LIVE Arts

TEACHER GUIDE

GRAFFITI SCRIBBLE SKETCHES

With Jayde “WizWon” Goodon
Date: November 18th
Grade: 4-6
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 4

CREATIVE PRODUCTIVE CP4.7 Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan. d. Discuss how artists are often influenced by cultural and artistic traditions, and consider incorporating heritage or artistic conventions in own work.	CREATIVE PRODUCTIVE CP4.7 Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan. h. Recognize accidental discoveries in own work and put them to use, where appropriate.	CULTURAL HISTORICAL CH4.2 Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists. b. Investigate, analyze, and describe features (e.g., media, techniques, use of symbols and imagery) of traditional and evolving First Nations and Métis arts expressions.

GRADE 5

CREATIVE PRODUCTIVE CP5.7 Create visual art works that express ideas about, and draw inspiration from, pop culture. i. Recognize the value of accidental discoveries in own work and put them to use, where appropriate.	CREATIVE PRODUCTIVE CP5.8 Create art works using a variety of visual art concepts (e.g., positive space), forms (e.g., graphic design, photography), and media (e.g., mixed media, paint). a. Use the elements of line, colour, texture, shape, form, and space in ways that reflect a pop art style.	CULTURAL HISTORICAL CH5.2 Compare traditional and evolving arts expressions of First Nations, Métis, and Inuit artists from different regions of Canada, and examine influences of pop culture on contemporary arts. c. Investigate the influence of popular culture on contemporary First Nations artists (e.g., hip hop artists such as Eekwol)

GRADE 6

CREATIVE PRODUCTIVE CP6.10 Create visual art works that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, etc). b. Investigate how a single idea can be developed in many ways and directions.	CREATIVE PRODUCTIVE CP6.10 Create visual art works that express ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, etc). c. Recognize valuable accidents in explorations and put them to use when appropriate.	CRITICAL RESPONSIVE CR6.1 Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music). d. Describe how personal response and own arts expression connects to the original work.

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.

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? Have your students use the following website to explore what street art looks like in different countries around the world: https://streetartcities.com/

• Ask your students what similarities they can find between street art around the world. 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. Have your students use 'Google Street View' to find that location. Then have the students screen shot a picture of it.

• Have each student choose a picture of a piece of street art that they can then superimpose over that location. Using Canva for this would be the easiest way to do this.

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 and create a collage of pictures of the cartoons, video games, movies and visual art they grew up around. Are there any common themes they can identify?

EXERCISE 3 - Seeing Faces Everywhere

• Exercise your student's imagination muscles by printing out a series of landscape/city photos (you can use websites https://www.pexels.com/) Ask each student to look at that photo and imagine where they could draw a face or add a character into it.

• Use photos such as this one as inspiration:
https://www.pinterest.com/pin/113392201246706159 9/

Pre-Workshop Activity

EXERCISE 4 - 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:

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? Divide your class into 4 groups and have each group follow one of the links below:

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 - Body Proportions

• Now that your students have some practice with faces and facial proportions, give them a bit of a rundown on how body proportions work. You can either show them the following video or watch it yourself ahead of time to walk them through it yourself:
https://www.youtube.com/watch?v=laWSSkcn8Lg

• Have each student follow along on their paper to draw a standard standing figure. If you have access to laptops, you can give each student one and then have them use the website https://setpose.com/ to create a stance for their figure to take as they try a second attempt at drawing it using proper proportions

• Once your students have drawn a figure have them add clothing or props or other details to it.

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/





