

Stage One: Lesson Planning Considerations

CONSIDERATIONS	RESPONSES (Respond in this column)
Grade (Age)	8 (13-14) Year 3
Subject (Course)	Arts (Visual Arts)
Unit	Street Art - Visual Arts programme (International, 2014c) Potential links with “The Dynamic Earth” unit from the Individuals & Societies programme (International, 2014d)
Focus/topic	<p>Street art* as a vehicle for transmitting community information and values.</p> <p>Lesson 1: Discovering street art Students learn about a famous street artist and examine examples of street art (including graffiti, poster art, sticker art, sculpture, and commissioned murals) culled from the Web. These examples are shared and analyzed in class.</p> <p>Subject guidance from the MYP Arts Guide (International, 2014b, p. 32)</p> <ol style="list-style-type: none"> 1. What might students know and understand in visual art? Students are aware of graffiti and of “taggers” in their neighbourhoods. Such arts are typically seen as an act of vandalism or of subversion. Much local street art has been commissioned, however. Both forms of street art transmit information and values. 2. What skills might students develop in visual art? Street art involves a very particular set of materials, considerations and constraints for the artist. Securing permission to create art in public and private spaces is one issue, as is working outdoors, and working with less orthodox materials (spray paint, house paint, etc.) 3. How might students think creatively in visual art? Students might analyse existing pieces to determine what materials and techniques were used in their creation. and use this information to eventually guide their own creations. 4. How might students respond to, or through, visual art? Street art can be transmit important community information, give voice to those without sanctioned outlets, and broadcast messages questioning the status quo (Banksy). Students must carefully select the messages they wish to transmit and their visual vocabulary if they their pieces are to endure.

	<p>*Technically, street art is unsanctioned, but such installations are often quickly painted over by property owners in my neighbourhood. Examples abound on the internet, however. Given the proliferation of murals tackling First Nations and Indigenous topics in my city, adding such sanctioned murals to this lesson makes sense. First Nations and Indigenous voices have been historically underrepresented in my community.</p>
Origins/Rationale	<p>I believe that the arts are an excellent tool for exploring subject matter from other disciplines/subjects. Many school systems heavily compartmentalize subjects. This results in boring and meaningless “busy work” art projects that students consider irrelevant to their lived experience. Yet students are surrounded by popular art forms (including visual arts) that analyse and comment upon major issues. Street art is one such art form.</p> <p>Street art is also particularly accessible as it is often designed to be provocative, it uses imagery (vocabulary) that the average viewer can understand, and it is locally-produced. Cheeky, subversive street artists such as Banksy are also appealing to this age group. The subject easily harmonizes with my local curriculum (Manitoba). My city, Winnipeg, features a strong mural creation program to combat petty crime and vandalism. This provides plenty of examples for analysis and links to subject matter in my province’s History curriculum and the IB Individuals and Societies programme.</p> <p>While I have yet to teach the arts at the middle school level, I am a trained graphic artists who has taught design at the post-secondary level. I am fortunate to have been involved in a number of large-scale art projects, including murals, so I am well-placed to teach about street art and to helm a service project, should this unit culminate in one.</p>
Prior Learning	<p>The definition of street art will be explored and refined throughout the learning process process so no prior knowledge is required for this lesson.</p>
Materials Required	<p>Teacher: Digital projector connected to Web-enabled computer or laptop.</p> <p>Students: Web-enabled devices and working email account for receiving links, rubrics, and sending documentation to the teacher for classroom discussion OR access to learning management system (LMS) such as Edmodo, Blackboard, or Moodle.</p>
Next steps	<p>Formative assessment: Classroom discussions, categorisation worksheet (upcoming), analysis worksheet (upcoming), arts process journal (document existing street art and sketch original ideas).</p>

	Summative assessment: Contribution to temporary street art installation. Potential service learning project is envisaged depending on the results of community consultation.
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Stage Two: Lesson Plan

Part I: Basics

Focus/Topic	<p>Lesson 1: Discovering street art Students analyse examples of street art (including graffiti, poster art, sculptures, sticker art, and commissioned murals) from a curated list. These examples are shared and analysed in class.</p>
Aims & Objectives	<p>The full unit addresses all strands of A, B, C, and D objectives (International, 2014b, pp. 14-15).</p> <p>This lesson addresses the following objectives and strands:</p> <p>Objective A: Knowing and understanding <i>i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language</i></p> <ul style="list-style-type: none"> ● What distinguishes street art from more traditional, accepted artistic forms? ● What materials/techniques are particular to street art? ● What pushes street artists to express themselves in non-traditional ways? <p>Objective D: Responding <i>iii. evaluate the artwork of self and others.</i></p> <ul style="list-style-type: none"> ● What messages are being transmitted by studied examples of street art? Has the message been successfully delivered?

Part II: Key IB Elements

In the lesson plan there should be evidence of several key IB elements, as identified below. *Select 2-3 of these elements (though certainly not all of the following, as might be required in a unit plan) and specify what/how they will be employed. Again, cite guides (with page numbers, where possible)*

- *Concepts*
- *Global context/authentic (real world) connection (PYP: Transdisciplinary Themes)*
- *Inquiry statement/questions*
- *Approaches to Learning (PYP: Transdisciplinary Skills), Service as Action, TOK connections*

Key IB Element	Specific details re: what/how
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Key concept:** Related concepts:**	Communication Boundaries, Audience
Global context:**	Orientation in space and time
Statement of Inquiry: Inquiry questions:	Symbols and conventions used to convey meaning to audiences are influenced by time and space. (International, 2014b, p. 25) Factual: How is street art defined? Conceptual: All art has an audience. What is the intended audience of unsanctioned street art? What about sanctioned street art? Debatable: Is unsanctioned street art always vandalism?
Transdisciplinary Skills	VIII. Critical thinking - MYP: From principles into practice (International, 2014a, p. 20)
Service as Action:	Potential community beautification/street art opportunities (requires community consultation).

** Unit ideas, key and related concepts, and global context adapted from sample arts overview at:
http://xmltwo.ibo.org/publications/MYP/m_6_artsm_tsm_1406_2/PDF/overview_en.pdf

Part III: Lesson Activities (in sequence)

(assume 60 minutes duration; indicate time allocation breakdown per item below):

i) Opening (15 minutes)	<p>Brief slideshow featuring a few examples of unsanctioned street art followed by a few examples of Banksy's best works assembled from: https://www.thisisinsider.com/best-banksy-art-2016-7 (appropriately cited to demonstrate intellectual property rights compliance to students)</p> <p>Banksy's work was selected because it is intentionally provocative and it uses imagery and symbolism that is likely to be accessible to North American students.</p> <p>Classroom discussion topics: Snowball Discussion technique a.k.a. Pyramid Discussion</p> <p>"Basic Structure: Students begin in pairs, responding to a discussion question only with a single partner. After each person has had a chance to share their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion." (Gonzalez, 2015, para. 23)</p>
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	<p>In the initial discussion, I will assign each question to one third of the class. They will pair off initially before joining their third. Consensus will not be required of the group (this time). Each group will briefly present their salient arguments to the rest of the class.</p> <ul style="list-style-type: none"> • Is Banksy's work the same as "tagging" or graffiti? • How would you feel if Banksy targeted your school with the following piece of "art": https://www.bbc.com/news/uk-england-bristol-36457647 What would the school's director/principal/head think of it? How about your parents? • What would you do if Banksy targeted your home?
<p>ii) Main Part (5 minutes to explain assignment. 20 minutes for analysis)</p>	<p>Classroom assignment: Working alone or in pairs, students peruse the Street Art with Google website (https://streetart.withgoogle.com/.) and select their favourite example for analysis.</p> <p>Students (or student pairs) fill out a form (found at https://goo.gl/forms/GkCL4dUtNETcPD413) documenting their response to the example.</p>
<p>iii) Conclusion (20 minutes)</p>	<p>Teacher shares student submissions with the class.</p> <p>Classroom discussion based on inquiry questions: The Snowball Discussion is reprised. This time, each third must reach consensus on their answer before presenting it to the rest of the class.</p> <ul style="list-style-type: none"> • Factual: What is the definition of street art? • Conceptual: What is the intended audience of unsanctioned street art? What about sanctioned street art? • Debatable: Is unsanctioned street art always vandalism? <p>Provide brief overview of the unit's objectives and potential projects (to be explained in greater detail at a later date). Giving the students advanced warning of culminating projects allows them to start thinking creatively, to make links with other subjects, and to note information that may be of use to them.</p> <p>Assignment: Students document examples of street art (including graffiti, poster art, sticker art, and commissioned murals) in their communities using an online form found at https://goo.gl/forms/Q9DgL6jbfBEOHHZ52. These examples are then shared and analysed in class during a subsequent lesson.</p>

References:

- International Baccalaureate Organization (UK) Ltd. (2014a). *MYP: From principles into practice*. Cardiff, Wales. Retrieved from:
<https://resources.ibo.org/myp/resource/11162-32896/?c=0966dff0>
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<https://resources.ibo.org/myp/subject-group/Arts/resource/11162-32925/?c=1664ba6d>
- Gonzalez, J. (2015, October 15). The Big List of Class Discussion Strategies. Retrieved November 19, 2018, from <https://www.cultofpedagogy.com/speaking-listening-techniques/>