

# LESSON PLAN TEMPLATE

## GRADE LEVEL(S)

1-6 PK, K, SDC

## ARTISTIC DISCIPLINE

Artistic Painting

## INTEGRATED SUBJECT

Community Murals

## TEACHING ARTIST

Tam Helenske

## UNIT

Lesson 2

## LESSON TITLE

Mural Design, Composition and Creation

## CONTENT STANDARDS (VAPA + COMMON CORE)

1-6.VA:Cr1.1, 1-6.VA:Cr1.2, PK-6.VA:Cr2.1, PK-6.VA:Cr2.2, PK-6.VA:Cr2.3, PK-6.VA:Re7.1, PK-6.VA:Re7.2, PK-6.VA:Cn10

## LEARNING OBJECTIVE

Students will be introduced to the fundamentals of mural making. Students will gain understanding of composition, color use, materials needed to create a mural from start to finish.

## MATERIALS NEEDED

### **Mural Prep:**

Drop cloth  
Large paint brush  
Primer and mural background (white, gold, blue- school colors) Painters tape  
Scaffold or Ladder (my equipment)

### **Mural:**

Drop cloth  
Mounting putty  
Paint brushes  
Smocks  
Nova Paints: red, yellow blue  
Graffiti coat  
Graffiti coat remover  
Spare graffiti coat  
4 Buckets  
Paper towels  
Garbage bin  
Soap

## Warm-up

### Art Detective

Grades SDC, TK, K, 1-6

1. Students are seated in front of the mural area.
2. I present a large image of a famous and significant mural.
3. There is a list of 10 questions to ask students. They can raise their hands to answer. There is no right answer, it's about observation.
4. **Questions:** 1.What do you see? 2.What do you think is happening in this piece of art? 3.What materials do you think the artist used to make this piece of art? 4.Does this piece remind you of anything? 5.What questions do you have about this piece of art? 6.Pretend you could go inside this piece of art? What do you see? What do you hear? What do you smell? 7.Which part of the pieces of art is your favorite? Why? 8.If you could change one thing about this piece of art, what would you change? 9.How does this piece of art make you feel? Can you say why?10. If you had to describe this piece of art to a friend, what kinds of words would you use?

## Main Activity

### Painting the Mural

Grades SDC, Tk, K, 1-6

1. Students are gathered and seated in front of the mural. I call each student's name to pick up their hand samples from lesson 1. (Grades 1-6)
2. Students will be asked to consider where they would like to place their sample hand and why.
3. Students place their samples on the mural with puddy as a visual practice holding place.
4. After samples are taken down, students are directed to the paint table. Students will paint their hands and make a handprint on the mural. Grades 1-3 will use 1 to 2 colors and pre-practice with dry brush. Grades 4-6 will use 3 colors. PK, K, SDC will use 1 color.
5. Students will clean their hands. After all students have added their hand prints the mural will be protected with anti-graffiti varnished.

**Alternate Activity:**

While some students are adding their handprints to the mural. Waiting students are engaged and encouraged to consider their own mural ideas. Concepts and the intent of community based murals is discussed based on grade level. Students then draw and color their ideas on drawing paper.

**ASSESSMENT**

**Warm-up:** By learning to internalize and understand art through observation, contemplation and sensory awareness students will collectively create a mural where the final product represents and exemplifies these qualities

**Main Lesson:** At the end of 9 weeks a completed mural will be created by students. The mural will represent skills learned in the lessons and the final product. The school wide mural will show students coming together with an increased understanding of how to use art tools to create a community based project by working together..