



**eva**  
ELEMENTARY VISUAL ARTS

LESSON

9

**Banksy**

Street Art

Verbal Directions

## LESSON OVERVIEW

Students will learn about Street Art's history and evolution. They will explore the differences between Street Art and Graffiti and talk about why Street Art can be controversial. Students will learn about a well known street artist named Banksy and his style. Students will use stencils, paints and pens to create their own personal brand in the form of street art.

### INSTRUCTIONAL OBJECTIVES

- Learn about the history of graffiti art.
- Understand a variety of techniques used by street artists.
- Discuss how art can share meaning and be displayed in a variety of settings.
- Develop and paint an idea for a work of street art.

### BANKSY



Banksy is a British street and graffiti artist. He likes to remain anonymous so his true identity is a secret. Some think he was born in 1974 and was raised in Bristol, England. He is possibly the son of a photocopier technician, and trained as a butcher. He creates art in public places : on buildings, bridges or train stations. His paintings, made using stencils, are often about politics, war and other important topics. The term "graffiti" refers to unauthorized artwork on walls and train lines, an art movement popular in the 60s and 70s. The earliest forms of graffiti was "tagging," or the use of letters to encode an artist's name. Street art is often viewed negatively by politicians and more affluent communities because it was associated with gang culture, but this artwork served as a way for the everyday person to express their ideas to the public. [Learn More](#)



### SUPPLIES

- Samples of Street Art and Graffiti
- Pencils
- Paint Pens or Sharpies
- Print out paper/ scrapbook paper with brick wall
- Ready made stencils
- Tempera or acrylic or watercolor paint
- Sponges
- Plates for paint
- Copy paper for sketches

# LESSON PLAN

(Take time to have a conversation with students about when and where graffiti art is appropriate).

1. Show students' examples of Street Art. Talk about the different techniques such as spray paint, stencils and pasting an image on a surface. Street art is any art developed in public spaces. The term can include traditional graffiti artwork, as well as, stencil graffiti, sticker art, wheatpasting and street poster art, video projection, art intervention, guerrilla art, flash mobbing and street installations. Graffiti is writing or drawings that have been scribbled, scratched, or sprayed illicitly on a wall or other surface, often in a public place. Discuss the materials and techniques Banksy uses to create his artwork. Describe his process. Ask students

- What is the difference between street art, graffiti and a mural?
- Why do you think Banksy wants to stay anonymous?
- Can you sell Graffiti art? How do graffiti artist support themselves?
- Describe a Street Artist you may have heard of and/or describe any street art you may have seen.

2. Tell students that they are going to design Street Art. They will make their own personal brand/symbol that tells something about them or is a message to the community. Students will be using stencils, paint and markers. Give students scratch paper and show them ideas or examples of personal logos or symbols. Have students sketch a few ideas.

3. Hand out stencils for students to choose from and the scrapbook paper. Students can decide where their symbol/stencils will go. Using sponges dipped in paint, they can sponge color on the stencils, being careful not to make it too wet or it will run. When finished, lift the stencil straight up so prevent smudges. Students can use markers or paint pens to write their name or a saying and also add details to their stencils. Students can also choose to draw/paint their own image instead of using stencils with the paint pens to create their own design.

4. As students finish, have them share their artwork and ideas with each other. Talk about how Street Art offers a way of expressing and describing ideas. Think about how some Street Art is temporary and can get covered up or removed. Students can compare this to art in a gallery or a museum.

EVA+: To take this lesson one step further, students can create their own stencils by folding paper and cutting out shapes. Students can also create a large scale mural on paper or canvas to be displayed in the school with a relevant community message or collaborate with sidewalk chalk art.





**KEY IDEAS THAT CONNECT TO NATIONAL CORE ARTS STANDARDS:**  
Based on National Core Arts Standards visual Arts Requirements (3rd Grade).

VA:Cr1.1.3a:

Elaborate on an imaginative idea.

VA:Cr2.1.3a:

Create personally satisfying artwork using a variety of artistic processes and materials.

VA:Re.7.1.3a:

Speculate about processes an artist uses to create a work of art.

VA:Re.7.2.3a:

Determine messages communicated by an image.

VA:Cn11.1.3a :

Recognize that responses to art change depending on knowledge of the time and place in which it was

made.



**STUDIO HABITS OF THE MIND:**

Express: Learning to create works that convey an idea, a feeling, or a personal meaning.

**ADDITIONAL REFERENCES**

Click on links to learn more.

- <https://www.widewalls.ch/the-history-of-street-art/>
- <https://www.invaluable.com/blog/the-evolution-of-street-art/>
- <http://streetartutopia.com>
- <http://streetartview.com>
- <http://streetart.withgoogle.com>
- <https://www.thebroad.org/art/jean%E2%80%9090michel-basquiat>
- <http://www.streetartbio.com/banksy>

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