

Unit Plan Template Year 7 Unit 1

Name of unit: Graffiti: Is it Art or Vandalism? Learners explore the origins of Graffiti, the work of famous artists and get the opportunity to produce their own graffiti artwork.

Expected Outcomes

- Learners will understand the historical and cultural origins of graffiti.
- Learners will explore the work of a key graffiti artist (e.g., Banksy, Jean-Michel Basquiat, Keith Haring).
- Learners will design and create their own graffiti-inspired artwork using appropriate techniques and materials.

Developmental Focus Opportunities

- Critical thinking: Evaluating different perspectives on graffiti.
- Creativity: Designing original artwork with personal or social meaning.
- Communication: Articulating opinions in discussions and written reflections.
- Cultural awareness: Understanding graffiti's role in different societies

Key Learning Points

- Graffiti has evolved from ancient markings to a modern urban art form.
- Graffiti can be used to express identity, protest, or social commentary.
- Different techniques are used in graffiti, such as tagging, stencilling, and murals.
- Artists use colour, composition, and symbolism to communicate messages.
- Public perception of graffiti varies depending on context and location.

Powerful Knowledge

- Understanding the historical and cultural significance of graffiti over time
- Recognising graffiti as a legitimate form of artistic expression
- Being able to critically evaluate the distinction between art and vandalism
- Appreciating the influence of key graffiti artists
- Knowing how to create meaningful visual artwork that communicates a message or theme.

Subject-Specific Vocabulary

- Graffiti
- Tagging
- Street Art
- Stencil
- Mural
- Urban Art
- Vandalism
- Public Space
- Visual Metaphor
- Composition

Reading Opportunities

- Articles on the history of graffiti and street art.
- Artist profiles (e.g., Banksy's anonymous activism, Basquiat's rise from street art to galleries).
- News reports or opinion pieces on graffiti in public spaces.
- Excerpts from books like *"Wall and Piece"* by Banksy (age-appropriate selections).

Possible Misconceptions

Cross-Curricular Links

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- All graffiti is illegal or destructive.
- Graffiti is not a legitimate form of art.
- Graffiti artists lack skill or training.
- Street art and graffiti are the same thing (they often overlap but have distinctions)

- **History:** Ancient graffiti (e.g., Pompeii), political protest art.
- **English:** Persuasive writing – “Is graffiti art or vandalism?”
- **Citizenship/PSHE:** Rights and responsibilities in public spaces.
- **Geography:** Urban environments and how space is used or contested.
- **ICT:** Digital graffiti design tools or virtual street art galleries.