Social Justice Stencil Project

Social Justice can involve a variety of issues such as preventing human rights abuses and ensuring adherence to international law.

Focus: Issues of minority groups, especially international justice; poverty; women’s and children’s issues. International justice particularly refers to war crimes and crimes against humanity, including genocide.

Stencil is a template used to draw or paint identical letters, symbols, shapes. They are formed by removing sections from template material in the form of text or an image. This creates what is essentially a physical negative.

Banksy is the pseudonym of a British graffiti artist, political activist and painter, whose identity is unconfirmed. His satirical street art and subversive epigrams combine irreverent dark humour with graffiti done in a distinctive stencilling technique.

Such artistic works of political and social commentary have been featured on streets, walls, and bridges of cities throughout the world.


STEP TWO: BRAINSTORM on possible issues you wish to address in stencil form: i.e. Political/Economic/Environmental/Social statement.

STEP THREE: DRAW 3 DIFFERENT CONCEPTUAL IMAGES to help focus your social justice image. Consider Line, Shape and Contrast. Also think about positive-negative space.

STEP FOUR: Once approved by the teacher begin by drawing the reverse outline of your subject matter on the flat top of the piece of paper. REMEMBER: to draw the outline of any text backwards as the print will print front wards. Carefully consider how you design your positive/negative space - CONTRAST.

STEP FIVE: Next begin by cutting out around the sections you have defined - these will be your blank sections which will not be filled with ink when pressed. The outline will appear as you cut away the sections around your subject matter. Consider a variety of texture and detail in your cutting technique.

STEP SIX: Once you have finished cutting your paper using a roller dipped in ink roll across the surface of block to create a mono or test print. WRITE your Artistic Statement Template to document your artistic process.

STEP SEVEN: REFLECT: Answer the following questions using the elements and principles of design and hand them in with your completed drawing for evaluation.
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?
KU: Researching Social Justice Stencil Art

Name of Chosen Artwork:________________________
Artist Name:________________________________

DESCRIPTION
1. Describe what the work about: (1)

2. What is the artist critiquing: Social, Environmental, Political, how are they critique, i.e. role reversal etc.: (1)

ANALYSIS
3. Choose 6 elements and principles of design and analyze how they are used in the work: (line, shape, colour, form, movement, rhythm, contrast, texture, balance, variety, proportion, unity, emphasis, space) (6)

1. -
2. -
3. -
4. -
5. -
6. -

INTERPRETATION
4. What feeling does the artwork evoke in you? (1)

JUDGEMENT
1. Do you like this artwork? Why or why not? (Base your answers on what you have learned) Explain. (2)
A) Influence(s) and research from past and present works: (Banksy etc.)

B) Stencil techniques and visual imagery used in my work and how they support my intended visual message:
<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 stencil (e.g., line, shape, contrast, positive-negative space)</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student demonstrates limited understanding of the elements &amp; principles of design in the stencil. 0.25</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design in the stencil. 0.50</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design in the stencil. 0.75</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the stencil. 1</td>
</tr>
<tr>
<td>Thinking/Inquiry</td>
<td>Student explains use of stencil techniques in the artistic statement with limited clarity. 0.25</td>
<td>Student explains use of stencil techniques in the artistic statement with some clarity. 0.50</td>
<td>Student explains use of stencil techniques in the artistic statement with considerable clarity. 0.75</td>
<td>Student explains use of stencil techniques in the artistic statement with a high degree of clarity. 1</td>
<td></td>
</tr>
<tr>
<td>Social Justice Stencil Art Rubric</td>
<td>Poor, yes/no answers/limited complete. 0.25</td>
<td>Somewhat coherent and somewhat complete. 0.50</td>
<td>Clear and substantial answers. 0.75</td>
<td>Superior and insightful answers. 1</td>
<td></td>
</tr>
<tr>
<td>Reflective Questions: Strength, Weakness &amp; Next Step</td>
<td>Preliminary sketches are poorly incomplete. Concepts are poorly incomplete. Planning is tentative or nonexistent. (0.5) 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 mostly complete. Concepts are complete. Planning is thorough &amp; complete. Concepts are generally well developed. Planning is exceptional &amp; shows considerable flexibility in thinking. (3+) 2</td>
<td>Preliminary sketches are highly complete. Concepts are superior and complete. Planning is highly effective in demonstrating the creative process and following procedures. 8-10</td>
<td></td>
</tr>
<tr>
<td>Creative Process:</td>
<td>Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5-6</td>
<td>Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 7-9</td>
<td>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 8-10</td>
<td>Student demonstrates a high degree of using the elements &amp; principles of design &amp; stencil techniques to produce a highly effective art work. 5</td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>Student demonstrates limited use of the elements &amp; principles of design &amp; stencil techniques to produce an art work of some effectiveness. 2-3</td>
<td>Student demonstrates some use of the elements &amp; principles of design &amp; stencil 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; stencil techniques to produce an art work of considerable effectiveness. 5-6</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the stencil. 1</td>
<td></td>
</tr>
<tr>
<td>Creative Process: Demonstration of Skill Development &amp; following procedures including Clean Up</td>
<td>Incomplete. 0</td>
<td>Incomplete. 0</td>
<td>Incomplete. 0</td>
<td>Incomplete. 0</td>
<td>Incomplete. 0</td>
</tr>
</tbody>
</table>

A1.1 The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively:

A1.1.1 Use various strategies, individually and/or collaboratively, to generate, explore, and elaborate on ideas and to develop and revise detailed plans for the creation of art works that address a variety of creative challenges (e.g., use brainstorming, concept webs, and/or group discussions to formulate original ideas for thematic works and/or works of personal expression; use research and discussions with a partner to explore and elaborate on ideas; use diagrams, notes, and/or outlines to help them formulate detailed plans for the art work; revise their plans on the basis of reflection)

A1.2 Apply the appropriate stages of the creative process to produce and revise two- and three-dimensional art works using a variety of traditional and contemporary media (e.g., explore, experiment with, and refine their use of a variety of media; choose a medium/media appropriate for their
A2. The Elements and Principles of Design: apply the 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 how elements and principle of design can be used to convey emotion and enhance personal expression, and use a combination of these elements and principles to create two- and three-dimensional art works that express personal feelings and communicate specific emotions to an audience (e.g., explore how variations in line, value, form, proportion, and emphasis can be used to convey various emotions; adapt their findings to enhance expression in their art work)
A2.3 document their use of each stage of the creative process, as well as varied and extensive research, in a portfolio that includes art works created for a variety of purposes (e.g., ensure that their portfolio includes evidence of idea generation and elaboration, research, investigation, planning, exploration, experimentation, and revision; include a variety of works created for different purposes), and review and reflect on the contents of their portfolio to determine how effectively they have used the creative process

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and 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 media, including alternative media, and current technologies, and use them to create a variety of art works (e.g., use media such as digitally enhanced photographs, transparencies, and/or found objects when creating a collage; create a mixed-media image reflecting their personal identity or cultural heritage)
A3.2 explore a range of traditional and current materials, technologies, techniques, and tools used by visual artists (e.g., Claude Monet’s use of optical colour mixing; Andy Warhol’s use of silkscreens; George Segal’s use of plaster bandage; Jean-Paul Riopelle’s use of a palette knife for impasto application of paint; Daphne Odjig’s use of interconnecting black lines), and adapt and apply them to create original art works
A3.3 describe appropriate standards and conventions for the presentation of different types of visual art works, and apply these standards and conventions when preparing their art works for presentation (e.g., ensure that their work is signed, labelled, dated, matted and/or mounted, that their three-dimensional work can be displayed safely, that the appropriate digital presentation technology is available and in working order)

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
B1.1 demonstrate the ability to support their initial responses to a variety of art works with informed understanding of the works’ artistic form and function (e.g., describe their initial response to an art work, and explain in detail how specific aspects of the work’s content, formal qualities, and media inform that response)
B1.2 deconstruct the visual content and the use of elements and principles of design in their own art work and the work of others
B1.3 communicate their understanding of the meanings of a variety of historical and contemporary art works, based on their interpretation of the works and an investigation of their historical and/or social context
B1.4 describe and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works, using a variety of criteria

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 both social and personal values;
B2.1 explain the functions of various types of artworks (e.g., animation, various types of architecture, graffiti, propaganda, public, and religious art; works focused on personal expression)
B2.2 identify and explain ways in which various art works are a response to and a reflection of the societies in which they were created
B2.3 reflect on and explain how creating and analysing art works has affected their personal identity and values and/or changed their perceptions of society and social issues

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
C1.1 demonstrate an understanding of the elements and principles of design, and use terminology related to these elements and principles correctly and appropriately when creating or analysing art works (e.g., when describing how they have used elements and principles in a sculpture to convey a sense of movement)
C1.2 explain terminology related to a variety of techniques, materials, and tools (e.g., additive and subtractive techniques, blazing, gesso, intaglio, layering, palette knife, scumbling, transfers, single-lens reflex [SLR] cameras, software used to edit digital photographs), and use this terminology correctly and appropriately when creating, analysing, and/or presenting art works
C1.3 using appropriate terminology, explain the creative process and describe in detail the critical analysis process, with particular reference to the role of deconstruction in the latter process

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 a wide variety of techniques that artists use to achieve a range of specific effects (e.g., techniques used to create the illusion of depth and perspective and to create texture on different surfaces; the use of additive and subtractive sculpture, layering, positive and negative space, and relief to create effects)
C2.2 demonstrate an understanding of a variety of conventions used in visual arts (e.g., allegory, expressive exaggeration, juxtaposition, synectics; conventions associated with heroic, narrative, naturalistic, propaganda, realistic, and satirical art), and explain how they are used in different types of art works

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.
C3.2 demonstrate appropriate health and safety procedures and conscientious practices in the selection and use of various materials, techniques, tools, and technologies when producing or presenting art works (e.g., demonstrate safe practices when creating installations, assemblages, earthworks, constructions, multimedia projects; demonstrate appropriate protocols, deportment, and respect for others when working in a studio or visiting a presentation space)