**Banksy Lesson Cycle**

**Middle East**

**Patterson**

take pictures at each step, order supplies on calendar (cardstock, exacto knifes)

(W) Means on website

Underline what should be said to the class

If there is a blue word click on it while holding down “ctrl”

Investigating

L.1. - Demonstrates the ability to describe specific evidence and determine the main idea(s) of a source by providing an accurate summary. The ability to analyze the historical significance of the source as related to the concept(s).

Writing Informative Text

L.3 – Write an informative text with a clear introduction, supporting details, and conclusion.

In this lesson cycle, students will learn about the graffiti artist Banksy and make generalizations about his political artwork. Students will focus on how Banksy uses symbols to allow viewers to think about a topic in a new way. Students will create their own art project that uses abstract symbols to convey a political message. Students will write an informative text that outlines their artistic vision. As a culminating activity, students will look at their peers work and make associations about the author’s purpose.

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| **Taxonomy Level** | **Learning Targets** |
| **Analysis** – Generalizing | Students will use their background knowledge to assess an artist’s intent. |
| **Retrieval** - Executing | Students will safely create a stencil that uses symbols that tells a meaningful story. |
| **Comprehension** - Symbolizing | Students will explain through writing how their artwork tells a meaningful story. |
| **Analysis** – Matching | Students will examine artwork to make connections about the author’s intent.  |

**Material List – Including Links**

Stencil Acetate- [Link](https://www.amazon.com/s/ref%3Dnb_sb_noss?url=search-alias%3Darts-crafts&field-keywords=stencil+accetate), for every project you make, it will require at least two stencil papers

Razor blades/exact knifes – get from science teacher, ask about safety techniques

Gloves – so students don’t paint their hands

Masking Tape – will be used to hold the acetate in place

Cardstock – for painting on the rough draft

Paint – for draft for students to vote on

 Spray paint – for final product

ISBN 9781844137879.

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| **Day 1**  |
| **Learning Target**: Students will use their background knowledge to assess an artist’s intent.**Opening Discussion:** See Logic Flow |
| See Banksy Visuals, add slide about creating page in OneNote | **Resources/Materials/Extension**Computers |

**Logic Flow**

Introduce students to the graffiti artist Banksy. Show an example of his work and work through guiding questions. Show the students how the website functions.

**Guiding Questions**

What do you see/going on in the piece of art?

What is the artist trying to get us to think about?

Show a couple of examples of work, show students how to get to website, give them ten minutes to browse, warn that there is semi-explicit content. Ask students to share which one they liked. Show them how to search for it on Google. How to copy and paste. Go through the process of answering questions.

Students answer the questions and add the picture into OneNote. Have them start to think about what point they want to make for the next day. Reference visuals.

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| **Day 2**  |
| **Learning Target**: Students will safely create a stencil that uses symbols that tells a meaningful story.Students will explain through writing how their artwork tells a meaningful story.**Opening Discussion:** Small task to prove point about stencils needing to not be too small. Ask for two volunteers to make a drawing on the board using expo markers. Do the same drawing but better with a stencil in half the time. Discuss ramification. Draw in the middle of the paper. |
| Encourage students to brainstorm a list of topics. Show pictures of major topics we have studied. Tell students that they are going to be asked to do some writing. Students can do the fist. Show students how to tape to book. Make sure name is in the right place. Have them check with a partner.  | **Resources/Materials/Extension** |

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| **Day 3/4/5/6**  |
| **Learning Target**:Students will safely create a stencil that uses symbols that tells a meaningful story.Students will explain through writing how their artwork tells a meaningful story.**Opening Discussions:**Keeping his identity secret.Question about why Banksy would need to use stencils if he is doing something illegal.Two further clips about Gaza Clip - [Link](https://www.youtube.com/watch?v=Ag-iTSQnigY)Here is a longer clip of Disney land stunt - [Link](https://www.youtube.com/watch?v=8k7mQXiu3Ow)ISBN 9781844137879. Read the story about the fall of the dictator on page of Show visuals and video.Banksy Hotel |
| 15 minutes of working on outline/writing then working on artwork. Projects should have no words, use 1/2 colorsUse thumbtacks to trace outline of work.Finish tracing/cut out acetate, go over expectations with Exacto knifes.Paint final draft of painting. Write final copy, frame in cardstock.Students can help others when finished or help with a 2018 class stencil.Peer review element, reflection | **Resources/Materials/Extension**Exit through the Gift Shop? |

Writing Informative Text

L.3 – Write an informative text with a clear introduction, supporting details, and conclusion.

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| **Day 7**  |
| **Learning Target**: Students will examine artwork to make connections about the author’s intent. **Opening Discussions:**  |
| Use Instagram to compare artwork as culminating activity. Choose top ten pieces of art. Put numbers. Have students make associations. Compare and contrast. | **Resources/Materials/Extension** |

Investigating

L.1. - Demonstrates the ability to describe specific evidence and determine the main idea(s) of a source by providing an accurate summary. The ability to analyze the historical significance of the source as related to the concept(s).

**Name: Revise questions**

**Block: Instagram/Banksy Reflection**

**Teacher:**

**Goal:** Demonstrates the ability to describe specific evidence and determine the main idea(s) of a source by providing an accurate summary. The ability to analyze the historical significance of the source as related to the concept(s).

**Banksy Art #\_\_\_\_\_\_\_\_\_\_\_**

What is being shown in this artwork? After talking with your team, what ideas is the artist trying to get us to think about? Is this something that is important to understand? Explain your group’s thinking. Does this relate to something that we have learned about in school?

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The expectation for this project was for people to make a piece of art that told a story that was important. Of all the pieces of art posted on Instagram, which one was off topic or the hardest to understand the meaning? What suggestions would give the artist?

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If we did a project like this again, is there something that you would change about your work?

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