wall piece with and it require (requires) each student to come up with one final graffiti image, but it order to get to this final image they need to develop their tags and graffiti to excellence before we can put it on.

**Procedure**

45 min

Showstudents exemplars of what is expected as graffiti tags. Ask students to focus on the positive and negative space, while trying to communicate self-identity within the image.

1. Inform students that they will be creating two different images and will write about each image’s attractiveness and its ability to communicate as a representation of them and to decide which image they prefer.
2. Explain/Review what positive and negative space is and how to create a balance in our images by student explaining the concepts in small groups with source material.
3. Brainstorm with students what an attractive image is. Explain/review design principles.
4. Demonstrate the initial steps to creating a balance within the image by showing the how to divide their tags in half to ensure that their tags cover the entire page.
5. Have students start working on their “skeleton” tag down (just lines, for positioning). Ask students to avoid making their tags in blocks for now; inform them that we will be adding the “meat” after we have achieved our balance.
	1. Support students who are unsure as to how or what their tag could be.
		1. If a lot of students are struggling, start a classroom brainstorm on things that they could make into tags.
	2. Once most of the students have created an acceptable skeleton, have students gather around to demonstrate how to add the “meat” to their images.
	3. Demonstrate multiple ways to change a single image so students can get an understanding that tags can come in a variety of different shapes, sizes and designs.
	4. Discuss how different shapes, colours and symbols within atag can mean different things.
6. Encourage students to be creative with their tags. Inform them you expect to see images with a balance of positive and negative space and that represent them in some way.
	1. Support students who seem to be struggling to create their tag
7. After most students have completed their drawings, go over the questions students will answer, on the back of the worksheet, about their drawings comparing and contrasting the functionality as a graphic identity and their overall attractiveness.
	1. How do your images convey a sense of your identity?
	2. Which one of your images do you feel is more attractive? Why?
	3. Which one of your images functions better to communicate your identity? Why?
8. Once completed, both drawing and the students will respond to questions displayed on the Smartboard and the writings will be handed in for marking.
9. *Sponge activity:* Students that finish early have the opportunity to create another tag, image or symbol that represents a different message or theme, such as nature or family.

**Closure**

* Students will share their tags with their tribes. Each student will discuss what they were trying to say with their tag and why they choose it. **(Demonstrate how this would look like)** The rest of the tribe will give feedback on what they like and ask questions on what they may be unsure about. **(Demonstrate how this would look like)**
* Bring the class together for a debriefing about what they have achieved with this first assignment and how this assignment will go onto the next assignment.
	+ Ask why is it important to create a harmony within our image?
	+ What challenges did we encounter when creating our tags?

**Lesson 2**

**Objectives**

*Students will…*

1. Specific messages, beliefs and interests can be interpreted visually, or symbolized. (Purpose 4, B.)
2. Attention should be given to well-distributed negative space, as well as to the balance of positive forms. (Emphasis D.)
3. Interesting negative space complements and binds the positive areas into a harmonious whole. (Emphasis E.)
4. Designed objects can be evaluated on the basis of function and attractiveness. (Assessment B.)
5. A. Shapes evolve and change over time. (Assessment A.)

**References**

* Banksy Gallery - <http://www.opticalspy.com/banksy-gallery1.html>
* Speed Graffiti “Olivier” - <http://www.youtube.com/watch?v=B3oqsGcaewg>

**Materials**

|  |  |
| --- | --- |
| * Drawing Materials
* Graffiti Video
* Prezi presentation
 | * Drawing Paper
* Worksheets
 |

**Introduction**

***Teaching Strategies:***

|  |  |
| --- | --- |
| * Lecture
* Hands on experience
* Demonstration
 | * Peer discussion
* Group discussion
* Exemplars and examples
 |

Have the first graffiti image up and available to students when class starts. Ask students to look at the image and try to figure out what the artist is trying to say with the image, while students are doing this give **marked** tags back to the students complete with feedback for improvement. Discuss misconceptions that were apparent with all students, if any. Show speed graffiti video as an example of different ways to design images.

 

Have the students describe what they see.

***Questions:***

* How does Bansky play with the positive and negative space in this image?
* What kind of message or idea is Bansky trying to convey?

***Transitions:***

Inform students that now we will be reworking and modifying our images to increase the impact of our graphic identity, while demonstrating our understanding of positive and negative space.

**Procedure**

130 min. (2 classes)

1. Show exemplars of modified and reworked images. Ask students to brainstorm how the images were achieved.
2. Ask for prior knowledge about tracing or making copies of works. Brainstorm how to make copies. (If needed, show students how to trace)
3. Demonstrate different techniques for students to achieve modifications, with students being allowed for experimentation of each in between. For example:
	1. Cut and paste
	2. Gridding and expanding or shrinking
	3. Masking
	4. Stretching
	5. Free hand transformations
4. Each student will choose two modifications (they can choose the same method for both), either of the examples presented or their own modifications, and apply it to their original tag.
5. Question students about expecations to ensure understanding.
6. Observe what students are doing and support students that are having troubles with their modifications.
7. Remind students to ensure that their work consists of a harmony between the positive form and negative space.
8. Once all students have successfully modified their tag, students will answer the following questions about their drawing:
	1. Is it possible to change the message that your image could mean through transformations? Explain your answer.
	2. Comparing your new images to the original image, have the modifications you made to the images changed how the viewer sees your identity? Why or why not?
	3. Which image do you feel is the best based on its attractiveness and functions to convey your message?
9. *Sponge Activity:* Students can attempt to take a drawing from a magazine and distort the image to attempt to change the meaning of the image.

**Closure**

* Students will find a partner and discuss how they modified their image and how that changed the image. **(Demonstrate what this would look like)**
* After each student has had a chance to talk to their partner, students can volunteer to discuss what they shared with their partner.
* Explain that “as part of the design process, our images will evolve and change while we are exploring different methods and techniques to create images. Sometimes we do not like the changes and revert back to our original drawing and explore a different direction, but sometimes we create something that we did not expect and become extremely happy with it, but we cannot improve our drawings if we are not willing to take risks.”
* *Transition to the next lesson:* Explain what the final part of the project assignment to students and allow them to see the wall/canvas (a Masonite board) that they will be putting their graphic identity to.

**Lesson 3**

**Objectives**

*Students will…*

* Attention should be given to well-distributed negative space, as well as to the balance of positive forms. (Emphasis D.)
* Interesting negative space complements and binds the positive areas into a harmonious whole. (Emphasis E.)
* Specific messages, beliefs and interests can be interpreted visually, or symbolized. (Purpose 4, B.)
* Artwork can be analyzed for the meaning of its visible components and their interrelationships (Appreciation B.)
* Artwork contain symbolic representations of a subject or theme (Appreciation C.)
* An art critic helps us to understand works of art (Appreciation E.)

**References**

**Materials**

|  |  |
| --- | --- |
| * Drawing Materials
* Blank Stickers
* Exemplars
 | * Prezi Presentation
 |

**Introduction**

**Teaching Strategies:**

Start by showing a speed graffiti video. Ask students to describe what the final image looks like. Does the final image look appealing? What makes it look attractive? What makes it not look attractive?

Once the video has finished playing, hand back **marked** assignment 2

**Procedure**

1. Inform students that we will be making a final good copy of our tags, called graffiti stickers.
2. Have students select which image they want to recreate as their graffiti sticker and state expectations and criteria for creating the final product of their tags:

Tags are to be assessed based on:

* How effective function of the image communicates the student’s identity/message
* The overall attractiveness of the image created (craftsmanship, show exemplars)
* Effective use of positive forms and negative space to create a harmony within the composition

Students will create three copies of the tag they choose as their final image, and will submit the best of the three to be marked. One of the tags will be used as part of the graffiti wall activity and the third is for the students, if they so choose, to trade with another student. (Students will have a copy of their tag when their best is returned to them after marking)

1. Provide exemplars of expectations to students so they can see what is necessary to achieve the goal. Post them in an area where students can access them without disruption to the rest of the class.
2. Question students understanding of expectations to ensure they understand what they are creating.
3. Have students collect enough graffiti stickers for their tribes and distribute them. Students can start when they have their stickers. Encourage students to not rush their work, and that they are expected to create an attractive/well-crafted tag.
4. Monitor student progression and provide suggestions to help students finish their tags.
5. While monitoring students ask them about their symbols and get them excited about what they are creating by having students talk about how they are going to achieve attractiveness and function.
	1. *Sponge activity:* Students that finish all three images have the opportunity to create another original graffiti sticker, create another graphic identity sticker, or share their image with other completed students.
6. Once students have completed 2-3 stickers (dependant of time) students will participate in an art critique.
	1. Guide and demonstrate how to properly do an art critique. (Extra guidance may be necessary during the actual critique)
	2. Establish that critiques are not to insult someone work, but help them improve.
	3. Allow students to practice being an art critic with the exemplars.
	4. Artists will discuss:
		1. How their work is a graphic identity of them?
		2. What was successful for them?
		3. What was challenging for them?
		4. What they would do differently?
	5. Critics will state:
		1. What they like about the work
		2. What they would like more information about
		3. Provide suggestions to help improve it as an graphic identity
	6. Once students have finished talking about a work, they will then place their sticker on the graffiti wall and become part of the collaborative work.
	7. Once every student has had their chance to speak about their work and placed it on the wall, students will then submit their best graffiti sticker to be mark.
7. Once the graffiti wall has been finish, find a location to hang the wall and to display it. Once hung, have students discuss how they feel about their completed work.

**Closure**

After displaying and talking about the graffiti wall, students will return to their desks and write an exit slip about:

* What did you like about creating a graphic identity?
* What was hard about creating a graphic identity?
* What would improve the lessons?

Inform students that they now should understand:

* How to evaluate designed works of art based on function and attractiveness?
* That designed objects evolve and change overtime.
* The importance of positive form and negative space and how a balance between these elements creates a harmonious composition.
* Specific messages, interests and beliefs, such as themselves, can be visually interpreted or symbolized.

Let students know what they are going to explore next in art to keep the excitement going.