



Grade/s: 9-10

Enduring Idea: Perseverance

Integrated Discipline: English

Unit Title: Who Are You? Graffiti Monotypes

Unit Designer: Kara Luke

Unit Description: Learners will explore the concept of perseverance by examining various images from the CMA and Frank Warren's collection of letters, *Post Secret*. Defining survival, how to handle personal challenges, and how graffiti can be used to convey messages will be discussed. Learners will create a graffiti mixed media monotype exploring a persevering message of their own.

Images: -William De Leftwich Dodge, *Man with Scythe*, 1929; CMA 1999.29
-Frederic Taubes, *Stringing a Pipeline*, c. 1944-1945; CMA 1951.49
-Guido Cagnacci, *David Holding Goliath's Head*, 1650; CMA 1962.21

Key Concept: -Survival through challenges

Essential Question: -How can living things survive a challenging situation?

CCSS Art: V. The student will analyze and assess the characteristics and qualities of his or her own works of visual art and those of others.
VI. The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.

Integrated CCSS: English Common Core for grades 9-10
CCSS.ELA-Literacy.CCRA.L.3 Apply knowledge of

language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Learning Outcomes: Learners will:

1. Discuss different types of perseverance and self-reliance through various artistic images and *Post Secret* messages.
2. Construct a monotype using Xerox transfer methods, stencils, and printmaking ink.

Formulate and draw his/her own persevering message onto mixed media monotype.

Motivator: The teacher will show clips from a documentary "Exit Through the Gift Shop," about graffiti art and the controversy surrounding it as an art form.

Day Breakdown: Day 1: The teacher will begin the unit with the motivator and a discussion about graffiti as an art form and a way to convey messages. The teacher will also introduce Frank Warren's *Post Secret* as a way for individuals to share messages.

Day 2: Further discussion about graffiti and messages, sharing direct examples of both. Learners will begin brainstorming their own "secret message" that relates to personal perseverance.

Day 3: Learners will collect personal images that relate to their "secret message" and will practice writing their message in graffiti type.

Day 4: Learners will transfer their Xeroxed images onto printmaking paper and create a monotype around images, being careful not to cover these images.

Day 5: Learners will create basic shape stencils and lay stencils onto monotype background. They will then use spray paint to overlay a layered texture onto monotype, being careful not to fully cover images.

Day 6-8: Learners will draw their message onto monotype with graffiti type using sharpies, markers, and colored pencils. The teacher will discuss different graffiti types with examples, discuss size and placement, and meaning.

Day 9: Finalize monotype by utilizing craftsmanship,

placement, and persevering message.

Day 10: Group discussion and critique.

Materials: Paper, pencils, printmaking paper, water based monotype ink, brayers, plexi glas, paintbrushes for texturing ink, newsprint, Citrasolv, Xeroxed images, sponges, spoons for burnishing, colored pencils, markers, sharpies, spray paint, Xacto knives, stencil paper

Resources: Frank Warren's *Post Secret*, clips from "Exit Through the Gift Shop," CMA images, past student examples, any graffiti works by contemporary artists David Walker and Banksy.

Assessment: Teacher/learner conference about message ideas, group discussion, final formal rubric of unit, participation in final critique.

