

# Tag Free Kiwi

## Years 7–8

## Focus area 2

This section of the **Tag Free Kiwi** programme contains one of the following focus areas for students at years 7–8 (ages 11–12):

1. Our community
2. **Graffiti – what does it mean?**
3. Rock art
4. Consequences
5. Solving the problem
6. Proud to be me

**Note:** Research suggests that an effective programme should include learning experiences from each of the focus areas.

## Focus area 2: Graffiti – what does it mean?

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## Focus area 2: Graffiti – what does it mean?

### Definitions

**Graffiti vandalism:** The defacing, damaging, or destroying of private or public property (including buildings, structures, roads, trees, property or other things) by writing, drawing, painting, spraying or etching on it, or otherwise marking it, without permission of the owners.

**Urban art:** Colourful, complex and skilful designs, often done as murals, that are commissioned or done with permission, for community enhancement or beautification, in either artistic or traditional pictorial style.

### Curriculum links

**Key Competencies:** Thinking; Using language, symbols and text; Participating and contributing

**Learning areas:** Social Sciences; Art; English

### Resources

Copysheet: **Definitions** (cut up into individual cards, one set for each group)

Copysheet: **Graffiti Vandalism and Urban Art Headings**

Photopack: **Graffiti Vandalism Versus Urban Art** (available from your Police School Community Officer)

### Success criteria

Students will be able to:

- identify, list and define keywords that relate to graffiti
- distinguish between graffiti vandalism and urban art.

## Learning experience 1: Graffiti vandalism vs urban art

### Activities

#### 1. Testing prior knowledge

Write the word **Graffiti** in the middle of the board.

Ask: What does the word **graffiti** mean to you?

Record all the students' responses as a spider diagram around the word **Graffiti**. Accept all responses.

Ask: What have we found out about graffiti?

#### 2. Keywords

##### Either

Divide students into groups of two to four. Give each group a set of cards made from Copysheet: **Definitions**. They must match each keyword with the definition they think it best fits. Give each student Copysheet: **Definitions**. They use this to check the accuracy of their group work, and then paste it into their books. Discuss any new terms or ideas with the class.

##### Or

Play Memory by spreading the keywords face down in one area and the definitions face down in another. The class must find the correct definition for each keyword.

#### 3. Picture cards

Divide students into ten groups. Give each group one of the photos from the Photopack: **Graffiti Vandalism Versus Urban Art**.

Put the two headings **Urban Art** and **Graffiti Vandalism** from Copysheet: **Graffiti Vandalism and Urban Art Headings** in a clear space on the floor. Ask each group to decide whether their example is urban art or graffiti vandalism. Each group in turn places their photo under the appropriate heading.

Discuss each placement with the class to decide if the photo is in the right place. If the class cannot decide which category a photo belongs in, they can place it between the two. Remind them that urban art is legitimate.

Ask: What is the main difference between urban art and graffiti vandalism?  
Which do you think takes the most skill? Why?  
Which one would you rather see in your community? Why?  
What does **permission** mean?  
Who do you think is most likely to get permission for their art, the graffiti vandal or the urban artist? Why?  
Who would they ask for permission?

Each student writes a definition of graffiti vandalism and urban art. It is important that they recognise that graffiti vandalism is done without permission and is illegal, while urban art is done with permission and is legitimate.

## Optional learning experiences

Each student designs a title page for this unit of work. Encourage them to use urban art.

Divide the class into groups of three. Give the class the following scenario:

An adult comes out of their gate and finds two young people tagging on their garage door.

Each member of the group takes on the role of one of the people in the above scenario. They develop a 'freeze frame' of the scenario. Work with one group at a time to see how they could resolve the situation in a positive way.

## Assessment

Students choose a key word taken from Copysheet: **Definitions** and share its meaning with the class.

Students can explain the difference between urban art and graffiti vandalism.

## Copysheet: Definitions

Cut out each word and each definition.

Keyword	Definition
Tagging	The writing of someone's initials or nicknames in simple letters on any property, public or private
Crime	An action that breaks the law
Art	The creation or arrangement of elements in a way that appeals to the senses or emotions
Unacceptable	The description of an action or behaviour that the majority of people in the community do not approve of
Paint	Using a brush or spray-can to apply images or lettering to a surface such as paper
Vandalism	The intentional destruction or spoiling of anything owned by someone else
Annoyance	An action that upsets someone
Natural environment	The surroundings of a community, including trees, water, parks, open spaces and air
Private property	Places that people may not enter without the permission of the owner
Permission	Approval to do something
Graffiti	Marked images or lettering on property and places without permission

Disrespect	Attitude that is discourteous to someone else
Unauthorised	Done without permission
Prevent	To stop something from happening
Victim	Person who suffers because something they own has been destroyed, damaged or lost because of a crime
Vandal	Someone who deliberately damages or destroys property owned by someone else
Mural	A picture painted on a wall or building with the permission of the owners
Built environment	Things people build on the land, such as houses, factories, shops and roads

## **Copysheet: Graffiti Vandalism and Urban Art Headings**

Graffiti vandalism

Urban art