**Graffiti Name Design Project**

**Graffiti** is the name for images or lettering scratched, scrawled, painted or marked in any manner on property.

**Graffiti** is any type of public markings that may appear in the forms of simple written words to elaborate wall paintings. Graffiti has existed since ancient times, with examples dating back to Ancient Greece and the Roman Empire.

**Tag** is a form of signature used by graffiti artists.

**STEP ONE:** In your sketchbook begin by designing 3 different conceptual design **tags** for your name graffiti style. Consider: Line, Shape, Form, Colour

**STEP TWO:** Show them to the teacher for approval and then select to be created large scale paper 18X24 and weather permitting in coloured chalk outside the school.

**STEP THREE: REFLECT:** Answer the following reflective questions:

1. What part of your finished project did you find most successful and why?

2. What part of your finished project did you find least successful and why?

3. If you had to do this project again, what part would you change or improve on and why?
### Graffiti Name Design Project Rubric

<table>
<thead>
<tr>
<th>Knowledge/Understanding</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of the elements &amp; principles of design in the drawing (e.g., line, shape, colour, unity)</td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>Student demonstrates limited understanding of the elements &amp; principles of design in the work. 0.25</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design in the work. 0.50</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design in the work. 0.75</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the work. 1</td>
</tr>
<tr>
<td>Thinking/Inquiry Graffiti Name Design</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student depicts graffiti imagery in the work with limited effectiveness. 0.25</td>
<td>Student depicts graffiti imagery in the work with considerable effectiveness. 0.75</td>
<td>Student depicts graffiti imagery in the work with a high degree of effectiveness. 1</td>
<td></td>
</tr>
<tr>
<td>Communication Clarity &amp; Accuracy: Graffiti Name Design (e.g., line, shape, colour, unity)</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Work demonstrates limited degree of clarity and accuracy in line, shape, colour, unity. 0.25</td>
<td>Somewhat coherent and somewhat complete. 0.50</td>
<td>Clear and substantial answers. 0.75</td>
<td>1</td>
</tr>
<tr>
<td>Reflective Questions: Strength, Weakness &amp; Next Step</td>
<td>Preliminary sketches are mostly complete. Concepts are complete. Planning is evident &amp; shows some divergent thinking is evident. (2-3) 1-1.75</td>
<td>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 5-6</td>
<td>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8</td>
<td>Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10</td>
<td></td>
</tr>
<tr>
<td>Application Creative Process: Ability to solve a series of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts. Preliminary Conceptual Sketches (3)</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial &amp; shows some alternative ideas. (1-2) 0.5</td>
<td>Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial &amp; shows some alternative ideas. (1-2) 1</td>
<td>Preliminary sketches are thorough &amp; complete. Concepts are fully developed. Planning is exceptional &amp; considerable flexibility in thinking. (3+) 2</td>
<td></td>
</tr>
<tr>
<td>Creative Process: Demonstration of Skill Development &amp; following procedures including Clean Up</td>
<td>Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial &amp; shows some alternative ideas. (1-2) 0.5</td>
<td>Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6</td>
<td>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8</td>
<td>Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10</td>
<td></td>
</tr>
<tr>
<td>Uses elements &amp; principles of design and drawing techniques to produce an effective artwork (e.g., line, shape, colour, unity)</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student demonstrates limited use of the elements &amp; principles of design &amp; drawing techniques to produce an art work of limited effectiveness. 1</td>
<td>Student demonstrates considerable use of the elements &amp; principles of design &amp; drawing techniques to produce an art work of considerable effectiveness. 3-4</td>
<td>Student demonstrates considerable use of the elements &amp; principles of design &amp; drawing techniques to produce a highly effective art work. 5</td>
<td></td>
</tr>
</tbody>
</table>

A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively:

A1.1 use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of art works (e.g., use research, synectic charts, and/or a class brainstorming session to generate a variety of creative ideas; reflect on the suitability of the ideas and choose one to serve as the basis for their plan; use notes and/or thumbnail sketches to develop their plans; revise their plans on the basis of peer- and self-assessment)

A1.2 use exploration/experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting, and printmaking (e.g., explore a variety of materials and/or techniques; reflect on the input of their peers; refine their art work on the basis of useful feedback)

A1.3 document their use of the creative process in a portfolio (e.g., include thumbnail sketches of ideas and/or plans, notes on or examples of the results of experiments with different media or techniques, and copies of their preliminary and final work to show evidence of revision and artistic growth), and refer to this portfolio to reflect on how effectively they have used the creative process.
A2. The Elements and Principles of Design: apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;
A2.1 explore elements and principles of design, and apply them to create art works that express personal feelings and/or communicate emotions to an audience (e.g., explore the use of colour, texture, and/or space to express specific emotions)
A2.2 apply elements and principles of design to create art works that communicate ideas and information

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.
A3.1 explore and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce art works
A3.2 apply elements and principles of design to create art works that communicate ideas and information
A3.3 demonstrate an understanding of some of the ways in which art works can be presented to reach a variety of audiences

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
B1.4 use a variety of strategies (e.g., peer- and self-assessment, formal and informal critiques, small-group and class discussions) to identify and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works

B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect personal values;
B2.3 identify ways in which creating and/or analysing art works has affected their personal identity and values

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
C1.1 use appropriate terminology when identifying and describing the use of elements and principles of design in their own art works and the works of others
C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works (e.g., brayers, conte, frottage, markers, painting techniques, pencil techniques, relief, stencil)
C1.3 identify the stages of the creative process and the critical analysis process using appropriate terminology

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;
C2.1 demonstrate an understanding of some techniques that artists use to achieve specific effects

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.
C3.2 demonstrate safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts (e.g., identify hazardous materials and adopt appropriate precautions and/or protective measures when using them; demonstrate respect for property, including classroom facilities, tools, equipment, and technological devices)