

# OVERVIEW

## YEAR 8

### LEARNING INTENTIONS

Learning intentions for the Year 8 Goodbye Graffiti teaching and learning materials include:

1. Define graffiti vandalism.
2. Explain the difference between graffiti vandalism and urban art.
3. Describe strategies used to reduce and/or prevent graffiti vandalism.
4. Explore how urban art is used as a strategy to 'design out' graffiti vandalism.
5. Explore the impacts of graffiti vandalism.
6. Explain the consequences of committing a graffiti vandalism offence.
7. Explain how members of the community can report graffiti vandalism.
8. Reflect on personal understanding and attitudes towards graffiti vandalism.

### LINKS TO THE WESTERN AUSTRALIAN CURRICULUM

#### Lesson 1: Graffiti vandalism or street art?

| Learning Area                  | Strand / Sub-Strand  | Content Descriptor   |
|--------------------------------|--|--|
| Humanities and Social Sciences | Humanities and Social Sciences skills<br>Questioning and researching | Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork (WAHASS66) |
|                                |  | Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives (WAHASS64)                 |

#### Lesson 2: Actions = Consequences

|                                |  |   |
|--------------------------------|--|---|
| Humanities and Social Sciences | Humanities and Social Sciences skills<br>Questioning and researching                             | Use a variety of methods to collect relevant information and/or data from a range of appropriate sources, such as print, digital, audio, visual and fieldwork (WAHASS66)  |
|                                |  | Identify current understandings to consider possible gaps and/or misconceptions, new knowledge needed and challenges to personal perspectives (WAHASS64)  |
| Health and Physical Education  | Personal, social and community health<br>Communicating and interacting for health and well being | Personal, social and cultural factors influencing emotional responses and behaviour, such as: <ul style="list-style-type: none"> <li>• prior experience</li> <li>• norms and expectations</li> <li>• personal beliefs and attitudes (ACPPS075)</li> </ul> |

| Lesson | Topics                            | General Capabilities   | Page   | Time |         |
|--------|-----------------------------------|--|--|------|---------|
| 1.     | Graffiti vandalism or street art? | <ul style="list-style-type: none"> <li>• Graffiti vandalism – a definition</li> <li>• Difference between urban art and graffiti vandalism</li> <li>• How graffiti vandalism can be reduced and/or prevented</li> <li>• How urban art is used to 'design out' graffiti vandalism</li> </ul> | <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Critical and creative thinking</li> <li>• ITC capability</li> </ul> | 3    | 75 mins |

# OVERVIEW cont.

## YEAR 8

| Lesson          |                                | Topics  | General Capabilities  | Page | Time    |
|-----------------|--------------------------------|---|---|------|---------|
| 2.              | Graffiti vandalism and the law | <ul style="list-style-type: none"> <li>• Revision – Define graffiti vandalism, the difference between urban art and graffiti vandalism, graffiti reduction/prevention strategies and the role urban art plays in 'designing out' graffiti vandalism</li> <li>• Impacts of graffiti vandalism</li> <li>• Legal consequences of graffiti vandalism</li> <li>• Reporting graffiti</li> </ul> | <ul style="list-style-type: none"> <li>📖 Literacy</li> <li>🧠 Critical and creative thinking</li> <li>👤 ITC capability</li> <li>⚖️ Ethical understanding</li> <li>👥 Personal and social capability</li> <li>🌐 Intercultural understanding</li> </ul> | 10   | 75 mins |
| Assessment Task |                                | Graffiti: Art or vandalism?   |   |      |         |