

## Graffiti: art or vandalism?



### Objectius

- To investigate about the origins, philosophies, characteristics of the graffiti, cost and effects, penalties for graffiti artists and sprayers, etc.
- To develop students' knowledge and logical-critical thinking skills.
- To experiment with processes in a variety of creative, imaginative and innovative ways.
- To cooperate with others and the use of ICT.
- To generate and discuss ideas and plans and solve problems.
- To expand their written and oral language competences.
- To discuss and respond to the qualities of their own and other's representations, experiences and artistic work, carrying out self-evaluation and group evaluation through the use of rubrics.
- To articulate students' views and build a readership through the blog beyond the classroom.
- To learn about the importance of responsible "journalism" backing up ideas with concrete evidence and citing research.

### Descripció de la proposta

This PBL project is developed in 4th of ESO and teaches learners' critical thinking, a crucial skill for life, through the experience of solving the following open-ended problem: Graffiti: art or vandalism?

This project aims at students producing a blog to understand graffiti from two points of view: graffiti as an art product and graffiti as a vandal act through a wide range of digital and creative tasks.

### Aspectes didàctics i metodològics

It will last approximately 7 teaching hours. The final product will be a blog titled "Graffiti: art or vandalism?" where different web 2.0 tools will be used. This project integrates literacy, social studies, ICT, citizenship and art.



## Recursos emprats

- Images from Pinterest among other sources
- PC, laptops, Internet connection, beamer, screen, microphones, blackboard/whiteboard
- Videos hosted in Youtube (<http://www.youtube.com>):  
*BIG BANG BIG BOOM* – The new wall-painted animation by Blu  
<http://www.youtube.com/watch?v=sMoKcsN8wM8>  
*BENT WORLD VANDALS* <http://www.youtube.com/watch?v=1rDg5clxyxk>  
*GRAFFITI: ART OR VANDALISM* <https://www.youtube.com/watch?v=8DCa-EBm8jM>
- Blog creators:  
<http://blogspot.es/>  
<https://es.wordpress.org/>  
<http://www.weebly.com/>  
<http://www.imcreator.com/>  
<https://www.webnode.com/>  
<http://www.simplesite.com/>
- Timeline creators:  
<http://www.tiki-toki.com/>  
<http://timeglider.com/>  
<http://www.timetoast.com/>  
<http://dipity.com/>
- Video creators:  
<http://windows.microsoft.com/es-es/windows/movie-maker>  
<https://www.emaze.com/>  
<https://voicethread.com/>  
<http://www.powtoon.com/home/g/es>
- Digital Graffiti creators:  
<http://www.graffiticreator.net/>  
<http://creativox.com/graffiticreator/>  
<http://pixir.com/>  
<http://www.photoshop.com/>
- Infographics creators:  
<http://infogr.am/>  
<http://piktochart.com/>  
<https://www.canva.com/create/infographics>  
<http://ww.easel.ly/>
- Presentation creators:  
<https://prezi.com/>  
<http://www.mixbook.com/eu>  
<https://animoto.com/>  
<http://blabberize.com/>  
<http://www.fotobabble.com/>



MS Office (Word and Power Point)

- Submit comments on the topic:  
<http://www.debate.org/opinions/is-graffiti-art>
- Assessment tools:  
<http://rubistar.4teachers.org/index.php>  
<http://www.rcampus.com/indexrubric.cfm>  
<http://www.learner.org/workshops/hswriting/interactives/rubric/>  
[http://www.teach-nology.com/web\\_tools/rubrics/](http://www.teach-nology.com/web_tools/rubrics/)

### **Continguts, competències i processos que es treballen de forma destacada**

Communication in foreign language.

Digital competence.

Interpersonal, intercultural and social competences and civic competence.

Learning to learn.

Cultural expression.

### **Interdisciplinarietat, transversalitat, relacions amb l'entorn**

This didactic sequence combines content from the English Language curriculum and it is linked with other subjects: Social Science, Art, ICT and Citizenship/tuition.

### **Documents adjunts**

- Document Graffiti: art or vandalism? (versió pdf)  
The materials of this didactic unit are structured as follows: Introduction to the didactic; sequence with information about the main learning aim; Timing for each activity; Resources and websites; Activity outcome description; Dynamics/grouping; Teaching notes: instructions to implement the activity and Evaluation

### **Autoria**

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