

UNIT: STREET SM-ART		CURRICULUM LEVEL: 4
MEDIA: Drawing and Stencilling with Paint		YEAR LEVEL: 9 or 10
DURATION: Approximately 10 periods		ASSESSMENT: Teacher
DESCRIPTION OF UNIT		
Students produce stencilled artworks communicating ideas about copyright and intellectual property that they perceive as being important to them.		
ACHIEVEMENT OBJECTIVES		SPECIFIC LEARNING INTENTIONS
UC – Understanding the Arts in Context Students will investigate the purpose of objects and images from past and present cultures and identify the contexts in which they were or are made, viewed and valued.		Students will investigate the purpose of politically motivated stencil images from contemporary culture and identify contexts in which they are made.
PK – Developing Practical Knowledge Students will explore and use art-making conventions, applying knowledge of elements and selected principles through the use of materials and processes.		Students will explore and use selected conventions, elements, materials and processes to make stencils.
DI – Developing Ideas Students will develop and revisit visual ideas, in response to a variety of motivations, observation, and imagination, supported by the study of artists' works.		Students will develop and revisit visual ideas in response to the study of a selection of street artists' works, and their own imagination.
CI – Communicating and Interpreting Students will explore and describe ways in which meanings can be communicated and interpreted in their own work and others' work.		Students will explore and describe ways in which issues of importance can be communicated through a rapidly produced stencilled artwork.
CURRICULUM LINKS		
VISION		
Connected - Working in pairs, students develop their ability to share ideas and to relate and respond to the views of others. Individually students make comment on contemporary issues through the production and public display of an art work.		
Actively Involved - Producing issue-based artworks assists students to develop an understanding of their ability to use artworks to make comment on social and political issues that impact on them as members of their communities.		
PRINCIPLES		
Learning to learn - Students have the opportunity to undertake a continual process of creation, reflection and refinement both of their own work and through viewing and responding to the work of others.		
Coherence - Students make identifiable links to other curriculum areas specifically English, Social Sciences and Technology through the consideration of contemporary social and political issues and the use of technologies to create and record artworks.		
VALUES		
Excellence - Students are encouraged to aspire to produce well crafted outcomes through the provision of high quality art works as exemplars of good practice.		
Innovation, inquiry and curiosity - Students are encouraged to think critically, creatively and reflectively throughout the art-making process.		
KEY COMPETENCIES		
Thinking – Students will think critically about the relevant social and political issues concerning copyright and intellectual property rights, and decide on their personal response to these issues.		

Using language, symbols and texts – Students will make meaning from the symbols and texts that they have investigated, and use symbols to produce their own visual texts.

Participating and contributing – Students will participate and contribute to an ongoing discussion relating to how the techniques of street art are used to express ideas about social and political activism

MATERIALS and EQUIPMENT

- Data Projector and screen
- Access to computers for research
- Pencils and paper
- OHT sheets
- Spray paint or alternatively manual methods that replicate the look of spray paint
- Digital video camera
- Digital camera

RESOURCES

- IP Competition and Information
http://www.lovemusic.co.nz/site/index.php?option=com_content&task=view&id=348&Itemid=145
- Examples of contemporary Street Art that comments on social or political issues
The following are suggestions but the list is by no means exhaustive

Images of street art photographed from the local community

www.banksy.co.uk

<http://streetart.splitbrain.org/>

<http://www.stencilarchive.org/gallery>

www.wikipedia.org/wiki/protest_art

<http://www.youtube.com/watch?v=xkqVFUEpbic>

http://www.youtube.com/watch?v=kzkDw_ziRxw

Teaching and Learning Sequence

Investigation - What is Street Art? (UC)

Approx: 2 Periods

1. Show a presentation of static Street Art images and You Tube video resource of artworks being made and placed in situ. Lead discussion whole class or small groups about:
 - a. What kinds of ideas are expressed in street art and by whom?
 - b. What are the appropriate places for street art? Why?
 - c. How are the images made?
2. In pairs, ask students to collect a selection of the Street Art images you have provided. They should present an A3 size poster showing:
 - a. Examples of street art
 - b. Their definition of Street Art

Investigation – Social/Political Issues (UC)

Approx: 2 Periods

3. Provide students in small groups with a selection of examples of street art works that communicate ideas about social or political issues.
Introduce students to the issues concerning copyright and intellectual property rights. You may decide to focus on one or all of the following:
 - World Intellectual Property Day 2010

- Music Piracy- Remixing of music, illegal file sharing
 - DVD piracy
 - Software Piracy- Illegal downloading of software
 - Protecting your own intellectual property as designers/ artists/musicians
 - Clothing counterfeiting
4. Ask students to work in pairs to brainstorm the issues and choose one aspect/issue about which they can make a statement.
- The students should:
- a. Read the information sheets about the issue that they are investigating (these could be made by the teacher or could be a combination of notes from the class discussion and research notes from other sources)
 - b. Highlight at least 5 key facts or important information about the issue.
 - c. Place the key facts at the top of another sheet of paper and use the rest to brainstorm stencil ideas.
 - d. Students should record this investigation in note form for assessment

Students could discuss the messages communicated through student IP posters available at <http://arts.unitec.ac.nz/studentgallery/>

Designing your own stencil (DI, CI, PK)

Approx: 2 ½ Periods

5. Ask students to work individually to **design a stencil that communicates something about the issue that they have investigated.**

The students should

- a. Brainstorm messages that they could communicate about their chosen issue
- b. Decide on the message that they want to communicate
- c. Decide how they are going to communicate this message. It could be with a simple picture, or just a written message
- d. Draw up a final copy of their design. Remember that it needs to be cut out (not too many fiddly bits).
- e. Make sure the design is no bigger than 15cm x 20cm

Making the stencil (PK)

Approx: ½ period

6. Demonstrate how to draw, cut and apply a stencil
- a. Simplify the drawing or design that is to be made into a stencil
 - b. Colour in all the areas that will be cut out
 - c. Make sure that the bits that aren't to be cut out are all attached to the main body of the plastic
 - d. Trace the design onto a sheet of clear plastic (OHT Sheet), and colour in the areas to be cut out with a vivid or sharpie marker.
 - e. Carefully cut out the coloured areas. The stencil is now ready for use
 - f. Holding the stencil against a flat surface (you may need to use masking tape to hold it down) spray over all the cut areas. Carefully remove the stencil and reveal the finished design

Applying the stencil

Approx: 3 periods

7. Students cut out and apply stencils to an appropriate surface eg paper or card and then decide where in the school environment they would like to locate their stencilled street art work. They should record the reasons for their decisions. Refer them back to You Tube videos and discuss how these artworks are made and located. Consider having them randomly appear throughout the school environment.

Locating and recording the artwork

Approx: 1 period

- Help students locate artworks without being seen. They should digitally record the artwork in situ or alternatively video it's installation. The video could be placed on You Tube and viewer responses noted. Students should unobtrusively observe their artwork and note reactions to it. What do the audience do and or say about it.

Extension

Students could work collaboratively in pairs or threes, to produce a more complex image, with multiple stencils, combing image and text.

STREET SM - ART

- Student Information Sheet**

This assignment requires you to research design and make a stencilled artwork that contains a statement about your intellectual property rights and issues.

You will have approximately 10 periods to complete this assignment.

Due:

ASSESSMENT	
<p>EVIDENCE Students are required to hand in at least:</p> <p>1 x A3 Presentation of what you know about copyright and intellectual property rights (in collaboration with a peer)</p> <p>Notes from your investigation of a copyright issue</p> <p>1 x A3 page of stencil design developments</p> <p>1 x finished Stencilled artwork</p> <p>1x digital image of finished stencilled artwork in a public school space</p> <p>Brief notes about audience reaction to the work</p>	<p>CRITERIA: The student:</p> <p>Excellence</p> <ul style="list-style-type: none"> Identifies of elements of the context in which selected artworks were made and valued and places artwork in a highly appropriate site. (UC) Explores of art making conventions and applies knowledge of relevant processes and procedures in the production of a stencilled artwork. (PK) Collaborates with a peer to generate text based images to develop and incorporate into stencil. (DI) Stencilled artwork shows imagination and an awareness of artists' works. (DI) In groups and individually explores and describes ways in which ideas and art-making processes are used to communicate meaning in their own and others' artworks. (CI) <p>Merit</p> <ul style="list-style-type: none"> Identifies elements of the context in which selected artworks were made and valued by placing artwork in a relevant public site. (UC) Applies knowledge of relevant processes and procedures in the production of a stencilled artwork. (PK) Collaborates with a peer to generate ideas for text based images to incorporate into stencil. (DI) Stencilled artworks show imagination and an awareness of artists' works. (DI) In groups and individually explores and describes ways in which ideas and art-making processes are used to communicate meaning in their own and others' artworks. (CI) <p>Achieved</p> <ul style="list-style-type: none"> Identifies some elements of the context in which artworks were made and valued and places artwork in a suitable public site. (UC) Applies knowledge of relevant processes and procedures in the production of a stencilled artwork. (PK) Works with a peer to generate ideas for slogans to use in stencil. (DI) Stencilled artwork shows an awareness of artists' works. (DI) Works with other students to explore and describe ways in which ideas and art-making processes are used to communicate meaning in their own and others' artworks. (CI)

STREET SM – ART

• Student Task Sheet

Learning Experience: You will research, design and make a stencil that expresses a statement about your views of copyright and intellectual property rights.

Remember: The skills you learn in this assignment can be used inappropriately. You are being trusted to use your knowledge wisely and appropriately.

Investigation - What is Street Art? (UC)

Approx: 2 Periods

1. Watch the presentation of Street Art images, and participate in a discussion about the kind of ideas that are expressed in these art works. What are the appropriate places for street art? Why?
2. In pairs, collect a selection of the Street Art images provided. Present an A3 size poster showing:
 - a. Examples of street art
 - b. Your definition of Street Art

Investigation – Social/Political Issues (UC)

Approx: 2 Periods

3. Your teacher will show you a selection of Street Art works that communicate ideas about political issues. Your teacher will introduce you to the issues concerning copyright and intellectual property rights that you will make a stencil about.
In pairs, **choose one aspect of these issues.**
You will spend the rest of this assignment working with this issue.

The issues you can choose from are:

- World Intellectual Property Day 2010
- Music Piracy- Remixing of music, illegal file sharing
- DVD piracy
- Software Piracy- Illegal downloading of software
- Protecting your own intellectual property as designers/ artists/musicians
- Clothing counterfeiting

4. Working in pairs, use the information and resources provided and the notes from the class discussions to investigate the issue you have chosen.
 - a. Read the Topic Sheet (or sheets) about the issue you are investigating
 - b. Highlight the key facts and important information on the Topic Sheet
 - c. You need to find at least 5 facts so that you can design a stencil that communicates something about the issue you are investigating
 - d. Write down these 5 key facts at the top of a separate sheet of paper. You will use the rest of this paper to brainstorm ideas for your stencil.

Making a stencil (PK)

Approx: ½ period

5. Your teacher will demonstrate how to draw and cut a stencil
The following are instructions for making a stencil. Follow them accurately:
 - a. Simplify the drawing or design that you want to make into a stencil.
 - b. Colour in all the areas that will be cut out.
 - c. Make sure that the bits you don't want to cut out are all attached to the main body of the plastic.
 - d. Trace your design onto a sheet of clear plastic, and colour in the areas to be cut out with a vivid or sharpie marker.
 - e. Carefully cut out the coloured areas. Your stencil is now ready for use.
 - f. Holding your stencil against a flat surface (you may need to use masking tape to hold it down) spray over all the cut areas. Carefully remove your stencil and reveal the finished design.

Designing your own stencil (DI, CI, PK)

Approx: 2 ½ Periods

6. Working individually, **design a stencil that communicates something about the issue that you investigated in Task 4**
 - a. Brainstorm messages that you could communicate about your chosen issue.
 - b. Decide on the message that you want to communicate.
 - c. Decide how you are going to communicate this message. It could be with a simple picture, or just a written message.
 - d. Draw up a final copy of your design. Remember that it needs to be cut out (not too many fiddly bits). Referring to the stencil demonstration that your teacher gave you at Task 5 will help you with this. Make sure your design is no bigger than 15cm x 20cm.

Cut and spray your stencil (PK,CI, UC)

Approx: 3 periods

7. Following the steps your teacher showed you at Task 5, transfer your design onto clear plastic and cut it out.
8. Your teacher will provide you with some paper or card. Carefully position your stencil onto a piece of paper and spray it.
9. Decide where in the school environment that you could best communicate your message. Think about the Street Art examples that you were shown. Where were they located? Why?
10. Place your artwork in the space you have chosen. Do this without being seen so that artworks just appear randomly around the school. Digitally photograph your artwork in place. Observe and note the reactions of other students and teachers. Do they notice? What do they say? Do?
11. Alternatively you could make a video of your work and place it on You Tube and then see what the public response is.

