

LESSON PLAN

Emma S. Barrientos Mexican American Cultural Center

Curriculum Title: Writing on the Wall

Time: 1 hour

Ages/Group: 8-10

Lesson Number: 4

Medium: Digital Art/Animation

GOALS/OBJECTIVES	Students will learn about Graffiti and Street Art, and the contributions of Latinx artists in Austin, including creating graffiti art with social messages.
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)	This lesson will introduce students to Graffiti Art in Austin and some of its styles. It will engage students through digital art activities and videos, explore and explain the artists' black book and how it's used, and invite students to elaborate by creating their own graffiti art designs. Students evaluate the lesson at the end.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Students take turns answering the question: Do you have any nicknames?	5 mins
<u>Warm-Up/Introductory Activity:</u> What Does Your Name Sound Like?: Students draw their names in various different ways and listen to the sounds it creates, using https://musiclab.chromeexperiments.com/Kandinsky/	5 mins
<u>Core Activity:</u> Digital Black Book: Students will create a bubble letter "throw up" of their name or nickname in their own digital black book, using Google Slides, by making a copy of this link . <u>Steps/Procedures:</u> <ol style="list-style-type: none"> Students watch clip 1 (0:14 to 4:03mins) of a short video about early graffiti in East Austin https://learninglab.si.edu/collections/east-austin-murals/xz9ZXoRMGw5U4VpO#r/939464 Students discuss the video The instructor introduces the subject of Graffiti Art, and some of the different styles, emphasizing that we should only do graffiti art on something if we have permission from the owner of the wall or surface. The instructor explains what a throw up is and shows some examples from real life Students talk about any throw ups they may have seen Students access this link: Digital Black Book and make a copy of the Slides presentation to allow editing. Students will use Google Slides to create their throw up by dragging, resizing, rotating, and placing bubble letters from a template. If they are using a phone without the Google Slides app, they can draw using paper and pencil or any drawing app, including the webapps https://sketchpad.app or https://kidmons.com/game/paint-online/, which don't require any download, or for anything to be installed. 	45 mins

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8. Students can try creating their own bubble writing freehand if they like. They could also try creating text boxes, one for each letter of their name, and playing with the size, font, rotation and color.
9. If there is more time, students can make a copy of their throw up design and color it in.

Discussion Questions:

- What's the story behind your nickname(s)?
- Do you have different nicknames with different people?
- What's your favorite mural in Austin?

Vocabulary:

Black Book:	Also known as a Piece Book. A sketch book where a graffiti writer can practice, plan out artwork, or collect tags from other artists.
Bubble Letters:	Also known as bubble writing. Alphabet letters that are rounded like bubbles. This style of lettering is associated with throw ups.
Graffiti:	Writing or drawing on walls or other surfaces, usually without permission.
Graffiti Writer:	Also known as a Writer. A Graffiti artist.
Graffiti Writing:	Also known as Graffiti Art, Graff, or just Graffiti. One of the art forms associated with Hip Hop culture that involves art works based on the artist's "moniker" or artistic name. The art works are created using spray paint and usually go on surfaces that a lot of people see, like walls, the ground, or trains. It began in New York City, then spread throughout the world.
Moniker:	An artist's artistic name that they use when they write their name in their Graffiti Art. It can be their real name, a nickname, or a name they create.
Piece:	A large and complicated Graffiti artwork. Short for masterpiece.
Tag:	The simplest type of graffiti where a name is written on something in a stylized way, like a signature. Tagging is more like handwriting, and can be done with a marker or spray paint. Some taggers are artists, but many are not.
Throw Up:	Also known as a throwie. A simple piece of Graffiti Art that can be "thrown up" (completed quickly).

Break

10 mins

Core Activity:

The Message: Creating a graffiti art-style picture that delivers a social message

Steps/Procedures

1. Students look at and discuss some examples of graffiti art from the "Piecing It Together: Austin Graffiti Art 1984-2004" exhibition: <https://learninglab.si.edu/collections/piecing-it-together-austin-graffiti-art-1984-2004/JCLbDxd3gGQX9Fil>

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<ol style="list-style-type: none"> 2. Students watch then discuss clip 2 (5:30 to 6:18) about using graffiti art to promote positive values, and clip 3 (7:14 to 8:16) about the destruction of historic graffiti murals, both from the previous the video about graffiti in East Austin https://learninglab.si.edu/collections/east-austin-murals/xz9ZXoRMGw5U4VpO#r/939464 3. Students think of a message or a slogan to make into a Piece. 4. Students choose from a variety of different graffiti art alphabets to create their Piece in their digital black book 5. Students create copies of their Piece and try different ways of coloring it in and adding different characters or extra designs <p><u>Discussion Questions:</u></p> <ul style="list-style-type: none"> • Why do you think Flip (Felipe Garza) wanted to send messages through graffiti art? • Why were community members upset about murals being painted over or destroyed? • What is a message that you think other young people need to hear or know about? • What kind of images could you use to pass on that message? • What is the shortest phrase you could use to pass on that message? • Is there a way to combine the images and phrase? 	
<p><u>Check-Out/Closing Ritual</u></p> <p>Rose and Thorn: Each student answers the question: what was one thing you enjoyed about that activity (rose) and one thing that was challenging (thorn)? They each say “my rose was...” and “my thorn was...” giving their answer.</p>	5 mins

PLANNING

REFLECTION

<p><u>Special Supplies Needed/Things to Prepare Ahead of Time</u></p> <p><i>No need to list supplies you bring every day (pencils, crayons, scissors, paper, etc.)</i></p> <p>For each student:</p> <ul style="list-style-type: none"> • Paper and drawing tools Or • Access to Google Slides – Phones may require you have the app. If you do not want to install the app, you can use digital drawing web apps that don’t require downloads or installs such as https://sketchpad.app or https://kidmons.com/game/paint-online/ 	<p><u>Challenges/Successes/Notes for Coordinator</u></p>
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Supplemental Materials

ESB-MACC Learning Lab Collection: “Piecing it Together: Austin Graffiti Art 1984-2004” (Past Art Exhibition)
<https://learninglab.si.edu/collections/piecing-it-together-austin-graffiti-art-1984-2004/JCLbDxd3gGQX9Fil#r/>