



### **Street Art – VEGA Teaching Scenario**

**Topic:** In the context of the subject of Visual Arts, the students will work with two digital platforms in this scenario: Canva and ArtSteps. By exhibiting personal work alongside those from the public domain, students place their work in conversation with others within the field or sector. Students are in charge of the narrative of the exhibit: through the descriptive objects and guided tours, students will not only engage with the historical and political knowledge they have gained throughout their class and research but will also evolve it to include their voice and personal touch. By combining the two programs, students will personalise their learning, deepen their critical analysis and commentary and develop their voice of creativity.

**Subject(s):** Visual Arts, History of Art

**Age / Grade:** 17-18 years old (3rd class of high school)

#### **Short description of the Interactive Game game in this scenario:**

Students will engage with two digital platforms in this scenario: [Canva](#) and [ArtSteps](#). *Canva* is a free online graphic design platform that can be used on all devices, including a desktop, laptop, iPad, and phone. It is designed to be user-friendly and accessible for all levels of users. This platform develops students' digital skills, deepens their learning, and promotes creativity.

*ArtSteps* is an immersive virtual exhibit tool that can be used to create virtual exhibits of personal and public artwork of the user's choice.



artsteps

**Introduction to the scenario:**

In this course, students will be familiarised with street art, the culture surrounding this type of art style, prominent artists working in the sector including Keith Haring, Banksy, and Basquiat, and the discussion of the implications of creating controversial artwork. Students will explore the history of the movement to inform their discussion of the power of art. Another theme that will come up is the use of various symbols and words with insistent underlying messages fueled by a political or social protest. Building on the knowledge gained in the previous lessons, the students will create their street art examples using *Canva* and showcase their art within the context of similar work by active artists demonstrating for a similar protest using the program *Art Steps*. In this way, students will personalise their learning and demonstrate the environmental, political, and social relevancy of the genre to their context.

## **Learning outcomes:**

The students will:

- develop a critical awareness of how an image can be a powerful tool for a specific purpose or agenda
- be able to discuss the differences between vandalism and street art
- place the street art movement/period in a historical timeline and recognise its characteristics and main representatives
- historically and structurally analyse artwork using the correct terminology
- be aware of the importance of the political and socio-economic background for the creation
- demonstrate their gained knowledge practically by drawing their example of digital street art

## **A selection of learning outcomes from the Cypriot Curriculum:**

- acquaintance with and comprehension of visual arts through the history of art, as well as through balanced, experiential research and works creation activities
- research and material collection relevant to the respective art thematic
- interaction with environmental stimuli and drawing of ideas from them
- recognition and utilisation of the principles of composition
- expression of different ideas and interpretations relating to each respective art thematic (ex. historical, political, and social background; ways to utilise the research, etc)
- placement of an art movement/period in a historical timeline and recognition of its characteristics and main representatives
- historical analysis of artwork

- cultivation of visual expression and visual thinking, as well as connect with their selves and the environment
- development of skills to apply learned theory into praxis
- development of critical thinking and adaptation skills
- development of skills in utilising materials, techniques, means, and resources
- cultivation of student as a critically thinking individual, conscious viewer/ creation who is familiar with the artistic terminology and actively engaged in social life through art

### Formative assessment

**Number of students:** 20-25 students (4-5 students per group)

**Duration:** 5 lessons of 40-45 min each

### **Prerequisites:**

- Computers/laptops with a strong internet connection to access the web-based platform Scratch (preferably one computer per student or at least one per group)
- *Canva* registration ([www.canva.com](http://www.canva.com))
- *ArtSteps* registration (<https://www.artsteps.com>)
- Notebooks and pens/pencils
- Interactive Whiteboard (if the teacher does not have access to a whiteboard, they may substitute this option by sharing the content on their laptop screen)
- Plain whiteboard

**Before the program begins (preparatory work for teacher):**

- Troubleshoot the internet connection before the beginning of the lesson.
- Make sure the computers the students will be using are working and have access to the internet.
- Ensure both *Canva* and *ArtSteps* are functional on all the computers
- Review the art theory and history material of the lesson
- Create a presentation with examples of local street art, as well as examples from Banksy, Basquiat, Keith Haring, and Political Posters
- Review the help resources for using *Canva* and *ArtSteps*:
  - Canva: [https://www.youtube.com/watch?v=KmNgnM\\_RGYg](https://www.youtube.com/watch?v=KmNgnM_RGYg)
  - ArtSteps: <https://youtu.be/B1GtoRmW4xo>
- Create accounts for the groups of students on ArtSteps (4-5 depending on group numbers). Print out the login credentials for each group of students.

**The main part of the scenario:**

**Part One (3 lessons of 40-45 minutes)**

**Lesson 1-3:**

**Preparations:**

- Troubleshoot the internet connection before the beginning of the lesson
- Make sure the computers are working and have access to the internet
- Review the art theory and history material of the lesson
- Create a presentation with examples of local street art, as well as examples from Banksy, Christo, Basquiat, Keith Haring, Political Posters.

**Learning sessions:**

- The educator begins the class with a slide show. The first image of the presentation is an example of Banksy's artwork. The educator asks: "Is this art?" (Yes-why? No-why?) The educator asks students to brainstorm why art is public or private. The educator sets the question: what types of art are public (sculpture, large-scale art eg. murals, advertisements, graffiti)? The educator showcases the "Stories from Around the World" resource on "Google Arts and Culture: Street Art" to showcase street art from around the world: <https://streetart.withgoogle.com/en-gb/world-collection>
- The educator discusses a brief history of the street art movement using the resource below: <https://artsandculture.google.com/entity/street-art/m07vwy6?hl=en-GB&categoryid=art-movement>
- The educator plays this video alongside the resource above (with Greek subtitles): <https://youtu.be/4GNoUYZhrT0>

- Next, the educator displays Basquiat and Keith Haring's art from the subway, and Banksy's guerilla art. Questions to be asked: what may have influenced these artists; why do you think they decided to create the piece in the way they did; what sociopolitical message is prevalent in the work?
- The educator divides the class into three groups. Each group is assigned one artist: Banksy, Basquiat, or Keith Haring. Students are asked to research the historical and social context of each artist as well the artist's biography and major works and create a presentation based on their findings. The educator encourages the students to use the Google Arts and Culture resources, found on the link below: <https://streetart.withgoogle.com/en-gb/>
- Each group will have the opportunity to present their work at the end of class.

### **Debriefing:**

- What was your first impression of street art?
- Do you consider street art "real art"? Why or why not?
- How did you find using Google Arts and Culture as a resource? Was/Is there enough information about your artist?
- How did you find working as a group to research an artist? Did you face any challenges? If so, how did you overcome them?

### **Home assignment**

- The educator asks students to bring photos/images of street art from their local communities together with a note as to the location of the piece, the artists, and some background information on the latter if available as well as the student's commentary on the piece by the next class. The photo can be in digital or printed form.

## Part two (3 lessons of 40-45 minutes):

### Lessons 4-6:

#### Preparations:

- Troubleshoot the internet connection before the beginning of the lesson
- Make sure the computers the students will be using are in order and have access to the internet
- Ensure both *Canva* and *ArtSteps* are functional on all the computers
- Review the help resources for using *Canva* and *ArtSteps*:
  - Canva: [https://www.youtube.com/watch?v=KmNgnM\\_RGYg](https://www.youtube.com/watch?v=KmNgnM_RGYg)
  - ArtSteps: <https://youtu.be/B1GtoRmW4xo>
- Create accounts for the groups of students on ArtSteps (4-5 depending on group numbers). Print out the login credentials for each group of students.

#### Learning sessions:

- The educator reviews the material from the previous lessons.
- The educator opens the floor to volunteer students to share the street art they found in their local community. Questions to be asked during these sessions are: what stylistic praxis is the artist using, what message are they trying to convey, is the image/message effective, would you describe the image as powerful, and why/why not?
- The educator divides the class into groups. In their groups, the students come up with a list of political and social issues that are prevalent today from a local context and across the world. This may include climate crisis, peace talks, the migration crisis, etc.



- Following the discussion, students are asked to share their findings. The educator writes each finding on the whiteboard.
- The educator asks each group to choose an issue that they feel passionate about. They will eventually create a piece of digital street artwork based on that issue. Before they do this, however, they are encouraged to research the work of street artists who are also passionate about that issue. Students save their favourite pictures of artwork from their chosen area together with short bios/descriptions of each art piece. A total of 5 pieces can be collected.
- After conducting their research, the educator will introduce the students to the online design platform: Canva. A helpful resource to get the students started is the following video: [https://www.youtube.com/watch?v=KmNgnM\\_RGYg](https://www.youtube.com/watch?v=KmNgnM_RGYg)
- Next, the educator asks each student (or group depending on the availability of computers) to create their example of street art on *Canva* based on the issue they have chosen as a group.
- Once the students have created their pieces, the educator introduces the students to *ArtSteps*, where each group will create an online gallery of their work (<https://www.artsteps.com/>). A helpful resource can be found on the link below: <https://youtu.be/B1GtoRmW4xo>
- The educator gives each group time to create their online gallery and upload their work to the gallery. The collection should include the 5 pieces they saved previously in their research on street art that deals with the issue they are interested in, the street art pieces by each member of their group, and descriptions of each art piece they are uploading, including the pieces of the students in their group.

### **Debriefing:**

- How do you feel about using *Canva*? How was the adjusting and learning process?
- How do you feel about using *StreetArt*? How was the adjusting and learning process?
- What are the advantages and disadvantages of using a digital gallery for presenting artwork, especially street artwork?

## **Part three (1 lesson of 40-45 minutes):**

### **Lesson 7:**

#### **Preparations:**

- Troubleshoot the internet connection before the beginning of the lesson
- Make sure the computers the students will be using are in order and have access to the internet
- Ensure both *Canva* and *ArtSteps* are functional on all the computers

#### **Learning session:**

- The educator asks each group to present their gallery through their walking tour on the Art Steps website. At the end of each guided tour, the educator encourages other students to ask questions and offer comments on the works, the message of the work, and the issue the students tackled.
- At the end of the session, the educator reviews the material of the previous lessons.

#### **Debriefing:**

- How do you feel about presenting your work? Individually and as a group?
- Did you find a gallery a useful tool to present street artwork? Why or why not?
- Self-reflection: did you find the message of your street artwork effective at conveying the meaning you intended? How would you change the piece to better suit the message/audience?
- Did you find *ArtSteps* a useful/effective platform? Did you face any challenges using its interface?