



Art for Change!

How can words & art overcome hate?

In this project, you and 1-2 other people in your group will be designing a street art campaign to effect* change and raise awareness of a socio-political issue that is important to you!

Products:

- A street art campaign about a social and/or political issue of your choice using various media
- A persuasive research essay directed toward Mayor Falconer & the City Council about your topic
- "Spoken Word" performance inspired by your topic
- Incorporation of attractive geometric elements
- Ratio-based resizing of an element of your street art
- **Project Challenge:** create an effective, 30-second television PSA to go along with your street art campaign!



Skills:

By the end of this project, you will be able to:

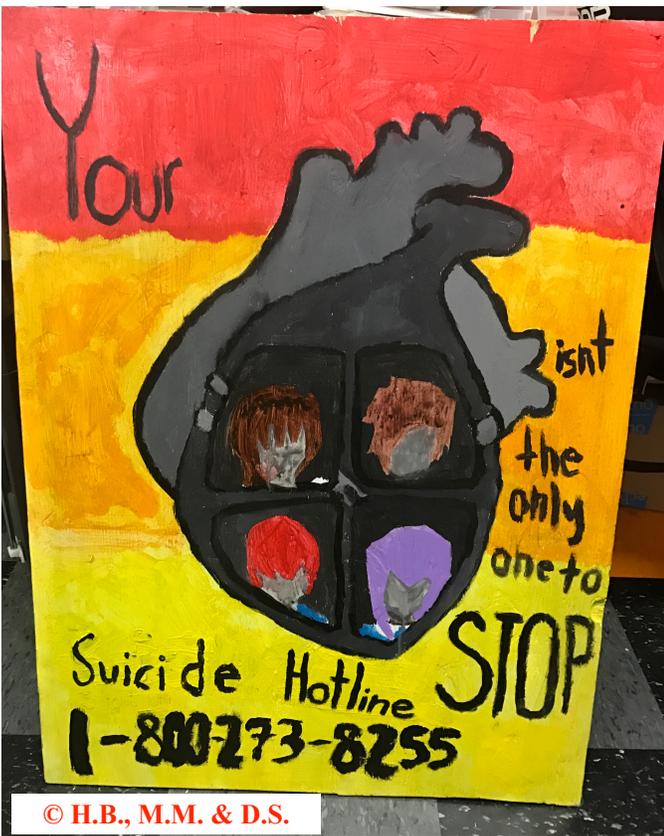
- Use market surveys, revision, and image-editing software to create an effective message based on the audience and medium
- Distinguish between reliable & unreliable websites, write information in your own words, and organize your research into clear paragraphs
- Employ engaging body language & confident voice while speaking
- Courteously contact businesses (with family supervision) to see where you can place your street art
- Identify & construct geometric angles; apply rotations, reflection, & translations; and graphically represent data



Exhibition:

Students will present their art and spoken word on Thursday, March 2.

*for those grammar aficionados, one of the few times where effect is a verb



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Street Art - Group Rubric

<u>0</u> Not present	<u>1</u> Shows little to no quality/ clarity	<u>2</u> Shows <i>some</i> quality/clarity, but overall rushed	<u>3</u> For the most part shows quality/clarity	<u>4</u> Shows good quality/clarity	<u>5</u> <i>Goes above & beyond</i>
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Engagement/Effectiveness					
Catches the audience's eye	1	2	3	4	5
A clear message: call to action, for change, and/or for awareness	1	2	3	4	5
Evokes an emotional and/or thoughtful response	1	2	3	4	5
Engagement/Effectiveness Total (x2.2): _____/33					

Effort/Creativity:					
Originality: How much of the image is yours and/or used in a creative way? Does it have a Works Cited for any image used? (Separate document, shared with me)	1	2	3	4	5
Effort: Does the final product show your group worked hard on it?	1	2	3	4	5
Effort/Creativity (x3.4): _____/34					

Audience/Platform:					
Have you <i>produced</i> something for a large audience? (Painting, tiled posters, t-shirts, pins, etc.)	1	2	3	4	5
Have you shown effort in trying to find places to <i>distribute</i> your art?	1	2	3	4	5
Audience/Platform Total (x3.3): _____/33					

Final Product Total: _____/100

Group Due Dates:

- Tentative Street Art Due Date: February 16
- Tentative Finished Product (copies made, posters put up around the city, T-shirts made, as needed): March 2

Group Spot Checks (weekly):

Collaboration/Communication (spot checks on random days)				
Were group members on task and working hard? Did they help each other out as needed? Did they show respect to each other?	<u>0</u> Less than 60% of the time	<u>6</u> +60% of the time	<u>8</u> +80% of the time	<u>10</u> +95% of the time
				_____ /10

Street Art - Individual Rubric

Engagement/Effectiveness (Street Art Rough Draft)					
Catches the audience's eye	1	2	3	4	5
A clear message: call to action, for change, and/or for awareness	1	2	3	4	5
Evokes an emotional and/or thoughtful response	1	2	3	4	5
Engagement/Effectiveness Total: _____/15					

Effort/Creativity (Street Art Rough Draft)					
Originality: How much of the image is yours and/or used in a creative way? Does it have a Works Cited for any image used? (Separate document, shared with me)	1	2	3	4	5
Effort: Does it show you worked hard on it?	1	2	3	4	5
Effort/Creativity: _____/10					

Individual Due Dates:

- **Rough Draft Due (shared with me): Friday, January 27, by noon**
- **Reflection Due: Friday, March 3, by noon**

Individual Spot Checks (weekly):

Effort/Absences					
Were you showing effort & respect? Were you on task?	1	2	3	4	5
Were you here & on time this week?	1	2	3	4	5
Effort/Absences: _____/10					

Reflection					
Page Length = 1 Page	1	2	3	4	5
Overall Effort	1	2	3	4	5
Details, thoughtfulness & thoroughness (shows in detail why you made the choices you did, and reflects on the learning process and ways to improve)	1	2	3	4	5
Spelling/Grammar (including paragraphs!)	1	2	3	4	5
					X2.5 _____/50

Research Essay Rubric

Author's Name _____ Peer Editor's Name _____

Total (out of 100): _____

Formatting (There are no <i>positive</i> points for this; this is expected)		
Is it <u>all</u> 14 font?	Yes	No (-2)
Is it <u>all</u> Times New Roman?	Yes	No (-2)
Is it double-spaced? (with possible exception of heading and Works Cited)	Yes	No (-2)
Are the pages numbered?	Yes	No (-2)
Does it have the proper heading?	Yes	No (-2)
Does it have a good title?	Yes, and it's good!	No (-2)
Formatting Total (negative number up to -12): _____		

Spelling				
Spelling/Grammar: How many spelling/grammatical errors are there, including indenting?	0-2 (+15)	3-5 (+10)	6-9 (+5)	10+ (0)
Spelling/Bibliography Total (out of 15): _____				

Introduction			
Hook: Does it have a clear, engaging <u>hook</u> ? <i>Black eyes. Fear of school. Crying themselves to sleep.</i>	Yes, and it's good! (+3)	Yes, but needs improvement (+1)	No (0)
Hook: Does it transition to the background? <i>Victims of bullying often have to suffer this daily.</i>	Yes, and it's good! (+2)	Yes, but needs improvement (+1)	No (0)
Background: Does it give you some <u>background</u> information? Say what the problem is in 1-2 sentences? <i>Millions of students are bullied everyday, emotionally and physically, in person, over the phone, and online.</i>	Yes, and it's good! (+5)	Yes, but needs improvement (+2)	No (0)
1 Thesis & 3 Reasons: Does it say exactly what the essay will be about? <i>Bullies should be fined because 1) bullying happens too often, 2) it causes academic harm, and 3) it can lead to suicide.</i>	Yes, and I know exactly what each paragraph will be! (+5)	Yes, but needs improvement (+2)	No (0)
Introduction Total (out of 15): _____			

Body Paragraph #1 (BP #1)				
Topic Sentence: Does it have a <u>clear, concise</u> topic sentence with a reason and <u>a</u> transition? <i>One reason bullies should be fined is because...</i>	Yes, and it's clear! (+3)	Yes, but unclear and/or missing transition (+1)		No
1st Example: Clear* & supports topic sentence?	Yes, and it's strong! (+3)	Yes, but not clear/strong (+1)		No
2nd Example: Clear & supports topic sentence?	Yes, and it's strong! (+3)	Yes, but not clear/strong (+1)		No
3rd Example: Clear & supports topic sentence?	Yes, and it's strong! (+3)	Yes, but not clear/strong (+1)		No
Transitions: Are there 3 clear transitions (one for each ex.)?	Yes, 3 (+3)	Only 2 (+2)	Only 1 (+1)	No (0)
Citations: Are there 3 citations (one for each ex.)? <i>("Bullying and..."). (Ferguson).</i>	Yes, 3 (+2)	Only 2 (+1)	Only 1 (+.5)	No (0)

* If you don't understand the evidence yourself, it's not clear

Body Paragraph #1 Total (out of 17): _____

Body Paragraph #2 (BP #2)				
Topic Sentence: Does it have a <u>clear</u> , <u>concise</u> topic sentence with a reason <u>and</u> a transition? <i>Another reason bullies should be fined is because...</i>	Yes, and it's clear! (+3)	Yes, but unclear and/or missing transition (+1)		No
1st Example: Clear & supports topic sentence?	Yes, and it's strong! (+3)	Yes, but not clear/strong (+1)		No
2nd Example: Clear & supports topic sentence?	Yes, and it's strong! (+3)	Yes, but not clear/strong (+1)		No
3rd Example: Clear & supports topic sentence?	Yes, and it's strong! (+3)	Yes, but not clear/strong (+1)		No
Transitions: Are there 3 clear transitions (one for each ex.)?	Yes, 3 (+3)	Only 2 (+2)	Only 1 (+1)	No (0)
Citations: Are there 3 citations (one for each ex.)? <i>("Bullying and..."). (Ferguson).</i>	Yes, 3 (+2)	Only 2 (+1)	Only 1 (+.5)	No (0)
Body Paragraph #2 Total (out of 17): _____				

Body Paragraph #3 (BP #3)				
Topic Sentence: Does it have a <u>clear</u> , <u>concise</u> topic sentence with a reason <u>and</u> a transition? <i>Finally, bullies should be fined because...</i>	Yes, and it's clear! (+3)	Yes, but unclear and/or missing transition (+1)		No
1st Example: Clear & supports topic sentence?	Yes, and it's strong! (+3)	Yes, but not clear/strong (+1)		No
2nd Example: Clear & supports topic sentence?	Yes, and it's strong! (+3)	Yes, but not clear/strong (+1)		No
3rd Example: Clear & supports topic sentence?	Yes, and it's strong! (+3)	Yes, but not clear/strong (+1)		No
Transitions: Are there 3 clear transitions (one for each ex.)?	Yes, 3 (+3)	Only 2 (+2)	Only 1 (+1)	No (0)
Citations: Are there 3 citations (one for each ex.)? <i>("Bullying and..."). (Ferguson).</i>	Yes, 3 (+2)	Only 2 (+1)	Only 1 (+.5)	No (0)
Body Paragraph #3 Total (out of 17): _____				

Conclusion				
Restating the thesis: Does it use the words "In conclusion," (or something similar)?	Yes (+1)			No
Restating the thesis: Does it restate the thesis?	Yes, and uses different words (+2)	Yes, but uses the same words (+1)		No
Restating the reasons: Does it restate the reasons?	Yes, and uses different words (+2)	Yes, but uses the same words (+1)		No
Ending: Does it have a catchy ending?	Yes, and it's great! (+4)	Yes, but needs improvement! (+2)	No	
Conclusion Total (out of 9): _____				

Works Cited		
Works Cited: Is it alphabetized?	Yes (+3)	No (0)
Works Cited: Is it properly formatted? Does it look clean? (Reverse indenting, proper quotes & punctuation)	Complete Yes (+4)	No (0)
Works Cited: Is it complete? Are all the necessary categories filled out, as applicable?	Complete Yes (+3)	No (0)
Works Cited Total (out of 10): _____		