

GRAFFITI: MODULE OUTLINE

Field: The Built World **Band:** Lower Secondary



Purpose

Students describe and classify the visual appearance, content, context (location and motivation) and effects of graffiti; they create a graffiti wall and verify the messages.

Core learning outcomes

This module is designed for students in three stages of LOTE learning. It is assumed that most students will be in the lower intermediate stage. Outcomes for students at the lower intermediate stage would be:

Comprehending [5.1, 5.2, 5.3, 6.1, 6.2, 6.3](#)

Composing [5.4, 5.5, 5.6, 6.4, 6.5, 6.6](#)

Some students could be in either the beginner or elementary stages of LOTE learning.

Outcomes for students at the beginner stage would be:

Comprehending [1.1, 1.2, 1.3, 2.1, 2.2, 2.3](#)

Composing [1.4, 1.5, 1.6, 2.4, 2.5, 2.6](#)

Outcomes for students at the elementary stage would be:

Comprehending [3.1, 3.2, 3.3, 4.1, 4.2, 4.3](#)

Composing [3.4, 3.5, 3.6, 4.4, 4.5, 4.6](#)

To see the detailed descriptions, click on the relevant level.

Content

The content for this module is delineated in the field and tasks and under the headings of 'sociocultural understanding' and 'functions and language elements'. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students.

[Sociocultural understanding](#)

Students develop an understanding of the commonalities and differences in the appearance of graffiti and its context in their community and **target country**.

Functions and language elements

- **affirming or negating statements:** legal, not legal
- **offering and responding to suggestions:** Let's, you could, what could we, we should, you can ...
- **expressing agreement and disagreement:** I agree, I don't agree
- **expressing opinions:** I think it's ... , I don't like ... , good, bad, yes, no
- **asking for and giving confirmation:** Are you sure? don't you think ... ? such as
- **describing procedures:** It works like ... , methods of presentation
- **identifying and asking when:** years, before and after, times of day, week, specific periods (holiday)
- **describing things:** It's attractive, cheap, a nuisance
- **giving reasons:** because it's too light, it's locked
- **identifying and asking about places and things:** streets, buildings, graffiti sites, message types, elements, symbols
- **expressing feelings:** angry, furious, good
- **giving and responding to instructions and advice:** How about, you could, we should

Assessment strategy

In **Task 5** the teacher can assess the students' speaking abilities. At what **level** can students use language to discuss graffiti?

In **Task 3** and **Task 5** the teacher can gather information on students' abilities to comprehend written and spoken language. At what **level** can students comprehend language about graffiti or the messages of graffiti?

In **Task 6** and **Task 7** the teacher can collect and analyse samples of written work and record performance notes on speaking. At what **level** can students use language to express opinions about graffiti?



Teaching considerations

Sample units

One work unit is provided for this module:



Unit 1: Wall talk

WALL TALK: UNIT OVERVIEW



Orientating task

- 1 Classify examples of writing seen in public places as legal or illegal and agree on a definition of graffiti.



Enhancing tasks

- 2 Identify places that are popular with graffiti writers and give reasons.
- 3 Analyse the content of graffiti and classify it into categories.
- 4 Consider the devices used in graffiti and understand the role of common features.
- 5 Listen to a discussion on graffiti and discuss its ethical aspects.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



Synthesising tasks

- 6 Prepare a policy on graffiti that a school or community could adopt.
- 7 Design a contribution to a legitimate graffiti wall and explain the style, content, audience and intent.