Scheme of work

Unit 1.6: Street art

Overview

Unit 1.6 focuses on street art, including graffiti, and considers how its meaning is influenced by context.

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| Learning objectives   Develop analytical skills by deconstructing street art as a text type.   Appreciate how the context of street art helps shape its meaning. | | AOE question   How can texts offer insights into other cultures? | |
| Concept  **Communication** – the unit encourages students to think of street art in terms of contexts of production and reception, and considers the kinds of ‘message’ which street art may aim to elicit. | | | |
| ATL  **Research skills** – In considering TOK, students research online to find graffiti tags, and use criteria identified in the unit to debate whether or not tags are artistic works. | | Learner profile  **Risk taker** – Students consider the risks taken by artists in the production of street art. Are these risks necessary, and are street artists such as Banksy justified in breaking the law? | |
| TOK  Students are asked to consider whether graffiti, including ‘tags’, should be considered artistic works and, more broadly, what constitutes art. | Extended essay  Students can explore street art, as visual texts, as the research question for a Category 3 extended essay. | | CAS  Creating a mural in the local neighbourhood is suggested as an appropriate CAS project, involving creative, service-based learning. |
| Suggested additional resources  Exit through the Gift Shop – documentary | | Learner portfolio  Activities 6.1 and 6.2 Students answer questions and discuss Texts 1.25 and 1.26.  Activity 6.3 Students imagine interviewing the street artist Banksy, and then write an article intended for publication in a magazine of their choice. | |
| Texts – print  Text 1.25 – Slave Labour (Banksy)  Text 1.26 – Spy Booth (‘Cheltenham Spies’) (Banksy)  Text 1.27 – No Trespassing (Banksy) | |

Suggested lesson plan

It is possible to move through the activities in the units in Chapter 1 sequentially. Here we provide a suggestion for doing this, breaking the unit down into one-hour lessons. You may also wish to select parts of the unit, and build these into later chapters that have a particular thematic focus.

Lesson 1

Activities 6.1 and 6.2

Lesson 2

Activity 6.3 (this could take several lessons, and may include homework)

Lesson 3

Activity 6.4