

LESSON 3: Community Murals

Lead Teacher: Jules Edelmann

Unit Title: Discovering Community

Lesson Title: Community Murals

Grade Level: 6-12

Number of students: 13

I. UNIT OVERVIEW (RATIONALE)

Community is a part of the human experience that shapes us and allows us to grow. Community exists in many different ways. By evaluating and understanding where and how we exist in these communities, this unit will allow students to begin to understand the role they play in their communities, and how they can affect change and demonstrate inclusiveness through artmaking. As young adults, and the next generation of decision makers, students will begin to unpack what community means to them.

II. LESSON OVERVIEW (RATIONALE)

As students continue to expand their understanding of community, they will start to think about how they exist in their community. One of the definitions of community introduced in the first lesson was *a group of people who live in the same place*. In this lesson, students will focus on the community in which they live. They will be asked to think about what their community looks like, who lives there, issues within the community, and how art could be a solution to these issues, or start conversations within the community. Students will be prompted to think about political, social, and environmental issues they have seen or experienced in their community.

By thinking about these questions, students have the opportunity to thoughtfully examine their community. Using the answers and ideas they come up with, they will create a mural design that could be used to speak to their community about an issue. Students will be introduced to a wide variety of mural artists as well as different styles artists use. They will be presented with a comprehensive overview of the history of murals, why they are created, and their significance in certain communities. Students will use paint or markers to create their mural design. Since this mural will not actually exist in a physical space, students should imagine that it will, and think about where in their community they would place it. This project would be the initial “sketch” for something that could exist in the future.

III. ESSENTIAL QUESTIONS

- What does your community look like?
- Who lives in your community?
- What role do you play in your community?
- What is missing in your community?
- What do you think you can add to your community?

IV. LEARNER OBJECTIVES/OUTCOMES

Students will evaluate their communities, and think about what is lacking, and attempt to solve or fill that space. Students will learn about murals, what purpose they serve, and what mural artists hope to accomplish with their work. They will also evaluate local issues, such as social, political, or environmental. Students will work with drawing and painting tools, as well as learn about graphic elements in art, as they will be encouraged to use this style in their murals.

V. NATIONAL ART STANDARDS

- VA:Cr.1.2.1a: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.
- VA:Cr.2.3.1a: Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
- VA:Re.7.2.1a: Analyze how one's understanding of the world is affected by experiencing visual imagery.

VI. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

- 9.1.8.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- 9.2.8.E: Analyze how historical events and culture impact forms, techniques and purposes of works in the arts
- 9.4.8.C: Describe how the attributes of the audience's environment influence aesthetic responses

VII. ART/ARTISTS OF RELEVANCE

FINTAN MAGEE

“Magee’s practice is informed by a profound interest in political murals, inspired by exposure at a young age to those of his Father’s native Northern Ireland. This is reflected in the socialist nature of his public artworks, which combine journalistic elements with public art. Magee’s work is driven by his recognition of the power of murals to communicate political and social viewpoints and thus divide or unite communities.”

<https://fintanmagee.com/about>



PABLO KALAKA

“If my work had to be categorized, I think it is a kind of figurative art with a theme of magical realism. I am interested in reflecting characters involved in cultural imagery that explain or define them as human expressions of their culture,” he explains.

<https://en.ultimasnoticias.com.ve/noticias/78aniversario/pablo-kalaka-y-sus-muros-de-resistencia/>



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<https://venezuelanalysis.com/analysis/12845>

RUTH KNAPP

“Since 2015, Knapp has been adding color to the streets of Norwich. Many of her murals also convey important messages about the principles she feels strongly about: freedom of speech, enlightenment, and racial justice. When she can, she pushes the boundaries and adds a sense of humor. Her work will make you smile and think.”

<https://travelconnectexperience.net/famous-street-mural-artists-world/>



<http://www.th-ink.co.uk/2015/11/26/the-art-of-ruth-knapp/>

VIII. PREREQUISITES

- Critical thinking skills
- Follow directions
- Work independently
- Creative problem solving
- Familiarity with local community
- Familiarity with contemporary issues

IX. INTERDISCIPLINARY CONNECTIONS

- **Social Studies:** Students will evaluate their local community, both physically and socially. Students will be prompted to think about local political, social, and environmental issues that they observe or have learned about.
- **Reading:** Students will have the opportunity to research issues that they may be interested in, potentially reading articles online or local newspapers to learn more about things going on in their community.
- **Writing:** Students can take notes during the research time. They may also include words in their murals if they believe it will allow them to speak better to their audience and improve someone's experience with it.

X. MATERIALS NEEDED FOR LESSON

Students will be encouraged to use pencils, pen, markers or paint for this lesson.

- Painting paper
- Paints
 - Acrylic
 - Watercolor
- Paintbrushes
- Pencil
- Pens
- Markers

XI. SAFETY HAZARDS

If students choose to use paint, specifically acrylic paint, they are encouraged to put down paper or some type of covering that can get messy to avoid ruining surfaces or items in their space.

XII. TEACHER ACTIONS/EXPECTED LEARNER ACTIONS

Time	Teacher Actions	Expected Learner Actions
10:00-10:15	<ul style="list-style-type: none"> - Greet students - Check-in with students if they missed the prior lesson, direct them to the YouTube video - Encourage students to share their work from last week if they did not have time - Tell students the materials they need for the lesson 	<ul style="list-style-type: none"> - Ask questions - Speak freely and respond but be respectful of other students - Share work - Comment positively on other's work - Gather materials
10:15-10:20	<ul style="list-style-type: none"> - Re-introduce definition of community <i>a group of people who live in the same place</i> - Inform students that we will be talking about the local communities in which they live - Encourage students to take a few moments to visualize their community, maybe write a list of things they see around their community 	<ul style="list-style-type: none"> - Think about their communities - Write lists of places or people or things that remind them of or stand out in their community
10:20-10:30	<ul style="list-style-type: none"> - Introduce murals - Show powerpoint, artist examples, information about what murals are and why they are made - Answer student questions 	<ul style="list-style-type: none"> - Ask questions about murals - Begin to think about murals they have seen in their communities or in places they have visited
10:30-10:40	<ul style="list-style-type: none"> - Direct students to research local political, social, or environmental issues they are interested in - Ask students to take notes 	<ul style="list-style-type: none"> - Research appropriate articles on their computers - Take notes
10:40-10:45	<ul style="list-style-type: none"> - Ask students how they can make an artwork about one of these issues that 	<ul style="list-style-type: none"> - Think about their stance on the issue they have chosen, and how they can comment

	<p>comments on how it affects their community</p> <ul style="list-style-type: none"> - Ask students where in their community they would put the mural if it were to exist in real life. - Ask students to share their ideas 	<p>on it using artwork</p> <ul style="list-style-type: none"> - Think about where the mural would exist - Share the issue they have chosen
10:45-11:20	<ul style="list-style-type: none"> - Allow students to work - Encourage students to sketch with a pencil, and then move on to painting - Intermittently prompt students to continue thinking about why this issue is important in their community 	<ul style="list-style-type: none"> - Work on their mural design - Ask questions
11:20-11:30	<ul style="list-style-type: none"> - Ask students to share their work - Ask students to clean up - Explain what students should expect for next week - Answer remaining student questions 	<ul style="list-style-type: none"> - Share work if desired - Clean up - Ask any remaining questions

XIII. ENDING THE LESSON

Students will clean up supplies and share their work. Students will have the opportunity to respond to their classmates' work, and learn about the issues that are important to their peers. This lesson should expand student's view on their local communities, and allow them to think about the flaws that exist in these spaces, as well as how artmaking can be used as a way for artists to comment on issues they think are important. Teacher will review murals, and ask students to stop and think about why the artist chose a certain subject matter the next time they see one.

XIV. TRANSITION TO NEXT LESSON

The next lesson will be focused on how students exist in their community. They will be creating a quilted square that describes themselves, and what they contribute to their community. Students will think about the communities they are a part of based on their interests, which is the second definition they learned at the beginning of the unit.

RESOURCES

<https://crpbayarea.org/painting/benefits-of-murals/#:~:text=Murals%20add%20a%20creative%20aesthetic,highlight%20diversity%20and%20resilience%20initiatives.>

<https://fintanmagee.com/about>

<https://en.ultimasnoticias.com.ve/noticias/78aniversario/pablo-kalaka-y-sus-muros-de-resistencia/>

<https://venezuelanalysis.com/analysis/12845>

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