

Social Justice through the Subways:
“Art changes people's minds and people change the world.”



Project Coordinator: Ariana Jones

Need: Young adults in the system need positive education and social skills for the betterment of themselves and society. Our society needs these children to be ready to continue the work of their predecessors and do so with a good social education behind them.

Project Beneficiaries: Children in the South Carolina Department of Juvenile Justice setting, incarcerated children/gangs.

Project Goal: To provide a team-building experience to children in the DJJ setting. Teach tolerance among young adults by learning about Street Art and Artists and what their social justice or injustice inspirations were. Build positive collaborative social skills that are necessary for future success after their time in DJJ.

Project Outcomes / Objectives:

1. Learn about 3 street artists
2. Teach positive social skills
3. To teach team-building skills
4. Collaborative Learning that teaches tolerance and acceptance among the groups

Project Activities:

1. Independent research on 3 different street artists and bring back 1 interesting fact about each artist.
2. Group together 3-4 students to decide on a specific artist to represent in the mural
3. Create mural pieces on large roll paper, large pieces of cardboard, or other media they choose. These will be connected with the other groups' pieces and hung in the DJJ center.



4. Bring all groups together to decide on the placement of mural pieces by listening and showing respect for others' ideas.
5. Complete group mural all working together towards a common group goal.

How Success Will be Measured:

Students will return to the group with information on three different street artists that can be shared. Each group must come back to the whole with a specific artist and concrete ideas of what they will create together. Observation of groups working together to create their own special piece of the total group mural will be done by a group leader, and specific notes made about proper interactions and negative ones as well. Overall measurement will be done upon completion of the small group piece, then the large group mural.

Students will write commentary about how they came together, what challenges they may have faced in the group setting, and how they overcame them. A question and answer session will be held for the entire group regarding the activity. We will create a survey for students to fill out specifically about what skills they learned to implement in a team/group setting, and how to properly navigate in team settings.

Timeline:

This project is something that will be implemented twice a year with different groups within the DJJ system. Each project will be approximately 4-5 weeks.

- The first two weeks will be used to get to know each other and begin research on artists. Divide into smaller groups of 3-4 students.
- At the end of the first two weeks, the smaller groups will bring back information about artists that they have researched, and begin to discuss artists' different ways of creating art.

- By the end of week three, each group will have chosen an artist to focus on and will begin their mural piece.
- By the end of week four, each group will bring their completed piece to be joined with the total.
- By the end of week five, the mural will be completed and together we will discuss what we have learned about subway artists and discuss how we were able to complete the project as a group. End the project with a questionnaire about teamwork, team building, and proper ways to resolve conflict within a group.



Materials:

Books and articles focusing on street artists, muralists, and social justice artists
 Diego Rivera. The Complete Murals
 The Street Artists Behind Our City's Amazing Murals
 Shamsia Hassani: 'I want to colour over the bad memories of war' (article)
 5 Street Art artists from Middle East and Asia (article)
 How This One Street Hosts Jamaica's Most Eclectic Street Art

Art Media

Paints-spray paints, watercolors, oil-based, latex, textured, etc.
 Brushes
 Rags
 Newspapers/magazines
 Glue/glitter/scissors/staplers/staple guns/markers etc.
 Large roll paper/large cardboard boxes

Resources/Helpful links

<https://www.capetownmagazine.com/street-artists-city-murals>
<https://www.shamsiahassani.net/>
<https://www.theguardian.com/artanddesign/2014/sep/17/shamia-hassani-i-want-to-colour-over-the-bad-memories-of-war>
<https://blog.singularart.com/en/2017/07/21/5-street-art-artists-middle-east-asia/>
<https://theculturetrip.com/caribbean/jamaica/articles/how-this-one-street-hosts-jamaicas-most-eclectic-street-art/>