

Unit Plan Template Year 9 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 critically evaluate the role of graffiti in society and its perception as art or vandalism.
- Learners will explore how graffiti is used to express identity, challenge authority, and influence public opinion.
- Learners will research and analyse the work of influential graffiti artists.
- Learners will experiment with advanced graffiti styles and techniques.
- Learners will produce a high-quality final artwork that communicates a personal or social message.
- Learners will reflect on their creative process and participate in group critique.

Developmental Focus Opportunities

- Critical thinking: Analysing symbolism, satire, and social commentary in graffiti.
- Creative independence: Managing a complex project from concept to completion.
- Technical mastery: Applying advanced techniques like stencilling, 3D effects, and layering.
- Resilience and adaptability: Problem-solving during the creative process.
- Communication: Presenting and evaluating artwork in a group setting.

Key Learning Points

- Graffiti can be a powerful tool for social commentary and identity expression.
- Public perception of graffiti varies based on context, legality, and intent.
- Graffiti artists often use symbolism, satire, and visual metaphor to convey messages.
- Advanced graffiti styles require planning, precision, and understanding of visual elements.
- The creative process involves experimentation, reflection, and refinement.

Powerful Knowledge

- Understanding how graffiti intersects with politics, protest, and public discourse.
- Analysing how visual language can challenge societal norms and provoke thought.
- Mastering complex graffiti techniques such as stencilling, 3D lettering, and layered stencilling.
- Applying colour theory, texture, and composition to enhance visual impact.
- Reflecting critically on one's own work and the work of others in a constructive way.

Subject-Specific Vocabulary

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

Reading Opportunities

- Artist profiles (e.g., Banksy, RETNA, Lady Pink, Shepard Fairey).
- Articles and essays on graffiti's role in protest and public art.
- Case studies of graffiti in different cities and cultures.
- Excerpts from books or documentaries on street art movements.

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- Composition

Possible Misconceptions

- Graffiti is only about rebellion or destruction.
- All graffiti is illegal and unwanted.
- Graffiti artists don't have formal training or artistic intent.
- Graffiti has no place in galleries or formal art spaces.

Cross-Curricular Links

- English: Analysing persuasive techniques and writing artist statements.
- History: Exploring graffiti in historical protest movements.
- Citizenship/PSHE: Debating rights, responsibilities, and freedom of expression.
- Sociology: Examining subcultures and urban identity.
- ICT: Digital design and editing tools for graffiti planning.
- Media Studies: Analysing how graffiti is portrayed in the media.