

General Information
Lesson Title: Personal Graffiti Tag Design
Grade/Setting: 10-12 Grade
Prerequisite Skills/Prior knowledge: Students should have basic drawing skills, a basic understanding of elements of design such as line and shape, and basic color theory understanding. If the opportunity arises, they should also have basic painting skills such as paint application with a foam paint brush.
Standards and Objectives
Identified Standard(s): Standard L1.V.CR.2: Shape an artistic investigation of an aspect of present-day life using traditional or contemporary practices of art or design. Standard L1.V.CR.6: Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress. Standard L1.V.P.1: Analyze, select, and curate artifacts and/or artworks for presentation and preservation. Standard L1.V.R.1: Hypothesize ways in which art influences perception and understanding of human experiences. Standard L1.V.CO.1: Document the process of developing ideas from early stages to fully elaborated ideas.
Learning Objective(s): <i>Students will create a personalized graffiti tag that reflects their identity and style using proportion and scale principles.</i> <i>Students will demonstrate an understanding of classical art principles by applying proportion and scale in their graffiti designs.</i> <i>Students will apply feedback to revise their graffiti designs, ensuring the effective use of proportion and scale to enhance the visual impact.</i> <i>Students will document the creative process from concept sketches to final product, including reflections on proportion/scale.</i>

Materials		Technology	
<ul style="list-style-type: none">• Crayons, colored pencils, markers, pencils, erasers, paper, scissors.• Acrylic Paint / foam paint brush• Large sheets of butcher paper for mural space• Reference sheets with graffiti design elements (letters, shapes, textures, shadows)• White board for demo		<ul style="list-style-type: none">• Projector (for showing examples of graffiti and guiding drawing exercises)• Computer for presenting quick graffiti references	
Language Demands			
Language Function: Students will identify key graffiti design features (e.g., letter style, color contrasts, shadow effects) and apply the concepts of proportion/scale.			
Vocabulary: Graffiti, tag, proportion, scale, mural, letterforms, outline, fill-in, shadow, balance, composition			
Discourse/Syntax: During instruction, students will engage with these terms while analyzing graffiti styles and receiving feedback on their designs.			
Planned Language Supports: Visual aids with graffiti terminology, annotated examples of graffiti styles showing how proportion and scale are used, and sentence frames for critiques.			
Instructional Strategies and Learning Tasks			
Anticipatory Set			
Activity Description/Teacher		Student Actions	
<ul style="list-style-type: none">• Introduce the concept of graffiti and graffiti tags. Show various examples and engage students in a brief discussion.• Display images of graffiti tags using the projector.• Facilitate a class discussion on graffiti's role in self-expression.• Ask guiding questions like, "What do you notice about the proportions and		<ul style="list-style-type: none">• Participate in the discussion by sharing their thoughts on the graffiti examples shown.• Begin thinking about how proportion and scale contribute to effective graffiti designs.	

<p>scales of letters in graffiti art?"</p> <ul style="list-style-type: none"> Highlight graffiti tags that effectively use proportion and scale. 	
Presentation Procedures for New Information and/or Modeling	
Activity Description/Teacher	Student Actions
<ul style="list-style-type: none"> Explain key graffiti design elements, focusing on proportion and scale. Demonstrate sketching a graffiti tag. Explain the core elements of graffiti: letterforms, balance, color, and especially proportion/scale. Provide reference sheets with graffiti examples and breakdowns of design elements. Model how to sketch graffiti letters on the board, paying attention to proportion and scale. Explain how to start small and gradually scale up. 	<ul style="list-style-type: none"> Observe the teacher's demonstration and ask questions. Examine reference sheets and identify different design elements. Take note on how proportion and scale are used in graffiti.
Guided Practice	
Activity Description/Teacher	Student Actions
<ul style="list-style-type: none"> Students start sketching their own graffiti tag, focusing on proportion and scale. Circulate the room, offering feedback on students' initial sketches. Guide students in improving the balance and proportion of their designs. Pair up students for peer critiques and guide them in giving constructive feedback. 	<ul style="list-style-type: none"> Begin sketching their own graffiti tag, experimenting with letter style and proportion. Collaborate with a peer to critique each other's designs. Make revisions based on feedback from both the teacher and their peers.
Independent Student Practice	
Activity Description/Teacher	Student Actions
<ul style="list-style-type: none"> Students refine and complete their graffiti tag design, paying special attention to scale when transferring their designs to a larger surface. Provide individual feedback, especially on how students can improve the use of proportion and scale. 	<ul style="list-style-type: none"> Refine their graffiti tag designs, incorporating feedback on proportion and scale. Experiment with color, shading, and letterform details to finalize their design. Transfer their graffiti tag to a larger

<ul style="list-style-type: none"> Encourage students to experiment with color and shading in their final designs. Monitor students as they transfer their design to the large mural space, ensuring they adjust the scale effectively. 	<p>surface, carefully adjusting the scale to fit the mural space.</p>
Culminating or Closing Procedure/Activity	
Activity Description/Teacher	Student Actions
<ul style="list-style-type: none"> Display the final graffiti tags in a class mural and conduct a gallery walk. Organize the class mural space and help students hang their graffiti tags. Lead a gallery walk, encouraging students to observe each other's use of proportion and scale. Facilitate a closing discussion on how proportion and scale were used effectively. 	<ul style="list-style-type: none"> Participate in the gallery walk, observing and reflecting on other students' work. Engage in a discussion on the strengths and challenges of using proportion and scale in their own and others' designs. Write a brief reflection on their learning process and how they applied the principles of proportion and scale.
Differentiated Instruction	
<p>Gifted and Talented: Allow advanced students to work on more complex compositions, using advanced shadowing and 3D effects. Offering more complex reference to gain ideas and the option to using paint more freely instead of towards the end.</p>	
<p>ELL: Provide graffiti vocabulary reference sheets in both English and their native language. Use visual organizers to explain concepts of proportion/scale.</p>	
<p>Students with Other Special Needs: Provide simplified reference sheets or break down tasks into smaller, manageable steps. Offer adaptive drawing tools if needed.</p>	
Assessment	
<p>Formative: Ongoing feedback during sketching and design refinement. Use peer critiques to assess students' understanding of proportion/scale.</p>	
<p>Summative: Evaluation of final graffiti tag design based on creativity, application of proportion/scale, and participation in mural activity.</p>	