

Unit Plan Template Year 8 Unit 2

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 identify and apply key styles and techniques used in graffiti art.
- Learners will explore graffiti's evolution
- Learners will research and present information about a famous graffiti artist.
- Learners will create original graffiti artwork using appropriate techniques and materials.
- Learners will reflect on their creative process and evaluate their final piece.

Developmental Focus Opportunities

- **Critical thinking:** Evaluating the artistic and legal aspects of graffiti.
- **Research skills:** Investigating artists
- **Creative expression:** Designing original artwork
- **Technical skill development:** Practising blending, shading, and stencil use.
- **Self-management:** Working independently and adapting designs during creation.
- **Communication:** Presenting ideas

Key Learning Points

- Graffiti has historical roots and has evolved across cultures and cities.
- Graffiti is influenced by hip-hop culture and urban environments.
- There are legal and illegal forms of graffiti, each with different implications.
- Graffiti can express identity, social messages, and artistic style.
- Famous graffiti artists use distinct techniques and themes in their work.

Powerful Knowledge

- Understanding graffiti as a form of visual communication and cultural commentary.
- Applying artistic techniques such as stencilling, shading, and colour blending.
- Evaluating the legitimacy of graffiti as an art form versus vandalism.
- Creating and refining original artwork that reflects a chosen theme or message.

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).

Unit Plan Template Year 8 Unit 2

Possible Misconceptions	Cross-Curricular Links
• 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.