

Lesson Plan: Community Mural

Grade level: K-12

Duration: weeks to months, depending on time frame



Media Type: acrylic paint / canvas / plywood

Subject Integration: Social Studies

Objective: To be inspired by other mural artists and create a mural to share with local school / community.

Assessment:

Rubric:

4-Standards are exceeded

3-Standards are met

2-Standards may be met at a very low quality or with some exceptions

1-Standards are not met

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Vocabulary:

Visual Arts Elements/Principles:

color	shape	line	texture	balance	unity	proportion	form
value	space	contrast	emphasis	movement	pattern	rhythm	

Materials and Procedure:

- Framed canvas or canvas covered plywood (size differs depending on need/space)
- Gesso
- Acrylic paint
- Brushes
- Sketch paper / pencils

Day 1:

Introduce lesson by sharing Making It Up North video about Duluth artist, Paul LaJuenesse. Have a short discussion about Paul and his work.

<https://makingit.wdse.org/watch/artist-paul-lajeunesse-discovers-duluth> (8:52)

<https://native.wdse.org/watch/season-13-episode-12> (first part of episode) (for further discussion about murals)

Discuss with students the logistics of creating a mural. Show the following video:

<https://www.youtube.com/watch?v=Q5R2sSNItDw> (6:22) Lincoln Park Mural

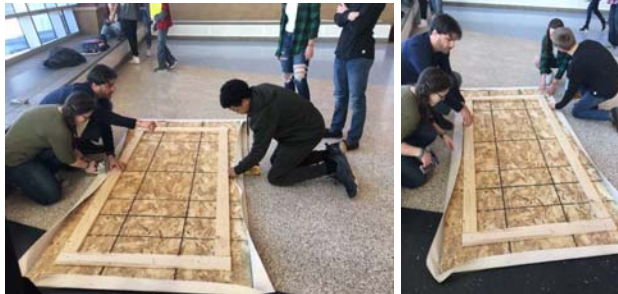
More discussion: “What did you notice about these students creating this mural?” “What was their mural about?” “Who helped them with this process?”

Students start sketches / brainstorming ideas about mural for their own school community.

Daily/ Weekly/ Monthly Process:

Depending on class / grade level / school mural project possibilities. HIGHLY recommend this project! Amazing results!

With guidance of adults, students build plywood panels with stretched canvas over the top:



Later, students gesso (or prime) the canvas.



Once sanded with light grit sandpaper, the panels are ready for painting.



We chose to use images from our local community, and what was important to the students to communicate with visual imagery.

Discussion Questions:

“What did you take away from the videos?” “What stood out to you?” “What did Paul discuss about his work as a mural painter?” “How does where Paul lives influence the context of his murals?” “Where did the students come up with their ideas for the mural?” “How did the process start?”

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Resources:

The Murals of Diego Rivera by Desmond Rochfort, February 1990

Philadelphia Murals & Stories They Tell by Jane Golden, Nov 15, 2002

<https://www.widewalls.ch/street-update-100-best-murals/> (mural website)

National Standards for Visual Arts:

VA:Cn10.1.8a: Make art collaboratively to reflect on and reinforce positive aspects of group identity.

VA:Cn11.1.8a: Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

VA:Re.7.2.7a: Analyze multiple ways that images influence specific audiences.

Sample **Social Studies** benchmark:

8.3.1.1.1 Obtain and analyze geographic information from a variety of print and electronic sources to investigate places or answer specific geographic questions; provide rationale for its use.

