artsNOW
Integrated learning solutions

TAG YOUR LIFE WITH POSITIVITY
Grade Band: 5
Content Focus: Visual Arts & Health



LEARNING DESCRIPTION

In this lesson, students will explore how street art can be a powerful tool for communication and self-expression. Students will brainstorm uplifting words and phrases that can inspire others. Each student will select a positive affirmation—such as *"You Matter"*—and design it in a graffiti style.

LEARNING TARGETS

Essential Questions	"I Can" Statements
What are different types of graffiti? How can I communicate meaning using line, shape, form, and symbols? How can positive self-talk change your mindset?	I can explain the difference between a tag, throw, and piece. I can use line, shape, form, and symbols as a means of communication. I can use positive self-talk to change my mindset.

GEORGIA STANDARDS

Curriculum Standards (if applicable)	Arts Standards
HE5.1 Students will comprehend concepts related to health promotion and disease prevention to enhance health. HE5.1.c Describe and apply the basic health concept of mental and emotional well-being. HE5.4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. HE5.4.a Apply effective verbal and nonverbal communication skills to enhance health.	VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA5.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist. VA5.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes. VA5.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy. VA5.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

SOUTH CAROLINA STANDARDS

Curriculum Standards (if applicable)	Arts Standards
Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). M-5.1.1 Describe coping strategies to promote mental health. **Standard 7:** "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks" (NHES, 2007). M-5.7.2 Demonstrate positive self-management skills.	**Anchor Standard 1:** I can use the elements and principles of art to create artwork. **Benchmark VA.CR** I can combine several elements of art to express ideas. **Indicator VA.CR NM.1.2** I can combine several elements of art to construct 2D or 3D artwork. **Anchor Standard 2:** I can use different materials, techniques, and processes to make art. **Benchmark VA.CR NM.2** I can use some materials, techniques, and tools to create artwork. **Indicator VA.CR NM.2.1** I can use two-dimensional art materials to explore ways to make art. **Anchor Standard 4:** I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media. **Benchmark VA.P NL.4** I can show and describe the idea of my artwork.

	Indicator VA.P NL.4.2 I can describe my artwork.

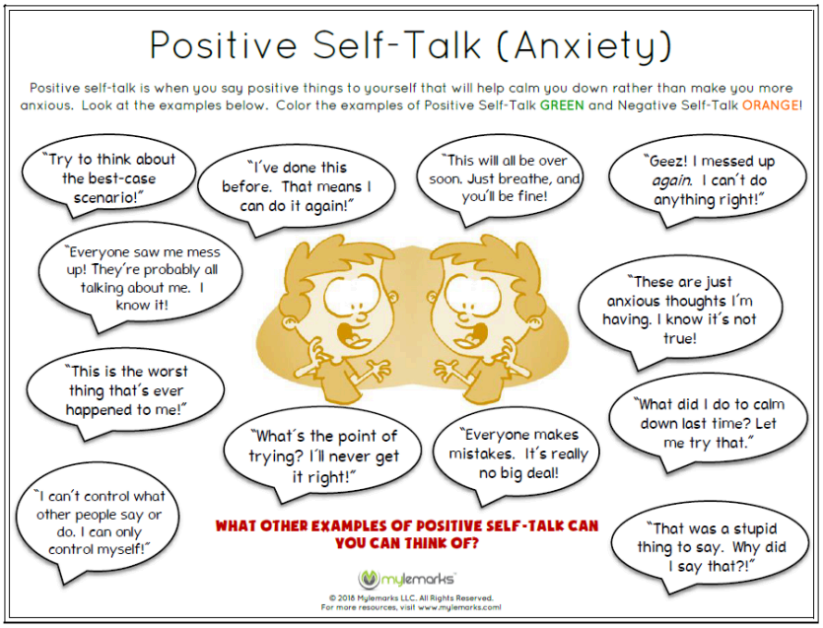
KEY VOCABULARY

Content Vocabulary (if applicable)	Arts Vocabulary
• Positive mindset - A way of thinking that focuses on seeing the good in situations • Self-talk - The inner voice or thoughts you have about yourself and your experience	• Line - A continuous mark made on some surface by a moving point. It may be two dimensional, like a pencil mark on a paper or it may be three dimensional (wire) or implied (the edge of a shape or form) often it is an outline, contour or silhouette. • Shape - A flat, enclosed line that is always two-dimensional and can be either geometric or organic • Color - An element of art with three properties: 1) Hue: the name of the color, e.g. red, yellow, etc.; 2) Intensity: the purity and strength of the color (brightness or dullness); 3) Value: the lightness or darkness of the color (shades and tints) • Tag - A word design using the qualities of line; a tag cannot be colored in • Throw - A letter or word that can be filled in with color or design; the letters in a “throw” have shape • Piece - A “piece” letter or word now has the illusion of form; various forms of perspective create perceptions of height, length, and width

MATERIALS

- 9x12 paper
- Pencil
- Sharpie
- Markers
- Color pencils
- Paints
- Sketchbooks
- Graffiti Art for Kids video
- Examples of graffiti art such as images of the Krog Street Tunnel in Atlanta, GA

- Colors/Shapes/Lines [Artful Thinking Routine]
- [Implementing a Graffiti-inspired Unit - The Art of Education]
- Image:



- Artwork examples:



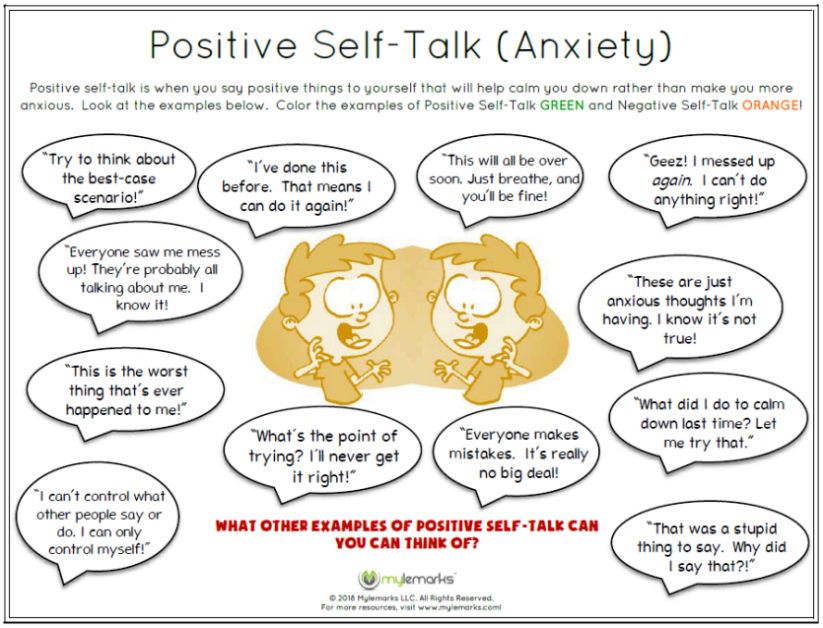
INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Show students images of the Krog Street Tunnel in Atlanta, GA.
- Have students use the Colors/Shapes/Lines Artful Thinking Routine
    - Tell students to look at the images. Ask them:
        - What **colors** do you see?
        - What **shapes** do you see?
        - What **lines** do you see?
- Have students watch the Graffiti Art for Kids video.

Work Session

- Engage the students in a conversation about having a positive mindset and what that means. Talk about how individuals who have a positive mindset pay attention to the good, rather than bad in people, situations, events.
- Discuss different ways students can use positive self-talk to change their mindset. Show the image below.



    - Ask students to brainstorm with a partner a time that they used or could have used a positive mindset to see the best in a situation. Ask them how this influenced the situation.
- Explain the project to students. Show them some examples:



- Create a list of positive words and phrases with the students to use as a reference for their project (i.e., “dream big”, “persevere”, “you got this”, etc.).
- Have the students choose a positive word or phrase for their project.
- Introduce students to different types/styles/fonts of graffiti.
    - Discuss and show the differences between a tag, throw, and piece.
- Practice/demo with students so that they get more comfortable drawing different styles.
- Have students practice their word or phrase using tag, throw, or piece style graffiti.
- When they have decided how they want to create their project and have practiced, pass out project paper and have them draw their designs. Remind students to fill the space on their paper.
- Pass out black sharpies and have them outline their work.
- Have the students use tempera paints to add color and interest to their work. Remind students to be sure to paint the background.
- Display the finished pieces throughout the school to help spread positivity.

Closing/Reflection

- Provide students the opportunity to share their positive tag artwork and explain their artistic choices.

ASSESSMENTS

Formative

- Observe whether students:
    - Are able to identify how graffiti artists use lines, shapes, and colors in their work.
    - Can use lines, shapes, and colors to express themselves during the planning process.

○ Choose words and phrases to create a positive affirmation.
Summative
● Artwork rubric

DIFFERENTIATION

Accelerated:

- Provide students with a choice of materials, including paint, markers, oil pastels.
- Have students add details like texture and pattern to the letters and/or background of their artwork.

Remedial:

- Provide students with examples of positive affirmations to choose from.
- Model how to create different styles of graffiti.

ADDITIONAL RESOURCES

- Color chart showing common color uses for feelings and emotions
- Line chart that shows common uses for color and emotions
- Various alphabets of graffiti for students to view

CREDITS

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**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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