

Arts Discipline Unit Title: Murals/Public Art

Lesson Title: Picture Chester

Grade Level: 6-12

Curriculum Connections: SC History, Math, Language Arts,

Task Description: Mural designs for community/public art space

South Carolina Visual and Performing Arts Curriculum Standards 2003 Targeted:
Grades 6-8.

II. Using knowledge of structures and functions such as elements and principles of design. Aesthetic Perception/Creative Expression – Students will demonstrate knowledge of the elements and principles of design and aesthetic awareness of visual and tactile qualities of art objects and the environment.

B. create artworks that use composition of elements and principles of design that are most appropriate to communicate an idea

III. Choosing and evaluating a range of subject matter, symbols, and ideas Creative Expression/Aesthetic Valuing– Students will communicate ideas through selection of subject matter, symbols, and ideas in creating original artwork and evaluation of various artworks.

B. analyze and describe the relationships of subjects, themes, and symbols in communicating intended meaning in their artworks and interpreting the artworks of others.

Instructional Objectives:

Students will select and develop subject matter to reflect their knowledge of the historical and contextual use of a building in their community.

Materials: paint, paper, pencils, rulers

Resources: hand-outs, examples/images of famous/local murals

Procedures Teacher Strategies:

Discuss/demonstrate/ show examples of site specific and community art/murals. Have students find examples on their own (using the internet or cell phone) as homework or for extra credit to bring in to share with the class.

Discuss/demonstrate how murals are made-describe procedures techniques for enlarging images-using grids and/or projectors.

Guest speakers will speak to class and answer questions about the historical and current use of the market building within the community.

Demonstrate/Read and/or Describe other historical information of building, current use of the building and characteristics of the building with students.

Provide/demonstrate/discuss vocabulary-scale, mural, grid enlargement, public art, site specific, format- vertical/horizontal (portrait/landscape) as well as any tools and materials use/procedures they will be using.

Encourage students to brainstorm ideas/sketches of images that may be used in their mural design

Provide materials for preliminary sketches and final artwork production.

Demonstrate any new media techniques students may be using, how they will position their artwork to fit the space.

In process and/or final artwork may be projected onto a wall or (scanned and show on smartboard/promethean board) to give students a visual of how their artwork might be seen on a larger scale. Teacher may demonstrate how the ratio of the artwork will stay the same as it is enlarged. (Math integration can be achieved by having students multiply using the ratio to figure out possible sizes for their work or the mural itself)

Introductory Statement: Teacher and students may begin by discussing murals they have seen in and around their city or elsewhere, and what purposes murals/public art might serve in communities.

Student Activities:

Students will research and find examples of murals/public art using the internet/cell phones or textbooks to find other examples of murals/public art to bring in to share.

Students will observe physical characteristics and architectural design elements of the market building through an actual site visit to the building and/or through photographs.

Students will learn about the history and current use of the market building from guest speakers and/or literature and photographs of the building's past/present.

Students will brainstorm to develop preliminary sketches for a possible mural that demonstrates their knowledge and understanding of the market building's historical and current context in the community.

Students will select and develop a final drawing/painting using a horizontal format with a ratio of 1:2. (either 8x16, 5x10, or 9x18 inches) using appropriate media techniques.

Culminating Assessment:

Did student use appropriate symbols, and imagery in their designs?

Does student artwork reflect a knowledge of the purposes and use of the market building?

Did student meet design specifications? (vertical format, with size ratio of 1:2)

Did student use media/technique appropriately?

Artwork will be graded according to attached or other rubric