LIVE Arts

TEACHER GUIDE

GRAFFITI SCRIBBLE SKETCHES

With Jayde “WizWon” Goodon
Date: November 18th
Grade: 1-3
Artistic Discipline: Visual Arts

OVERVIEW

Join the muralist WizWon as we learn how to stretch our imaginations and turn our scribbles into characters. WizWon will let us in on some of his classic techniques for creating characters and crafting our own style.

MATERIALS

- Any Kind of Markers
- Paper



CLASSROOM SETUP

Every student just needs their own desk space to work on their paper, no specific setup necessary.

ARTIST BIOGRAPHY

Jayde “WizWon” Goodon is a Métis muralist, tattoo artist, and multidisciplinary visual artist based in Saskatoon, Saskatchewan. Known for his vibrant graffiti-inspired style, Goodon’s work blends hip-hop culture, Indigenous identity, and contemporary storytelling through large-scale murals, live painting, and studio art. His artwork has been featured in public spaces and exhibitions across Canada, earning recognition for transforming urban landscapes and creating pieces that celebrate community, culture, and connection.

Curriculum Outcomes & Indicators

GRADE 1

CREATIVE PRODUCTIVE CP1.7 Investigate a variety of formal and informal patterns in art works and the environment, and apply observations to own work. b. Represent details of the physical appearance of plants, animals, people, and objects, noting how patterns can be created by repetition of colours, lines, and shapes.	CREATIVE PRODUCTIVE CP1.8 Create art works that express own ideas and explore different forms (e.g., painting, drawing, printmaking) and media (paint, found objects). c. Make size comparisons in own and others' art works.	CRITICAL RESPONSIVE CR1.1 Demonstrate understanding that the arts are a way of expressing ideas. c. Examine individual and collaborative problem-solving and decision-making process

GRADE 2

CREATIVE PRODUCTIVE CP2.7 Create visual art works that draw on observations and express ideas about own communities. b. Identify and represent details in the appearance of plants, animals, people, and objects (e.g., lines, textures, shapes, shadows).	CREATIVE PRODUCTIVE CP2.7 Create visual art works that draw on observations and express ideas about own communities. g. Describe how ideas for visual expressions come from many different sources.	CULTURAL HISTORICAL CR2.1 Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities. a. Describe or infer how art works are created for a variety of reasons.

GRADE 3

CREATIVE PRODUCTIVE CP3.8 Create art works using a variety of visual art concepts (e.g., contour lines), forms (e.g., drawing, sculpture), and media (e.g., pencils, pastels, found objects). b. Apply understanding of contour lines to form the outline of an object.	CREATIVE PRODUCTIVE CP3.7 Create visual art works that express ideas about the natural, constructed, and imagined environments. e. Discuss how the plan and visual exploration is evolving, and adjust decisions accordingly.	CRITICAL RESPONSIVE CR3.1 Describe ideas and problem-solving processes used in own arts expressions. c. Discuss with peers varying interpretations of the same arts expression, recognizing that not everyone responds the same way.

Workshop Vocabulary

GRAFFITI
One of the core hip hop art forms, it means writing, drawings, or symbols painted, scratched, or sprayed on walls and public surfaces.

MURAL
This is similar to graffiti but is usually something that the city government or a business ask a graffiti artist to come and make.

TAG
A graffiti artist's tag is their signature. It's what established an artist's unique mark. They are the simplest form of writing and consist of a line form rather than "bubble" letters.

FLOW LINE
A long sweeping curve that connects multiple parts of the body. These lines help artists see rhythm and movement throughout the entire figure.

PROPORTION
Proportion describes the relative size relationships between body parts. Many artists measure the body using head lengths. An average adult figure is often around 7 to 8 heads tall.

CONTOUR
A contour line follows the outer edge of a form. Contour drawing focuses on observing edges rather than internal structure. We use this when drawing bodies to get the general shape.

Pre-Workshop Activity

Name: Faces on the Wall

Duration:	Materials:
1 Hour	-Laptops -Printer -Paper -Markers

EXERCISE 1 - Street Art Around The World

• How does place influence mural making? Use the website below and find a few locations to show your class of what street art looks like around the world.
https://streetartcities.com/

• Ask your students what similarities they can find between street art in these different locations. What are some things that might be unique to the location that they looked at as well?

• Discuss as a class what might make something 'street art'. What kind of street art can you see around your city/town?

• Ask your students what location in your community they would love to see a mural go up in if they could put one there.

• As a class use 'Google Street View' to find that location. Then screen shot a picture of it.

• Use Canva to superimpose a picture (chosen by the class) of street art over that location.

EXERCISE 2 - Drawing Faces

• Review the video below for some of the basics of drawing faces. Choose a few sections (possibly just the intro) to show your students
https://www.youtube.com/watch?v=uVgDhxdntos

• Knowing the basics of how to draw a face/proportions will help, even if you're not drawing a 'standard' person. You could select a few of these graffiti characters to show your students if you'd like:
https://www.bombingscience.com/top-38-graffiti-characters/

• Ask your students to think a little bit about what art style they would paint with. Often times our style is made up of the sorts of art we grew up around and are influenced by.

• Ask each student to go on Canva, or any graphic design software, and create a collage of pictures of the sort of cartoons, video games, movies and visual art they grew up around. Are there any common themes they can identify?

EXERCISE 3 - Indigenous Graffiti

• Different Indigenous cultures across Turtle Island/Canada have been making public visual art since time immemorial. How has that visual art changed over time?

• While it is hard to find pictures of ancient Indigenous art on the prairies you can use the two resources below to share a bit of what that art was like:

Pre-Workshop Activity

https://teaching.usask.ca/indigenoussk/import/prehistoric_art.php
https://hikingtheworld.blog/indigenous-rock-art/

• What sort of public art are Indigenous artists making these days? Use some of the links below to explore that with your class:
https://www.rmoutlook.com/beyond-local/graffiti-art-an-expression-of-culture-and-identity-for-northern-alberta-artist-9954451
https://justseeds.org/the-unapologetically-indigenous-street-art-of-windigo-army/
https://www.instagram.com/redurbannationart/
https://calgaryjournal.ca/2026/04/14/a-walk-through-downtown-calgary-indigenous-art/

• Have them answer the following questions:
-What sort of images do these Indigenous artists often use?
-What locations are these pieces of public art happening in?
-Are there any connections between the content of these pieces of art and what ancient Indigenous people might have also been painting?

• Take a look through Wizwon's Instagram, what are some of the core themes that you can see represented across his art? Are there any connections with some of these other artists that you can find?
https://www.instagram.com/wizwon/

Broadcast Program

00:00 - 00:05:
• Artist Bio Video + Introduction

00:05 - 00:15:
• Wizwon shows off his work and walks the students through how the method he uses to draw a face.

00:15 - 00:25:
• The students will take time working on their scribble sketches and coming up with the basics of their character's face.

00:25 - 00:35:
• Wizwon will hand out some of his own eye, mouth, face etc templates for students to try and utilize in their face

00:35 - 00:40:
• Students will take some work time to finish their sketch

00:40 - 00:45:
• Students will show off their sketches

00:45 - 00:50:
• Student Q & A

Post-Workshop Activity

Name: Our Name On A Wall

Duration:	Materials:
1 Hour	-Laptop -Paper & Pencil -Marker

EXERCISE 1 - Working on Scale

• Often times, graffiti artists will use scale on their characters in creative/non-realistic ways to create their signature, help your students learn a bit more about the basics of scale.

• Give each student some graph paper. Have each student take a ruler and draw a straight/diagonal line across their page. Then have them draw another straight line directly horizontal from wherever the lowest point on their line is.

• Now have each student draw the same stick man/basic character 3 times along that line with their heights/distance from the viewer being dependent on where the diagonal line is. Use this video as reference: https://www.pinterest.com/pin/537265430570687100/

EXERCISE 2 - Crafting Our Style

• Have your students go back to their collage of art styles from the Pre-Workshop Exercises and choose their favorite art style (that has at least one character in it) from the collage.

• Have each student look up who the primary visual artist(s) is behind that style.

• Ask each student to print out a picture of a character from that art style. Have each student draw the stick figure form of the body proportions of that character overtop of the printed image to see how this style has proportioned their character.

• Have each student draw a new stick figure in a different pose with similar proportions. Then have the students attempt to draw the style of that character overtop of their stick figure model.

EXERCISE 3 - Graffiti Lettering

• Now that your students have learned about drawing figures and worked with Wizwon to see a graffiti/hip hop angle to that art, take some time to learn about graffiti lettering, an age old form of the art.

• Explore the gallery below and choose a handful of varied graffiti lettering examples to show your students. You'll want to choose your examples ahead of time to make sure they're appropriate for your class.
https://streetpins.com/graffiti-gallery

• Now that your students have some vision for all the different ways graffiti lettering can look, have them start to learn how to adapt their own name into a standard blocky graffiti style using the following video:
https://www.youtube.com/watch?v=4Epf0PcOVyg

• Once your students have gotten the hang of a standard style, use the font website below and ahve each student explore a variety of different styles and how their name would look in it. Then have them copy that style onto their own paper:
https://www.1001fonts.com/graffiti+hip-hop-fonts.html

Additional Information

Upcoming Workshops

JANUARY 13: Nathan Coppens – Neurodivergence and Creativity in Theatre

FEBRUARY 24-25: Randy Morin & Jonathan Pickrell – Theatre Across Languages

MARCH 17: Rena – Azerbijani Folk Dance

APRIL 14: Miguel Fenrich – Journalism 101

MAY 12-13: Anne Brochu Lambert – Potato Print Making

More Art By The Artist

Find out more about Wizwon on his Instagram:
https://www.instagram.com/wizwon/reels/





