

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.

Learning objectives <ul style="list-style-type: none">• Develop analytical skills by deconstructing street art as a text type.• Appreciate how the context of street art helps shape its meaning.		AOE question <ul style="list-style-type: none">• How can texts offer insights into other cultures?	
Concept <p>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.</p>			
ATL <p>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.</p>		Learner profile <p>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?</p>	
TOK <p>Students are asked to consider whether graffiti, including ‘tags’, should be considered artistic works and, more broadly, what constitutes art.</p>	Extended essay <p>Students can explore street art, as visual texts, as the research question for a Category 3 extended essay.</p>	CAS <p>Creating a mural in the local neighbourhood is suggested as an appropriate CAS project, involving creative, service-based learning.</p>	
Suggested additional resources <p><i>Exit through the Gift Shop</i> – documentary</p>		Learner portfolio <p>Activities 6.1 and 6.2 Students answer questions and discuss Texts 1.25 and 1.26.</p> <p>Activity 6.3 Students imagine interviewing the street artist Banksy, and then write an article intended for publication in a magazine of their choice.</p>	
Texts – print <p>Text 1.25 – Slave Labour (Banksy)</p> <p>Text 1.26 – Spy Booth (‘Cheltenham Spies’) (Banksy)</p> <p>Text 1.27 – No Trespassing (Banksy)</p>			

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