

2011-2012 Lesson Plan for Henrico 21 Awards

Lesson Title: "Random" Street Art , part of a street art unit studied from K-5 at Harvie ES

Target Grade/Subject: Upper Elementary (completed with 4th)

Length: *(total class minutes required to complete) 3 Class Periods*

Summary:

In this lesson, 4th grade students at Harvie Elementary school were introduced to the art of Kenny Random, an Italian street artist who creates silhouette style men making merriment on the streets in Padova, Italy. These 4th graders discussed his art, street art in general, and more specifically graffiti, its positive and negative attributes, and finally, how they would pay homage to Kenny Random's work.

We had a very heated discussion on the final group project and what it would look like, but as a class, they came together and decided on a course of action. We chose what our silhouette man would be doing (painting, holding a kite/balloon, opening a door, etc.), and what bright, colorful thing would be let loose in our hallways. One example was a silhouette man spray painting butterflies.

Once a decision had been made, we started drawing and cutting out the designs. As a class we taped our cut paper designs (as it wasn't feasible to actually paint these murals in our hallways) and chose an open spot in the hallways and taped our finished designs up.

We then discussed in the classroom how the cut paper murals affected the look of our hallways and how it felt to work together as a class to complete such a large scale project.

Essential questions: *(What are the foundational questions that students should be able to answer after this lesson?)*

What is street art?

What is graffiti?

How can/does graffiti effect people, buildings, and the neighborhoods where it is found?

Is there a difference between graffiti and vandalism? If so, what?

What are the positive aspects of graffiti?

What are the negative aspects of graffiti?

Lesson Development:

Process/Tasks/Assessment: *(Describe what the teacher and students are doing during this lesson. Include details about particular tasks and essential resources/tools. Include a description of the artifact that you will collect as evidence of content/skill mastery and state how you will communicate your assessment expectations to the students.)*

This group project started with a PowerPoint presentation on Kenny Random and his work. We learned about street art, graffiti, and if/where Kenny Randoms work fit into these categories. The students learned about the commonalities in all of Random's murals, and how they effected the street/area they were painted.

The students discussed how they felt about graffiti, about Random's particular style, and how they thought something similar could effect our school's if we were to do something similar, either positively or negatively. The Kenny Random web site was a great tool for me in learning about his work, and that link is www.KennyRandom.com.

We then discussed what our paper mural would look like. We started with an open discussion on what our silhouette man would be doing. He could be walking, running, or standing. He could be painting, walking a dog, or jumping on a trampoline. It was not coincidence the students decided to do something similar to what Random did, whether it be painting something or letting something out of a door or his hat.

Once we had decided on a course of action, we got right into creating the cut paper designs. I helped the students draw out the silhouette of the man, and each student helped in creating the butterflies, balloons, etc.. Once the cut paper designs were complete, as a class we rolled tape (very exciting!) and went into the hallway to scout an area to make bright and entertaining, a nice white wall was the optimum choice. Each student then was able to attach their piece/pieces to the wall. When we were all done, we had a beautiful, bright, powerful paper mural that turned a drab, white wall into a cheery, exciting area.

As this was a group project, the students did not have an individual project, but were each assessed on participation in the discussions and in creating our mural. I was looking for team players, students who listened to and respected each others opinions. I was looking for students who worked together for the common good, so that their class would be represented well by the finished product.

TIP Chart Assessment:

(Using the TIP Chart, identify which level (e.g. entry, developing, approaching, ideal/target) your lesson falls in for each of the categories below and write a brief statement to describe what the students are doing as it relates to the indicators on the TIP chart.)

Categories:

Research and Information Fluency: *Developing*

Although the students are being given the information through the use of visual aids and PowerPoint presentations, the student are going far beyond just responding to information, but are responding to, questioning, and elaborating on the information their given to form their own opinions.

Communication and Collaboration: *Approaching*

The student were working in assigned groups to complete the mural, but these groups were then able to organize sub-groups that had their own task to complete. Although everyone had a job to do, it was not the instructors decision on how it was completed.

Critical Thinking and Problem Solving: *Ideal/Target*

The students had to answer such questions as "How does graffiti effect our community?" and "What is the difference between vandalism and street art?". The classes were given background information, a general overview of Kenny Random and the history of street

art/graffiti, but then they had to generate their own opinion and questions, and decide where they stand on such issues. The students also had to, as a class, decide what their project would look like. This is not an easy task for 20 fourth graders. The students had to think critically about the type of piece that they were going to create. The piece had to be bright, and make a positive effect on the school's climate.

Creativity and Innovation: *Ideal/Target*

The students had to generate original, authentic ideas for a mural that would still pay homage to the work of Kenny Random.