

Unit

MEANINGFUL IMAGES THROUGH STENCIL ART

“How can an image be meaningful and used to convey a powerful message to inspire positive change in the world?”

Art Educator: Cynthia Cousineau

School: John Grant Highschool

Grade Level: Cycle 2 Secondary (Grade 9-11)

Course: Visual Arts & Social Studies

Time Frame: 18 hour

Number of Lessons: 3



Prototype of Inspirational Activist Poster

Unit

MEANINGFUL IMAGES THROUGH STENCIL ART

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UNIT RATIONALE

Art is not just meant to be aesthetically pleasing to the eye, but it can also be used as a tool of self-expression to represent one's identity, to convey an important message and to inspire positive change in the world. This unit aims to inspire students to see the useful side of the world of art. To show them that through their artistic expression they could have a positive impact on the world by helping heal others around them, inspiring social change, and make the world a better place by raising awareness on major issues.

One of the main goals of this unit is to show students that an artist can also be an activist, hence the lessons in this unit mention the works of famous artist activists such as street artist Banksy and illustrative artist Pawel Kuczynski. Through this lesson students will learn about various activists, such as Malala the young girl who was shot by the Taliban for standing up to women's right to education. Another goal of this unit is to teach young people that they do indeed have power to make a difference.

The lessons in this unit will teach students various techniques for creating meaningful and symbolic images focusing primarily on stenciling techniques. They will produce designs of symbolic images, turn them into a tribal tattoo design and turn that into a stencil design to paint an image.

UNIT OBJECTIVES

- To learn the technique of stenciling to create an image.
- To become familiar with street art techniques.
- To discover the meaning and symbolism behind images.
- To create images to inspire social or environmental change.
- To learn the transformative progression of a simple sketch towards the creation of a stencil poster, thus exploring different methods of evolving an image.
- To become familiar with activist art and activism.

UNIT

QEP CURRICULUM COMPETENCIES

VISUAL ARTS:

Competency 1: “Creates Personal Images”

- Students will draw their own ideas for a tattoo design creating a meaningful image that reflects an aspect of themselves.
- Students will seek inspiration from a word, animal or element that they find inspiring and meaningful to create an original design with symbolic value.
- Students will create their own stencils of their meaningful image.
- Students will also create a stencil of a powerful inspirational activist in the goal of communicating a message for change.

Competency 3: “Appreciate Images”

- Appreciate street art, tattoo art & activist art
- To appreciate the symbolism behind an image.
- To develop their own interpretation for the meaning behind an image.
- To see images as also serving a purpose rather than merely being aesthetically pleasing.

Appreciate the technique of stencil art and recognize its main artists. Example: Banksy.

BROAD AREAS OF LEARNING

Environmental Awareness and Consumer Rights: This unit mentions the work of famous artist activists and environmentalists.

Citizenship and Community life: This unit inspires activism and improving the lives of the community.

CROSS-CURRICULAR COMPETENCIES

To use creativity: Students will develop an original idea for a symbolic image & stencil poster.

To construct their identity: Students will develop images that symbolize an important aspect of themselves and of a cause important to them.

To communicate appropriately: Students will produce art work with a clear symbolic meaning and message.

To use information: Students will be inspired by the work of famous activists and create an artwork that inspire the change that this activists attempts to bring awareness to.

UNIT LESSONS

Lesson 1: Exploring meaningful images through designing a symbolic tribal tattoo (5& ½ hrs.)

Summary:

• Analyzing the meaning of images related to modern society.
• Exploring Symbolism behind images by discussion on the history of tattoo art.
• Designing their tattoo idea for a symbolic image.
• Transferring that idea to a tribal style image and exploring different techniques for representing that idea.

Lesson 2: Symbolic Image Stencil (4 ½ hrs. to 5hrs)

Summary:

• Introduction to Street Art (20mins).
• Exploring how street artists have used murals to convey a message for environmental awareness (30mins)
• Using Banksy's technique to create a stencil based on the tribal image they designed (3 hours)
• Applying paint to that stencil

Lesson 3: Inspirational Activist Poster Stencil (7½ hrs)

Summary:

• Introduction to the theme of activism with the story of Malala and viewing the works of street artist Banksy (30mins).
• Demonstration of Banksy's stenciling technique (15mins).
• Discussion on how art has been used to change the world for the better (30mins).
• Picking an activist to research and draw a portrait of using the grid technique (3 hours).
• Making a stencil of the activist using tracing techniques to create an inspirational poster.

Lesson 1

SYMBOLIC TATTOO**DESIGN FOR MEANINGFUL IMAGE AND IDENTITY**

“How can we create an image with powerful symbolic meaning that also represents our own identity?”



Prototypes Symbolic Tattoo

MAIN OBJECTIVE

Design a meaningful image for a tattoo design which contains symbolic elements that represent your own identity.

Art Educator: Cynthia Cousineau

School: John Grant High School

Course: Visual arts & history

Grade Level: Cycle 2 Secondary

Time Frame: 5 hours

RATIONALE

An image can have a thousand words, and most images have a meaning behind them. This lesson will explore the concept of meaningful messages by exploring the history of tattoo art and how tattoos have always held various symbolic meaning. For example most tattoo images first began with spiritual meaning. They could also be used to help remember loved ones and to mark a certain status within a social group. Today the most common reason for why people get tattoos is as a means of communicating a symbolic message of their own identity. This lesson does not aim to encourage getting tattoos but rather how tattoo arts are known for their designs of images that hold high symbolic value. To each person an image could represent something unique. Through the use of symbolism an image can represent ones identity.

This lesson will focus on the creation of several meaningful images to represent a tattoo design reflecting one's own identity using various symbolic elements. This lesson will focus also on the transformative process of drawing and the evolution of an image through the use of various techniques. By first designing an idea with a basic sketch, then applying calligraphy techniques to "ink" the drawing, and finishing by including values through watercolor painting students will produce an image that holds strong symbolic value to them. Then using this image student will explore the tribal drawing technique to transform their design into a tribal tattoo. This lesson is important for it shows that even a simple image could hold strong symbolic importance to a person and that they could be used as a valuable tool of showing a visual for one's own identity.



Symbolic Tattoo Design of symbolizing Inner strength through rebirth

LEARNING OBJECTIVES

- To understand the symbolism behind an image.
- Learn about the history of tattoos as a form of art.
- To learn how tattoo art can be used as a form of activism to heal people.
- To connect your identity with a symbolic image representing a meaningful aspect of yourself.

QEP LESSON COMPETENCIES

Visual Arts Competencies:

Competency 1: “Creates Personal Images”

- Students will draw their own ideas for a tattoo design creating a meaningful image that reflects an aspect of their identity.
- Students will seek inspiration from a word, animal or element that they find inspiring and meaningful to create an original design with symbolic value.
- Students will transform their symbolic image to an original tribal tattoo design.
- Students will develop several drawings using various techniques exploring an original idea for their drawings.

Competency 3: “Appreciate Images”

- Students will explore the meaning behind everyday images and examples of artworks that are meant to convey a message about today’s society.
- Student will gain a deeper appreciation for the symbolism used when creating an image.
- Students will gain knowledge of the history and purpose of tattoo art and acquire a deeper understanding of their symbolic value.
- Students will present their work and gain an appreciation the works of their peers’ through a critique presentation.

CROSS-CURRICULAR COMPETENCIES

To use creativity: Students will develop an original idea for a tattoo as they explore different methods of representing their idea.

To construct their identity: Students will learn about how tattoos have been used to symbolize a person's story, personality of values, and they will develop their own tattoo design for a meaningful image which represents their own identity.

To communicate appropriately: Students will produce artwork that clearly communicates a meaningful message about their identity using symbolic elements.

To use information: Students will use the knowledge they acquired from the discussion on the history of tattoo art and their various symbolic meaning to inspire the creation of their own tattoo design.

DIVERSE LEARNERS

Visual Learners: They will have access to the prototype board, a visual PowerPoint of the steps of the project and an instruction sheet with images on them.

Auditory Learners: Recite the guidelines out loud twice; ask them to repeat the main steps of the project. Allow them to ask questions and when questions are asked the teacher will repeat the question before answer them.

Reading and writing learners: Provide written instruction to go along the visuals accompanying the PowerPoint Presentation and the instructional guideline handout. Provide students with brainstorming handouts and written quizzes to test their knowledge. When giving oral instruction about lesson provide students with written instruction so they could read along.

Kinesthetic Learners: Allow students to physically engage with the materials by touching the tools and experimenting with them prior to the lesson.

ARTWORK TO BE CREATED + EVALUATED

- Three ideas for a tattoo design in sketchbook.
- One ink & water color drawing of a tattoo design containing 2 symbolic elements and an element of nature with one word with an original font design.
- One final tribal design made using calligraphy ink.
- Practice sheet with hatching and cross-hatching techniques with ink.

MATERIALS AND EQUIPMENT

FOR STUDENTS

- Calligraphy Pen and nibs
- India Ink or other calligraphy ink
- Drawing pens
- Paper suitable for ink
- Watercolor paper
- HB pencils
- Water color pencils or paint
- Sketchbook
- Smudge stick
- Eraser or eraser pen



TEACHING MATERIALS FOR ART EDUCATOR

- Prototype of a watercolor symbolic tattoo design
- PowerPoint on tattoo history
- PowerPoints on images with meaning
- Access to internet
- Computer
- Access to smartboard
- Prototype presentation board with the different steps of the project
- SMART Board



LESSON SEQUENCE

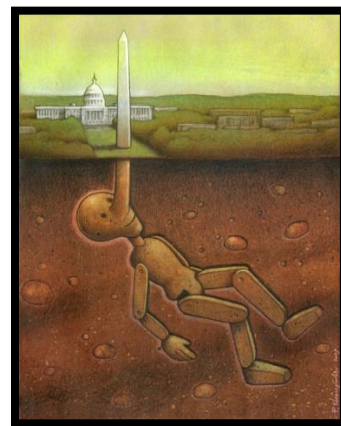
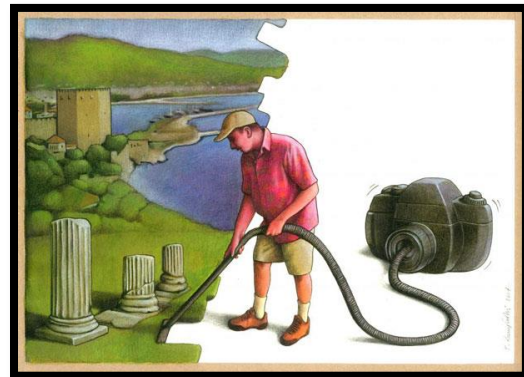
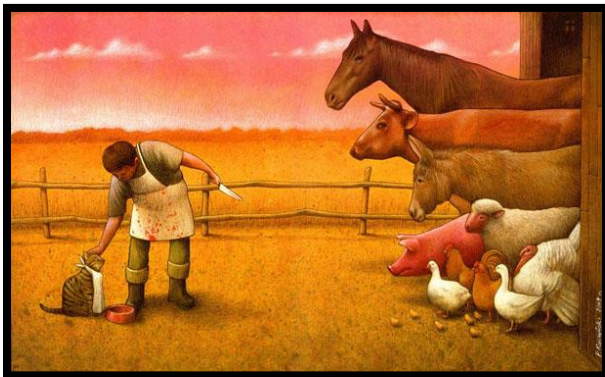
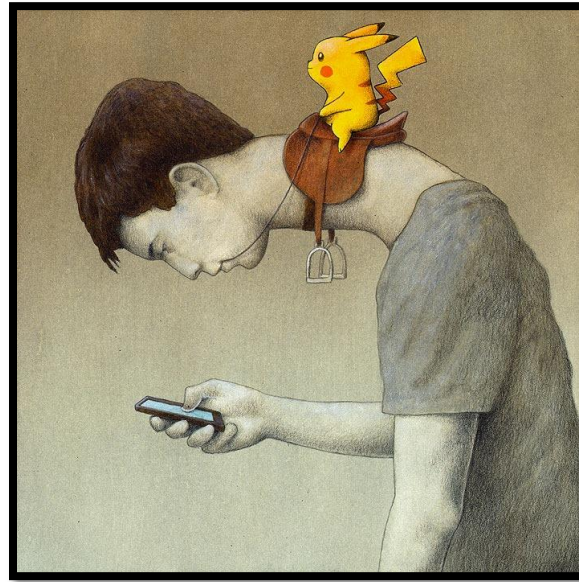
Motivation to start lesson (35mins):

- 1) Meaningful Images Discussion (15mins)
 - What makes an image meaningful?
 - What are examples of meaningful images in artwork?
 - Present the works of activist artist Pawel Kuczynski and discuss with students the meaning behind the images.
- 2) Give students a Brainstorming worksheet like the one below this page.
- 3) Show students prototype examples (5mins).

Name:	Date:
TATTOO ART DESIGNING A MEANINGFUL IMAGE Brainstorming Activity	
Question 1: Do you know anyone with a tattoo?	
Question 2: Why do you think a person would choose to get a permanent tattoo?	
Question 3: How do you think tattoo art can be used in activism or to help people?	
Question 4: What makes an image meaningful in your opinion?	
Question 5: What does symbolism mean to you?	
Question 6: List 5 words that most represent your personality or spirit.	
1)	3)
2)	4)
Question 7: If you had to pick an animal that represents you, which one would you pick?	
Question 8: What aspects of your personality do you want to represent in art?	
Question 9: List two symbols you would use to represent yourself.	
1)	2)
Question 10: What color do you feel most connection with and why?	

MEANINGFUL IMAGES EXAMPLES

Art works by Pawel Kuczynski



4) **Discussion & brainstorming** questions on Tattoos & Symbolism (10 mins):

- Do you know anyone with a tattoo?
- Why do you think a person would choose to get a permanent tattoo?
- How do you think tattoo art can be used in activism or to help people?
- What does symbolism mean to you?

5) Presentation on the history of tattoo art (15 mins):

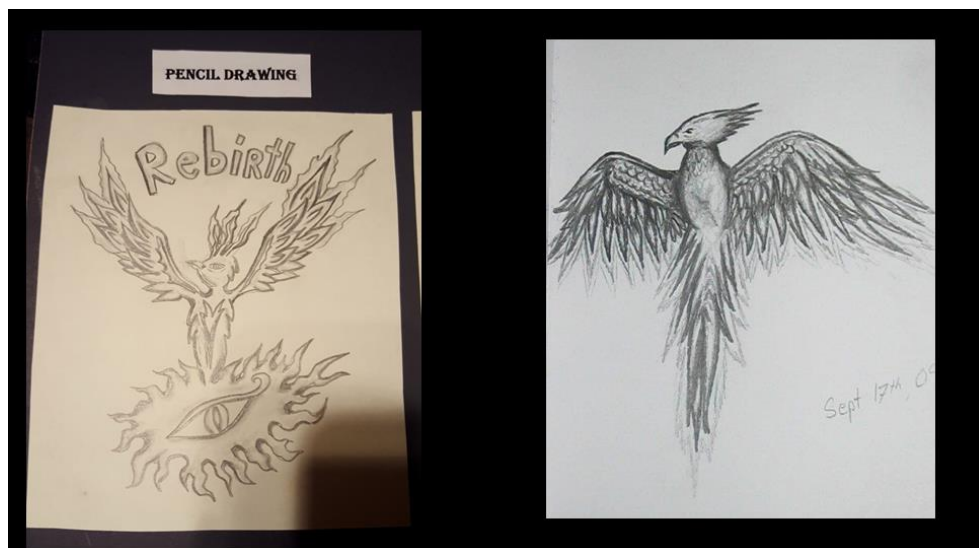
MATERIAL DISTRIBUTION (2mins) :

- Students will come select drawing material at the center of the table (pencils, calligraphy pens and nibs, watercolors etc.)
- India ink will be prepared before class by the art educator and distributed with the paper by the art educator.

ACTIVITY (4 & 1/2 hrs.)

Step 1: Fill out brainstorming sheet (20 mins)

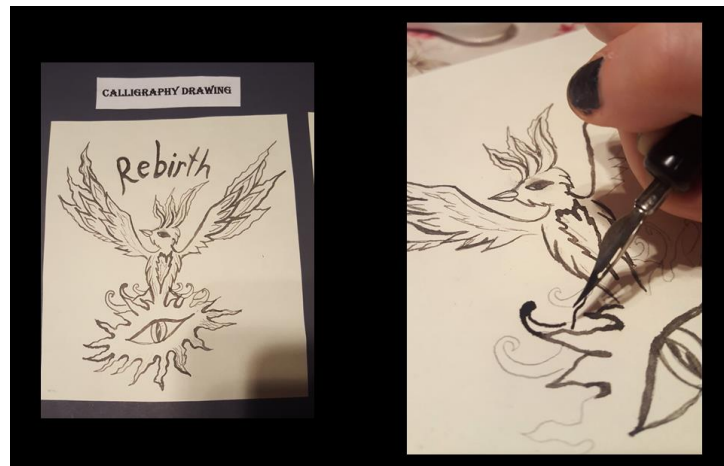
Step 2: Using the brainstorming sheet as inspiration students will draw 3 designs for a tattoo in their sketchbook. This tattoo must contain 2 symbolic elements, and an element inspired by nature (1 hour).



Step 3:

- Small demonstration of technique by art educator (5 mins).
- Students will practice making lines with calligraphy pens. They will represent hatching and cross-hatching techniques and the word to go with their tribal tattoo design (15mins).

Step 4: On a piece of water color paper students will select one of their previous 3 drawings and redraw one of the drawings using calligraphy ink. (1hr)

**Step 5:**

- There will be a small demonstration on how to blend water colors to form values (5mins).
- Once ink drawing is dry, students will apply watercolor to that drawing to create more value. While they wait for ink to dry it to dry they can practice their water coloring on small strips of paper. (1hr.).



Step 6: Students will be given another piece of paper on which to design their tribal tattoo based on their previous design. They will use calligraphy ink to design their tribal tattoo (1hr).

Note: For special needs groups they would use black sharpies instead of calligraphy ink



CLEANUP (5mins)

- Students will be asked to sign their work.
- Students will put away all drawing materials and calligraphy ink.
- One person for each table is responsible to ensure that everyone in their table participates in the cleanup process and that their table is clean.
- All materials will be returned to the table in the front of the classroom.

CLOSURE (15mins):

- Students will submit their watercolor and tribal tattoo designs.
- These drawings will be displayed on the wall.
- Teacher will ask students which part of the designing process they most enjoyed.
- All students will take one minute to talk about their artwork in front of the class.
- Teacher will ask students to explain to the class why their image is meaningful.
- Teacher will inform students that the next lesson involves transforming the tribal tattoo design made in lesson one, and students will be given a brainstorming sheet for lesson 2.

VOCABULARY

Calligraphy: the art of producing decorative handwriting or lettering with a pen or brush.

Cross Hatching: Crosshatching is an extension of hatching, which uses is the use of fine parallel lines drawn closely together, to create the illusion of shade or texture in a drawing. Crosshatching is the drawing of two layers of hatching at right-angles to create a mesh-like pattern.

Inking: A drawing technique involving the use of black and other colored inks which are applied to a support (generally paper) with either a dip pen or a reservoir pen.

Hatching: an artistic technique used to create tonal or shading effects by drawing (or painting or scribing) closely spaced parallel lines.

Imagery: The use of expressive or evocative images in art.

Line: a long, narrow mark or band.

Pen Nibs: End points of calligraphy pens used for writing or drawing, different sizes and styles.

Pigment: Substance used as coloring. 2. Dry coloring matter, usually an insoluble powder, to be mixed with water, oil, or another base to produce paint and similar products.

Symbolism: the use of symbols to represent ideas or qualities. An artistic and poetic movement or style using symbolic images and indirect suggestion to express mystical ideas, emotions, and states of mind.

Tattoo: form of body modification, made by inserting ink, either indelible or temporary, into the dermis layer of the skin to change the pigment.

Tribal Tattoo: Tattoo designs that originated from Polynesian Islands which are characterized by Often identified by their curved lines, points and decorative patterns which are divided into parts that do not touch each other. Generally symbolizes something often an element of nature.

Value Scale: A scale that shows the range of values from lightest to darkest

Backup Activity

- Free drawing in their sketchbook or reading book on tattoo art
- Designing another tattoo idea in their sketchbook
- Cleaning up classroom and helping organize materials.

Lesson 1: Evaluation Rubric

Student:

Date:

Grade:

Teacher: Cynthia Cousineau

SYMBOLIC TATTOO

DESIGN FOR MEANINGFUL IMAGE AND IDENTITY

Artwork to be Evaluated	Excellent 5 Points	Good 4 Points	Adequate 3 Points	Partial 2 points	Poor 1 Point
3 sketchbook sketches representing 2 symbolic elements and an element of nature	Contains 3 sketches and represents 2 or more symbolic elements and an element of nature	Contains 3 sketches but missing either a symbolic element or an element of nature	2 sketches and some symbolic elements missing or element of nature missing	1 sketch or very poor quality sketches	No sketches or very unclear sketches
Calligraphy drawing of Tattoo design	Drawing is complete, clean and contains good use of line technique	Drawing is complete and clean but could use more lines	Drawing is complete but could be cleaner and contain more lines	Drawing is missing some parts, is not clean enough and lacks use of lines	Drawing is incomplete, sloppy and demonstrates poor use of lines
Completed Tattoo Design with Watercolor	Watercolor drawing is complete and demonstrates good use of color and values	Watercolor is mostly drawing is complete and demonstrates good use of color and values	Watercolor drawing is somewhat complete and demonstrates use of color and values	Watercolor drawing is incomplete and demonstrates poor use of color or values	Watercolor drawing is incomplete, sloppy, and demonstrates very little of no use of color and values
Practice strips of calligraphy showing hatching and cross-hatching techniques & water practice strip for values	Work is clear and clean, with a variety of lines displaying good use of hatching and cross hatching techniques	Work is mostly clear and clean, with a variety of lines displaying good use of hatching and cross hatching techniques	Work is somewhat clear and clean, with a variety of lines displaying good use of hatching and cross hatching techniques	Work is not clear and clean, with little variety of lines displaying good use of hatching and cross hatching techniques	Work is not clear and clean, with no variety of lines displaying good use of hatching and cross hatching techniques
Water practice strip for values (2 strips of different colors showing 5 values)	2 strips of 2 different colors that are neat and demonstrates 5 different values	2 strips of 2 different colors that are mostly neat and demonstrates 5 different values	2 strips of 2 different colors that are somewhat neat or demonstrates 3-4 different values	Missing strip of color, or not neat, and poor use of values	Missing strip or no use of creation of values

TEACHING RESOURCES

WEBSITES:

- Meaningful Images: <https://www.quora.com/What-are-some-pictures-without-text-with-deep-meaning-s>
- Artist Activist Pawel Kuczynski: <http://www.trueactivist.com/this-activists-artwork-speaks-volumes-about-present-day-society-must-see/4>
- Airbrush Artist Applies Temporary Tattoos onto Sick Kids to Boost Their Self Esteem: <http://mymodernmet.com/benjamin-lloyd-airbush-tattoos>

VIDEOS:

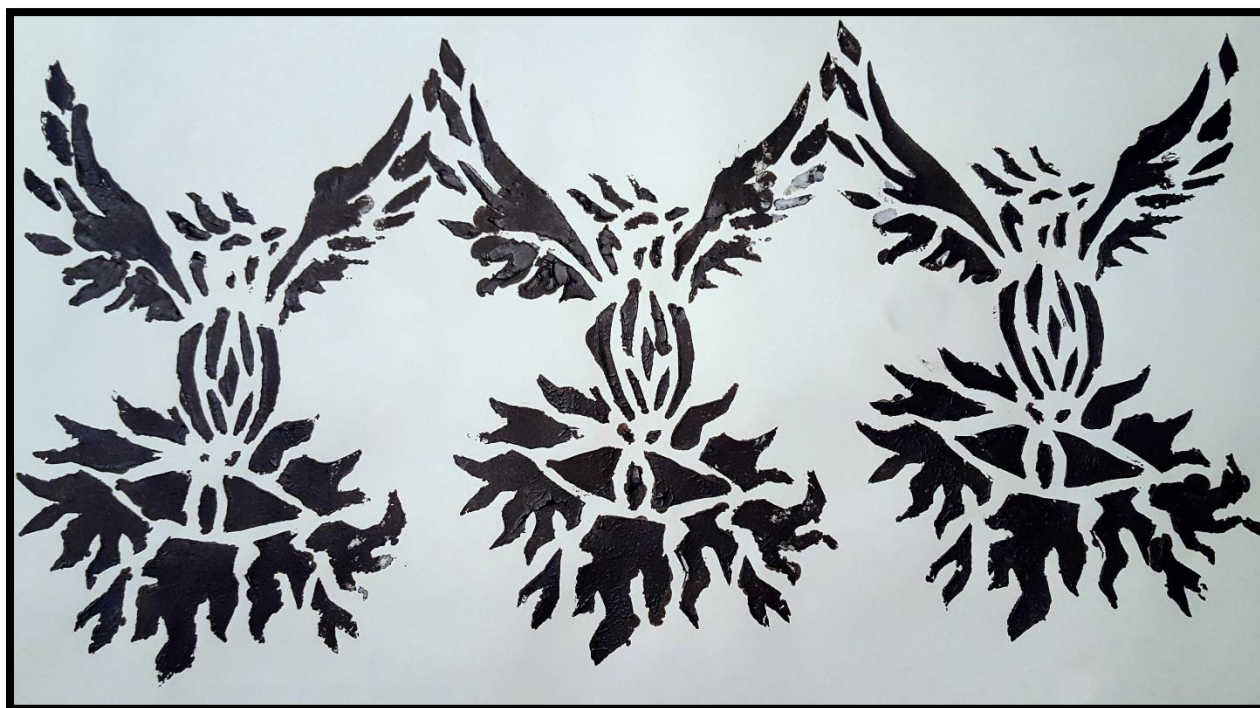
- Tattoo Artist Helps Victims of Domestic Violence and Self-Harm Reclaim Their Bodies: <https://www.youtube.com/watch?v=TFkyGgC3FNs>
- Tattoo Artists Cover Breast Cancer Survivors' Scars With Beautiful Tattoos: https://www.youtube.com/watch?v=_OcXNn2emE0
- The Nipple Artist | The New York Times (6mins): <https://www.youtube.com/watch?v=Egq2qnnXSPY>
- Tattoos Help Breast Cancer Survivors Reclaim Their Lives After Mastectomy: <https://www.youtube.com/watch?v=58eEF1GYI5M>

Lesson 2

SYMBOLIC IMAGE

STENCILS

“How can we transfer a drawing into a stencil that represents a symbolic idea?”



Prototype of Symbolic Phoenix Tribal-style Stencil

Main Objective

To create a single shaped stencil inspired by nature and a complex multi-shaped stencil inspired by a design of a tribal tattoo.

Art Educator: Cynthia Cousineau

School: John Grant High School

Course: Visual arts & history

Grade Level: Cycle 2 Secondary

Time Frame: 5 hours

RATIONALE

Creating artworks through stencil making is a very popular technique for representing an image. This technique began 35,000 years ago in Asia and Europe. The technique of stenciling has served many purposes in history. Stencils have been used in prehistoric painting, to color clothe, for book illustrations, wallpaper to label objects and for graffiti. This technique remains very popular with street artists like Sheperd Fairey and Banksy.

Students will explore the theme of meaningful images and symbolism through the creation of stencils that will evolve their tattoo designs to the next level. This lesson is important towards teaching students the progressive process of art and various techniques for representing an image.

Through this lesson students will learn about eco artists who used symbolism in their work to promote environmental awareness, and they will create an stencil that relates to the theme of the environment and nature. They will also create more complex stencils to represent their own identity by evolving their meaningful image.

LEARNING OBJECTIVES

- To learn about negative and positive space in order to create a stencil.
- To become familiar with stencil are by creating single-shaped and complex-shaped stencils.
- To involve a tribal style drawing into a stencil design
- To represent symbolic elements of nature and identity through making images with stencils

ARTWORK TO BE CREATED + EVALUATED

- A single shaped stencil representing nature on acetate
- A complex multi-shaped self-identity stencil on cardboard
- Two separate paintings representing both these stencils through different ways of applying paint.

QEP LESSON COMPETENCIES

Visual Arts Competencies:

Competency 1: “Creates Personal Images”

- Students will create several stencils.
- Students will explore different techniques of making a stencil through the use of various materials and methods.
- Students will design an image that relates to the environment and nature.
- Students will create an original image that is meaningful to represent their own identity.

Competency 3: “Appreciate Images”

- Students will appreciate the works of stencil artists like Shepard Fairey and Banksy.
- Students will become more knowledgeable about stencil art and the methods of creating stencils.
- Students will be more observant at detecting the use stencils in their everyday lives. For example: the wall papers of their room.
- Students will learn about how stencils could be used to raise awareness of an important message.

CROSS-CURRICULAR COMPETENCIES

To use creativity: Students will develop an original idea for a meaningful image as they explore different methods of representing their idea through stencil art.

To construct their identity: Students will design an image that represents their own identity through stencil art.

To communicate appropriately: Students will produce artwork that clearly communicates a meaningful message about their identity using symbolic elements and clearly represent an element of nature.

To use information: Students will learn from observation and videos how to create a stencil and apply that information when making their own stencils.

MATERIALS

MATERIALS FOR STUDENTS

- Exacto knife or knife pen or scissors
- Cutting board or cardboard to cut on
- Black sharpie
- Acetate sheets
- Cardboard sheets
- HB pencils
- Guideline paper with instructions for project
- Their drawings of a tattoo design
- Water-Acrylic paint mix in a spray bottle
- Sheets of paper for acrylic

TEACHING MATERIALS FOR ART EDUCATOR

- Access to a smartboard and computer
- PowerPoint presentation on the steps of the project
- Porotype explanation board
- Examples of the prototype at different steps

DIVERSE LEARNERS

Visual Learners: They will have access to the prototype board, a visual PowerPoint of the steps of the project and an instruction sheet with images on them.

Auditory Learners: Recite the guidelines out loud twice; ask them to repeat the main steps of the project. Allow them to ask questions and when questions are asked the teacher will repeat the question before answer them.

Reading and writing learners: Provide written instruction to go along the visuals accompanying the PowerPoint Presentation and the instructional guideline handout. Provide students with brainstorming handouts and written quizzes to test their knowledge. When giving oral instruction about lesson provide students with written instruction so they could read along.

Kinesthetic Learners: Allow students to physically engage with the materials by touching the tools and experimenting with them prior to the lesson

Coded learners or students with cognitive disabilities: Allow them to design a simpler stencil with less complex shapes, just as a one shaped symmetrical stencil. Give them paper instead of cardboard to make it easier to cut. Instead of an exacto knife give them ball-point pens to use to cut through the paper by applying pressure.

VOCABULARY

Critique: evaluating someone's art work, discussion of art work

Contour: outline of a shape, type of drawing style

Contrast :difference, usually a difference between light and dark

Ecological art (eco art): Artwork created by an artist concerned with the state of our environment.

Graphic Design: the art or skill of combining text and pictures in advertisements, magazines, or books.

Negative Space: the space around and between the subject(s) of an image. Negative space may be most evident when the space around a subject, not the subject itself, forms an interesting or artistically relevant shape, and such space occasionally is used to artistic effect as the "real" subject of an image.

Positive Space: the space an object takes up.

Stencil: A thin sheet of material, such as paper, plastic, wood or metal, with letters or a design cut from it, used to produce the letters or design on an underlying surface by applying pigment through the cut-out holes in the material.

Symmetry: Equal balance on either side of a point



Negative vs Positive Space

LESSON SEQUENCE

INTRODUCTION (10 mins)

Introduce the topic of stencil art with discussion:

- What is a stencil?
- What can you make with a stencil?
- What are some famous artists who use stencils?
- In what ways are stencils useful?

MOTIVATION (15mins)

- Show prototypes of lesson at different steps.
- Demonstrate how to cut a stencil and show a video on how to create simple stencils
- Show videos on street artist who create works to promote environmental awareness and tell students they will create a symmetrical stencil inspired by the environment and nature.
- Show works of street artists, mention Banksy.

MATERIAL DISTRIBUTION (5 mins)

- Teacher will prepare each's students desk with a cutting board.
- Once lesson is explained and student know what is expected of them they will be given the acetate paper and cardboard to do their stencils. They will also be given an exacto knife and expected to return it before leaving the class.
- Drawing materials will be on a table in the front of the class for students to borrow.

ACTIVITY

PART 1: SIMPLE ONE SHAPED SYMMETRICAL STENCIL ON ACETATE.

(40-60 mins)

Step 1: Drawing a design that is inspired by nature and symmetrical. It has to be a one shaped design.



Step 2: Redrawing their idea on acetate with a black sharpie by tracing over the original image



Step 3: Cutting out the stencil using scissors or an exacto knife and then placing tape on the stencil to fix the incision where the original cut began.



Step 4: Place the stencil over a piece of paper and using a sponge dabbed in acrylic paint, paint over the stencil. When painting, mix two different colors of paint, make 3 different copies of the image.

PART II

THE COMPLEX MULTI-SHAPED TRIBAL STENCIL (2 & 1/2 hrs.)

Step 1: Using your tribal tattoo design from lesson 1, redraw or trace the tribal tattoo on a piece of white cardboard.

Step 2: Use a sharpie to fill in the positive space of the image.



Step 3: Place the cardboard on a cutting board and use an exacto knife to carve out the part of the image filled in with the black sharpie.





Step 4: After making sure that all the liens are neatly cut, place the stencil over a piece of paper and spray paint it using the mixture of water and acrylic paint in the spray bottles. Make three copies of the image using different colors.

Step 5: Place of the drying rack to dry

Backup Activity

- Free drawing in their sketchbook or reading book on stencil art
- Designing a stencil for a word which closely relates to their own identity that could be incorporated with their painting or adding a pastel background to the dried stencil paintings.
- Cleaning up classroom and helping organize materials.

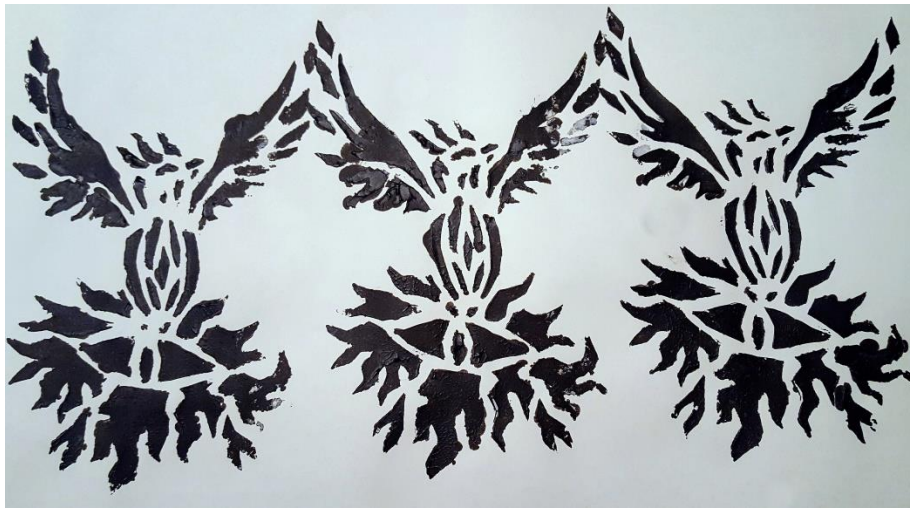
CLEANUP (10mins)

- Students will be told 10 mins before the bell that they need to start cleaning up their materials.
- Students are expected to return the exacto knives and cutting boards to the front of the class and any other material they borrowed.
- One student per table group is expected to make sure that their teammates all contribute to the cleanup.
- Students who finish early can start cleaning up the classroom.

CLOSURE (10 mins)

- Ask students if they enjoyed the lesson what they found challenging and what they most liked about it.
- Student works will be displayed on the wall for them to admire.
- If many students finish early the class could engage in a critique on each other's work.

PROJECT PROTOTYPES



Three copies of the stencil using black acrylic paint, however for this project students will use a variety of colored paints



Stencil after application of paint



Example of stencil with application of real spray paint

Lesson 2: Evaluation Rubric

Student:

Date:

Grade:

Teacher: Cynthia Cousineau

SYMBOLIC IMAGE STENCILS

Artwork to be Evaluated	Excellent 5 Points	Good 4 Points	Adequate 3 Points	Partial 2 points	Poor 1 Point
Idea and Sketch for symmetrical Nature Stencil	Very original idea, and nicely drawn sketch that is neat and clear and relates to the theme of nature	Original idea, and sketch that is neat and clear and relates to the theme of nature	Good idea, and drawn sketch that is somewhat neat and clear and relates to the theme of nature	Lacks original idea, or drawn sketch could be more neat and clear and somewhat relates to the theme of nature	Idea is lacks originality, drawing is incomplete or sloppy, and or does not relate to the theme of nature
One shaped Nature Sketch Stencil on Acetate	Stencil is complete, very neat and demonstrates good cutting technique	Stencil is mostly complete, neat and demonstrates good cutting technique	Stencil is somewhat complete, neat and demonstrates cutting technique	Stencil is not complete, or not neat and demonstrates adequate cutting technique	Stencil is incomplete, messy and demonstrates poor cutting technique
Application of Acrylic with Sponge on one-shaped acetate stencil (3 copies of the same stencil image & mixing colors)	Paint is perfectly applied and very neat and demonstrates a good composition between the 3 images	Paint is nicely applied and neat and demonstrates a good composition between the 3 images	Paint is adequately applied and neat and demonstrates a adequate composition between the 3 images	Paint is poorly applied and is not neat and demonstrates an ok composition between the 3 images or images are missing	Paint is not applied or very messy, and images are missing. Final product is of poor quality and demonstrates a lack of effort.
Multi-Shaped Complex Tribal Stencil on cardboard	Stencil is divided into many parts which clearly represents the intended image and demonstrates excellent cutting technique. Artwork shows great effort and care.	Stencil is divided into many parts which represents the intended image and demonstrates good cutting technique	Stencil is divided into enough parts to represent the intended image and demonstrates a adequate cutting technique	Stencil lacks parts, and the intended image is not clearly represented and cutting technique could use improvement	Stencil demonstrates little care and effort, or image is barely or not at all recognizable. And cutting technique could use significant improvement
Application of spray water-acrylic paint on complex stencil (Three copies of image using difference colored paint)	Paint is perfectly applied and very neat and demonstrates a good composition between the 3 images and uses 3 different colors	Paint is well applied and very neat and demonstrates a good composition between the 3 images and uses 3 different colors	Paint is adequately applied and neat enough and demonstrates an adequate composition between the 3 images	Paint is poorly applied and slightly messy. Composition could improve and is missing images or colors	Paint is poorly applied and very messy. Little effort shown in composition and missing images and colors.

TEACHING RESOURCES

Making a simple stencil:

- <https://www.youtube.com/watch?v=BzQ38ER3aSg>
- <https://www.youtube.com/watch?v=yHsojM5d5no>

Creative Street Art: <https://www.youtube.com/watch?v=2PaPNWVQcco>

Environmental Awareness:

- Man vs Earth (6mins): <https://www.youtube.com/watch?v=VrzbRZn5Ed4>
- Artist: Bordalo II and environmental awareness: From trash to art (4:30mins):
https://www.youtube.com/watch?v=qSJEuF7OYhU&list=PLYo23ehe8h36GSzI_9YSJP5ixuyhQdT-8&index=22

Lesson 3

Street Art & Stenciling

The Inspirational Activist Poster

Question of Inquiry

“Street art has often served to promote awareness about social, political and environmental issues, therefore how could we create an art work inspired by street art to promote activism?”



Project Prototype Poster

Main Objective

- To create images which inspire social change by representing an activist through the creation of a stencil, inspired by the famous street Banksy.

Art Educator: Cynthia Cousineau

School: John Grant High School

Course: Visual arts & history

Grade Level: Cycle 2 Secondary

Time Frame: 7 hours

RATIONALE

Street art is a popular trend in urban environments which consists of visual artworks created within a public location. These artworks are produced outside of traditional art venues such as the typical art museum, and are featured outside on public buildings. This artistic movement began its popularity in the 1980s.

Street art consists of graffiti, sticker art, war bombing and stenciling. Other names for street art can be “urban art” or “guerrilla art”. Spray paint art is not considered to be vandalism or territorial graffiti if it is created by an artist that aims to communicate a message directly with the public. Street artists are often known to show works that present socially relevant messages mixed with esthetic value.

This lesson will focus on the artworks of famous street artists such as Banksy, Shepard Fairey, and Bordalo II all of whom are also well-known activists who address important social or environmental issues. This lesson will teach students about the technique of stenciling and how they can create images that invoke awareness of a key social issue. It relates to the theme of this unit, which is activism, for it will allow students to see that they can use art to enable positive change in this world by bringing to light important issues.



Street art by Sheperd Fairey

INSPIRING ARTISTS FOR PROJECT

Shepard Fairley, Invader & Banksy

QEP LESSON COMPETENCIES

Visual Arts Competencies:

Competency 1: “Creates Personal Images”

- Students will create several stencil images representing an activist of their choice.
- Students will explore different techniques of making a stencil through the use of various materials and methods. They will also explore techniques involved in tracing an image
- Students will design an image that aims to inspire activism.
- Students will create an original image that is meaningful and represents a cause they support.

Competency 3: “Appreciate Images”

- Students will appreciate the works of stencil artists and activists like Shepard Fairey and Banksy.
- Students will become more knowledgeable about stencil art and the methods of creating stencils and how these can be used in activism to represent social, environmental or political issues.
- Students will be more observant at detecting the use stencils in their everyday lives. For example: the wall papers of their room.
- Students will appreciate and discuss the works of their peers.

CROSS-CURRICULAR COMPETENCIES

To use creativity: Students will develop an original idea for a meaningful image for representing an activist as they explore different methods of representing their idea through stencil art.

To construct their identity: Students will design an image that represents their own identity through stencil art by creating an image that brings awareness to a cause important to them.

To communicate appropriately: Students will produce artwork that clearly communicates a meaningful message about their identity using symbolic elements and clearly represent an element of nature.

To use information: Students will learn from observation and videos how to create a stencil and apply that information when making their own stencils. They will research their activists and use the knowledge they gain from that research to make their posters more inspiring.

MATERIALS + EQUIPMENT

Teaching Materials for Art Educator:

- PowerPoint presentation
- Project Prototype & link to prototype video on the Malala Stencil
- Access to a smartboard & Computer
- Guideline of assignment to distribute to class
- Images of activists for class to pick from

For Students:

- | | |
|--------------------------|--------------------------------------|
| • Brainstorming Activity | • Tracing paper |
| • Cutting board | • Charcoal or graphite stick |
| • Exacto knife | • Black acrylic paint |
| • Pencil | • Sponges for applying acrylic paint |
| • Black Sharpie | • Container to hold acrylic paint |
| • White Cardboard | |

DIVERSE LEARNERS

- **Visual Learners:** They will have access to the prototype board, a visual PowerPoint of the steps of the project and an instruction sheet with images on them.
- **Auditory Learners:** Recite the guidelines out loud twice; ask them to repeat the main steps of the project. Allow them to ask questions and when questions are asked the teacher will repeat the question before answer them.
- **Reading and writing learners:** Provide written instruction to go along the visuals accompanying the PowerPoint Presentation and the instructional guideline handout. Provide students with brainstorming handouts and written quizzes to test their knowledge. When giving oral instruction about lesson provide students with written instruction so they could read along.
- **Kinesthetic Learners:** Allow students to physically engage with the materials by touching the tools and experimenting with them prior to the lesson.
- **Coded learners or students with cognitive disabilities:** Allow them to design a simpler stencil with less complex shapes, just as a one shaped symmetrical stencil. Give them paper instead of cardboard to make it easier to cut. Instead of an exacto knife give them ball-point pens to use to cut through the paper by applying pressure.

LESSON SEQUENCE

INTRODUCTION (20 mins):

- 1) Fill out Brainstorming activity.
- 2) Discussion: What is an artist, and the purpose of art?
 - What is street art?
 - Is street art Vandalism?
 - How can art, in particular street art be used to make the world better?

MOTIVATION (30mins):

Intro to Activism Art:

Possible videos:

- Video: Make good art: <https://www.youtube.com/watch?v=OiO586RmgBk>
- Video to encourage living life and taking risks and following your dreams:
Why most people die before age 25 (4 mins):
<https://www.youtube.com/watch?v=oKAmujgS4mo>
- Activism and changing the world:
Things in the world that activists aim to change: Video (9mins) “The Lie we Live”:
<https://www.youtube.com/watch?v=ipe6CMvW0Dg>

Intro to street Art:

The Questions we never ask (5mins): https://www.youtube.com/watch?v=e6N_LINQQ5Y

- Artist: Shepard Fairey & anti-war activism:
Videos activist street artists:
https://www.youtube.com/watch?v=9QrKhZ6aF_g&list=PLYo23ehe8h36GSzI_9YSJP5ixuyhQdT-8&index=30
https://www.youtube.com/watch?v=8_8_rk4cRj4&list=PLYo23ehe8h36GSzI_9YSJP5ixuyhQdT-8&index=31
- Palestinian refugee & empowering women:
<https://www.youtube.com/watch?v=SUHkKwCoxEo>

Introduce Prototypes of Project

MATERIAL DISTRIBUTION (5mins)

- Students will bring their own information gathered on the activist that inspires them.
- Cutting boards will be prepared by art educator prior to the lesson so when students walk in the classroom each seat will have its own board.
- Exacto knives will be handed out after the lesson is explained and they will also be returned to the teacher before the end of the lesson.
- All other materials will be located on the material table in the front of the classroom.

DEMONSTRATION (10mins)

- Show the how to make a Malala stencil video
- An actual demonstration will be down by the art educator for the creation of a grid and for showing students how to trace an image using charcoal.
-

ACTIVITY

DAY 1: Introduction to Activism Image Project (1.15hrs)

- 1) Discuss the term activism (5 mins)
- 2) Show videos on Malala, the young teenage activist who fought for women's right to education:
 - He Named Me Malala Official Trailer 1 (2015) - Documentary HD: (3 mins)
 - <https://www.youtube.com/watch?v=vE5gSHJkusU>
 - He Named Me Malala I Opening Animation | FOX Home Entertainment: (2 mins)
 - <https://www.youtube.com/watch?v=PS-572B4HUs>
 - Malala's story - BBC News: <https://www.youtube.com/watch?v=FnloKzEAX7o> (3 mins)
 - Diane Sawyer Sits Down With the Inspirational Malala Yousafzai: <https://www.youtube.com/watch?v=ev-jPT5M9cU>
- 3) Show prototype of the inspirational activist stencil poster (Example: Malala)
- 4) Tell students that for their project they will research and pick a famous activist to inspire their stencil art.

Examples of Activists:

- | | |
|--------------------------------|--------------------------|
| • Women's Right Movement | • Rosa Parks |
| • Black Lives Matter Movement | • Martin Luther King Jr. |
| • PrayForParis (JeSuisCharlie) | • Wangari Maathai |
| • Worldwide Refugee Crisis | • Malala |

Day 1(1 hr.):

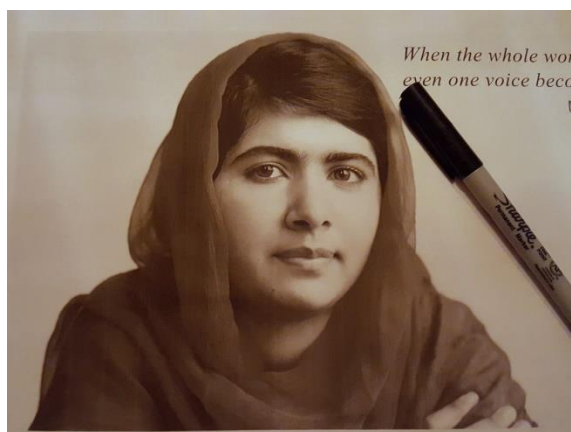
Step 1: Tracing an image of Malala or an activist of their choice with tracing paper. Select one of the following images

Step 2: Flip the tracing paper over, and using a piece of compressed charcoal redraw over the previously traced lines of Malala or other activist. Then flip the tracing paper and using a pencil retrace over the original lines you traced while placing the tracing paper over a white cardboard paper.

Step 3: Use a black sharpie to draw over the lines on the cardboard, and create the different parts of the stencil



OPTIONAL ACTIVITY: Applying the Grid technique (2 hrs.)



DAY II: Making the activist Stencil (2 hrs.)

- Using the cardboard with the traced image of Malala
- Show YouTube video of how to make the Malala stencil (4 mins)
https://www.youtube.com/watch?v=i6g8DeZ1p_E&feature=youtu.be
- Follow the steps shown on the video for tracing and coping an image

DAY III: Finishing the stencil and applying paint and words. Make several copies of the stencil.
(2hrs)

DAY IV: Decorating the dry stencil with pastel, adding inspirational words and symbols with black sharpie. Displaying the finished artworks on the wall (1hr.).

CLEANUP (10 mins)

- Students will be told 10 mins before the bell that they need to start cleaning up their materials.
- Students are expected to return the exacto knives and cutting boards to the front of the class and any other material they borrowed.
- One student per table group is expected to make sure that their teammates all contribute to the cleanup.
- Students who finish early can start cleaning up the classroom.

CLOSURE (15 mins)

- Ask students if they enjoyed the lesson what they found challenging and what they most liked about it.
- Student works will be displayed on the wall for them to admire.
- Class critique of student work with feedback from teacher.
- If many students finish early the class could engage in a critique on each other's work.
- Each student will talk about why they chose that particular activist and what the activist fights for.

VOCABULARY

Activist: A person who campaigns for some kind of social change. Someone who's actively involved in a protest or a political or social cause.

Activist art: a term used to describe art that is grounded in the act of 'doing' and addresses political or social issues

Banksy: An artist from the UK, a known graffiti artist, political activist and painter. Creator of many satirical street art combining dark humour with graffiti.

Graffiti: Writing or drawings scribbled, scratched, or sprayed illegally on a wall or other surface in a public place.

Grid: a scale of squares that are used to enlarge an image for drawing or painting

Installation: Any type of 3D sculpture put on the street. Example: Space Invader

Monochromatic: Using only one color.

Murals: is any piece of artwork painted or applied directly on a wall

Propaganda: information, ideas, or rumors deliberately spread widely to help or harm a person, group, movement, institution, nation, etc.

Protest art: is a broad term that refers to creative works that concern or are produced by activists and social movements.

Stencil: tool that is traced to make a shape or letters, can be used with different drawing or painting media

Street Art: Street art is any visual art developed in public spaces - that is, "in the streets". Art done with permission.

Vandalism: action or art involving deliberate destruction of damage to public or private property

PROTOTYPES



Drawing the parts of the stencil with a black sharpie



Applying Charcoal to the stencil prior to tracing



Example of the finished Malala Activism Poster



Examples of images created with a stencil and spray can



Stencil of Malala, created using sponges & acrylic paint

ARTWORK TO BE CREATED + EVALUATED

Final Stencil Poster of an activist

Backup Activity

- Free drawing in their sketchbook or reading book on stencil art or a drawing of their activist. Perhaps a grid portrait of their activist displaying use of values.
- Designing a stencil for a word which closely relates to their activist to be added to their stencil.
- Cleaning up classroom and helping organize materials.

Lesson 3 Rubric

Young Activist Inspirational Poster

Student:

Date:

Grade:

Teacher:

	Excellent 5 Points	Good 4 Points	Adequate 3 Points	Partial 2 points	Poor 1 Point
Effective use of Symbolism	Symbolic elements are clearly represented	Symbolic elements are mostly clearly represented	Symbolic elements are visual but could be more obvious	Symbolic elements are difficult to see	No symbolic elements present
Organization of Elements	Innovative use of space	Innovative use of some aspect of space	Presence of aspects of space	Presence of limited number of predictable aspects of space	Space was disregarded
Authenticity of the artwork	Work is extremely original	Work is modestly original	Work is somewhat original	Work displays elements or originality but lacks creativity	Work is a clear copy of another work and lacks original creativity
Quality and Neatness of Artwork	Student put great care towards their artwork so that it is neat	Student artwork shows care and is neat	Artwork is clean but could use more care	Artwork is somewhat unclean and lacks some care	Artwork is sloppy and shows little care
Representation of Activist	Activist is clearly represented and recognizable	Activist is mostly represented and recognizable	Activist is represented but could use more elements to help recognize it	Activist is difficult to recognize	Activist is not at all recognizable
Inspirational and Quotes	Inspiring words and relevant quotes are included	Inspiring words and relevant quote included but could use more	Suitable quote but lacks inspirational words	Quote not relevant or not enough inspiring words	No quote and inspirational words
Stencil of Activist	Stencil is finished and neatly cut	Stencil is mostly completed and neatly cut	Stencil is suitably completed but could be more neat	Stencil needs improvement in terms of neatness and completion	No stencil created or far from completed
Use of Tribal Lines	Lines are very well organized, there are many divisions and do not touch each other	Lines are organized and do not touch each other	Lines fairly well organized and barely touch each other	Lines poorly organized or lines touch each other too much	No division between lines or not enough lines

TEACHING RESOURCES

WEBSITES

- STREET ART / MURALS / GRAFFITI: <http://www.henry4school.fr/Art/art/street-art.htm>
- Street Artists: <http://www.sinthiacousineau.com/street-art.html>
- Street art and activism: <http://www.trueactivist.com/these-30-street-art-images-testify-uncomfortable-truths/>
- Images with messages about today's society : <http://www.espacebuzz.com/ces-15-dessins-denoncent-parfaitement-le-monde-moderne-et-ses-nombreuses-derives.html>
- Activism art & today's society: <http://www.trueactivist.com/this-activists-artwork-speaks-volumes-about-present-day-society-must-see/>

STREET VIDEOS

- Is graffiti art? Or vandalism? - Kelly Wall: <https://www.youtube.com/watch?v=4GNoUYZhrT0>
- Banksy Simpson video: <https://www.youtube.com/watch?v=DX1iplQQJTo>
- Stencil Graffiti Art: <https://www.youtube.com/watch?v=BNfqdcRVnoM>
- Making a stencil: https://www.youtube.com/watch?v=DVbC3EGk_K4
- <https://www.youtube.com/watch?v=jifPspz-k9g>
- Banksy Art: <https://www.youtube.com/watch?v=Qkc921anMBw>
- Spray painting a stencil: <https://www.youtube.com/watch?v=nAV97nwXvl8&t=6s>

MALALA VIDEOS

- He Named Me Malala Official Trailer 1 (2015) - Documentary HD: (3 mins)
- <https://www.youtube.com/watch?v=vE5gSHJkusU>
- He Named Me Malala I Opening Animation | FOX Home Entertainment: (2 mins)
- <https://www.youtube.com/watch?v=PS-572B4HUs>
- Malala's story - BBC News: <https://www.youtube.com/watch?v=FnloKzEAX7o> (3 mins)
- Diane Sawyer Sits Down With the Inspirational Malala Yousafzai: <https://www.youtube.com/watch?v=ev-jPT5M9cU>

ACTIVISM VIDEOS

- "The Lie we live" (9mins): <https://www.youtube.com/watch?v=ipe6CMvW0Dg>
- The Questions we never ask (5mins): https://www.youtube.com/watch?v=e6N_LINQQ5Y
- Artist: Shepard Fairey & anti-war activism: https://www.youtube.com/watch?v=9QrKhZ6aF_g&list=PLYo23e8h36GSzI_9YSJP5ixuyhQdT-8&index=30 (3mins)

https://www.youtube.com/watch?v=8_8rk4cRj4&list=PLYo23ehe8h36GSzI_9YSJP5ixuyhQdT-8&index=31 (5mins)

- A Refugee Uses Street Art to Change the World (3mins):
<https://www.youtube.com/watch?v=SUHkKwCoxEo>
- Video: Fur Hurts—Art and Activism Collide (3mins):
<https://www.youtube.com/watch?v=3yl7j7wOPZw>
- Sewing Teddy bears for sick kids-meet 12 yr. old Campbell (6mins):
<https://www.youtube.com/watch?v=quHdFGV94OM>
- 17 Syrian boy uses clay to fight back Isis and restore cultural heritage:
<http://edition.cnn.com/2016/11/17/middleeast/nimrud-iraq-mosul-artifacts/index.html>

PROTOTYPE DEMO VIDEO

- How to make a stencil: Malala Activism Theme (4mins):
https://www.youtube.com/watch?v=i6g8DeZ1p_E



Earliest Tattoos

- Tattoos date back as far as the Neolithic era, or around the 4th to 5th millennium BC.
- The oldest discovery of tattooed human skin to date is found on the body of Ötzi the Iceman, dating to between 3370 and 3100 BC.



Simple Line tattoos



Possible Neolithic tattoo marks depicted clay figure from Romania, ca. from 7000 yrs. Ago.



Funeral Art & Religion

- Tattoos are applied so that the spirit is allowed to pass into the spirit world undisturbed by evil.
- Found on female mummified bodies from 4000 yrs. ago.
- Tattoos are still used to create a **spirit connection** with deceased loved one and family members.



Egypt

- Most of the tattoos were found on the bodies of women.
- They were used as part of treatment for healing purposes.
- Images of fertility were shown on women's bodies, as a treatment to help them have more kids.



Mummy's Hand

Ancient China, Greece and Rome

- Tattoos considered a barbaric practice.
- Applied on face of prisoners. Used to identify criminals.
- Applied on slaves to show ownership.



The Romans

Military Tattoos

- SPQR that was tattooed onto the arm of a legionary, to discourage desertion.
- Latin phrase: *Senātus Populusque Rōmānus* ("The Senate and People of Rome")



- Eagle= Symbol of Roman Legion
- Symbol of spirit & connection to the divine



Japan

- Spiritual purpose and for decoration.
- Began in 10,000 BCE with the Japanese native culture called "Ainu".
- Criminals were widely being tattooed as a visible mark of punishment.



Traditional Art: Samurai Warrior with Tattoos

Medieval Crusades



- During the Crusades (11th and 12th centuries), warriors identified themselves with the mark of the Jerusalem cross.
- So that they could be given a proper Christian burial if they died in battle.



The Nazis

- Would tattoo the numbers on the chest or arms of prisoners at concentration camps.
- Done to their prisoners to identify their bodies.
- After the war the survivors would show off their tattoos as a symbol of the crime it represented so people don't forget the history.



Jewish children rescued from Auschwitz show their tattoos (age 14-15yrs)



Russia

- Known to have one of the most criminal activities.
- Everyone knows someone who has been imprisoned, and prisons are over crowded.
- Each prisoner has a tattoo, for tattoos represent their stories and crimes committed.
- Tattoos show status among prisoners in the prison system, and if you have no tattoos you are considered worthless. Your survival depended on your tattoos.



Eastern Promises

Recognize this prisoner?



USA

- 1846
- German man, Martin Hildebrandt sets up New York's first tattoo shop on Oak Street in lower Manhattan



Tattooed sailor aboard the USS *New York*, in 1914

Modern Times

- Modern tattooing began in 1891 in New York City with the invention of the rotary tattoo machine by Samuel O'Reilly.
- Inspired by Thomas Edison's inventions: the autographic printing pen



Circus Freaks

- By the end of the 1920s, American circuses employed more than 300 people with full-body tattoos who could earn an unprecedented \$200 per week.



Origin of the Word

The word tattoo comes from the Polynesian word tatau from Tahiti, meaning "correct, workmanlike".

1769, an English Captain called James Cook landed on the island and saw many indigenous people with tattoos....his crew later got tattoos of their own....to represent their travels around the world.



Why do People get tattoos?

- 1) To honor the memory of family or loved one.
- 2) A symbol of their identity & personality.

Example: your zodiac sign or spirit animal

- 3) It is art: a form of expression. They have symbols that



Sirius Black

Shown with tattoos as a sign that he has been imprisoned



Popular Culture

- Agent 47's barcode tattoo is an essential part of his character; both in the video game series and the 2007 film.
- The barcode tattoo on the back of his head is the only aspect of his appearance which he could be identified with.



Pirates Of The Caribbean: The Curse of the Black Pearl (2003)

Identity as gang member of the high seas & status as a captain



Star Wars: The Phantom Menace (1999)

According to Star Wars mythology, Maul is a Dathomirian Zabrak who was branded with agonising Sith tattoos by Darth Sidious as a ritualised display of the apprentices commitment to the dark side




Lesson
Design your own Symbolic Tattoo

Step 1: In your sketchbook write the answers to the following questions:

- What makes you special?
- What part of your personality stands out the most to you?
- What symbol relates most to your personality?
- What element of your past would you represent in an image?

Step 2: Design (draw) at least 3 a basic composition of a tattoo idea that represents your identity & uniqueness.

Step 3: Once approved by the teacher, using the paper provided red/draw your image using ink.



My Symbolic Tattoo Design



Part 2

Tribal Tattoo Design

Tribal Tattoos

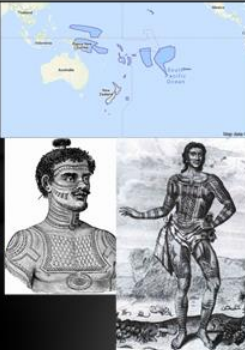
Characteristics:

- Often identified by their curved lines, points and decorative patterns.
- Divided into parts that do not touch each other.
- Symbolizes something often an element of nature



Tribal Tattoos

- Originated from tribes in Africa, Australia and the Polynesian islands.
- Meaning was originally spiritual.
- Teenagers from these tribes would get initiated into adulthood with a tattoo, and each tattoo symbolized something. Inspired by elements of nature or the natural elements




Examples

- An image divided into parts, and none of the parts touches the other.



You will create a tribal tattoo Design!

- Using one of the 3 designs in your sketchbook, pick 2 of them and transform it into a tribal tattoo.
- You will also pick an animal you will most represents you and draw a tribal tattoo of it.
- Example:



Phoenix Drawing Phoenix Tribal Tattoo Design

Tattoos to help people

- Tattoos to help cancer patients

Name:

Date:

TATTOO ART
DESIGNING A MEANINGFUL IMAGE

Brainstorming Activity

Question 1: Do you know anyone with a tattoo?

Question 2: Why do you think a person would choose to get a permanent tattoo?

Question 3: How do you think tattoo art can be used in activism or to help people?

Question 4: What makes an image meaningful in your opinion?

Question 5: What does symbolism mean to you?

Question 6: List 5 words that most represent your personality or spirit.

- | | | |
|----|----|----|
| 1) | 3) | 5) |
| 2) | 4) | |

Question 7: If you had to pick an animal that represents you, which one would you pick?

Question 8: What aspects of your personality do you want to represent in art?

Question 9: List two symbols you would use to represent yourself.

- | | |
|----|----|
| 1) | 2) |
|----|----|

Question 10: What color do you feel most connection with and why?

Name:

Date:

STENCIL ART
INSPIRATIONAL ACTIVIST POSTER

Brainstorming Activity

Question 1: In your opinion, what is activism?

Question 2: What types of activism are there?

Question 3: What is the most recent activism story you heard in the news?

Question 4: Name 3 people you consider to be activists and why?

1)

2)

3)

Question 5: What are some causes you support and would fight for?

Question 6: Which activist could you think of who supports that cause?

Question 7: What symbols or words would you use to represent that activist?

|