

TEACHER: Sarah L. Donegan

LESSON PLAN #2

Unit: "Everyone is Welcome" Heritage Mural on wall outside auditorium (6 day unit)

Lesson Title: "The Painting is on the Wall"

Contextual Factors:

Day #: 2

Length of Period: 50mins

Grade: 10-12 (urban setting)

Class size: 22 (2 groups of 5, 2 groups of 6)

Adaptations: 1 student with disabilities in wheelchair, will need lower space in the mural and will need to have a supply station next them to keep work flow. They will be apart of the 5 person group to give more access to wall.

Safety Considerations: Students will be working in hallways where there will be traffic. They will need to consider where there tools can be placed to avoid accidents. There will also be a few small tables or desks that can be used as supply stations.

Learning Objectives (standards):

Students will:

- -learn to work as a group by integrating each others culture into one group and space as well as learning painting techniques **(9.1.B) (9.2.12 A&C)**
- -learn terminology that reinforces painting techniques and history lesson. **(9.1.C)**
- -learn to work on a large scale while keeping focus on composition and design. **(9.1.E)**

Materials, Resources, Technologies:

(4) 4ft. x 6ft. areas of wall space, Pencils, assortment of large drawing paper, erasers, tape, drop clothes/old fabric, family photos, images of culture, Acrylic paint, assorted brushes, mixing palates, rinse buckets, plastic water containers, scissors, rulers/straight edge/yardsticks, cultural music, CD player, computers, tables, supply cart for hallway,

Vocabulary:

Mural: large wall or ceiling paintings or drawing

Tradition: handed down or passed on statements, beliefs, legends, customs, or information from one generation to the next generation.

Culture: behaviors, beliefs, or characteristics of a social, ethnic or age group.

Procedures/Lesson Body:

Demo-Lecture (5mins)

-Students will review mural examples and will discuss briefly what they feel is important content in the murals they are viewing. These murals will be on display for the entire unit.

Studio Time- (30mins)

Students will be instructed to get into assigned groups and discuss homework sketches (assignment given @ end of last class). They are to combine their ideas to form a cohesive mural and once they have an idea they can begin working on the wall. Students will be allowed more time for planning if needed because this is the 1st of 5 studio days. **(10mins)**

-Students will gather all necessary supplies to create mural layout. **(5mins)**

-Next the students will sketch design on the wall space and paint the base (loose representation of final outcome). **(15mins)**

Closure (5min)

Students will focus on what they achieved today and discuss in small groups what is good or what may need to change?

Clean-up (10mins)

Students will return supplies and cart to room and to proper supply areas, clean up any stray paint and debris on wall and floor surfaces. Rinse brushes @ sink areas and return all seats and tables to restore class appearance.

Independent Practice (homework)

Each student will be asked:

- to write 2 of reasons why “mural art / public art is important to a community” (this will be discussed at the beginning of next class)
- to find an example of a mural either in a book, home town, or on website (w. parental permission)

Assessment:

Informal: are the students on track, all students should have some items on wall by the end of 1st class. Did they get some layout done?

Self-reflection:

Examples of Murals (from 1st day but will be on display for entire unit):



Jewish Heritage Mural – International Ladies Garment Workers’ Union – Lower East Side, NYC



Student Mural



Mexican Heritage Mural-Central HS Students Flint Michigan



Mural at the Collings Center by students



Student tile mural



Nairne Easter Parade mural

Heritage Mural Rubric (used to grade unit, given to students on day one):

	Excellent (25)	Good (20)	Average (15)	Needs Improvement (10)
Craft & Execution	Clean borders, followed layout/plans, used all 5 studio days to produce and refine final product	Semi-clean borders, followed layout/plans, used 4 studio days to produce and refine final product	Sloppy borders, partially followed layout/plans, used 2-3 studio days to produce and did not refine final product	Sloppy borders, did not follow layout/plans, used 1 studio day to produce and did not refine final product
Content	Included all students Cultural designs	Included 3-4 students Cultural designs	Included 2 students Cultural designs	Included 1 or 0 students Cultural designs
Group Effort	All students discussed, designed, and produced mural	3-4 students lead discussion, design, and produced mural	2 students lead discussion, design, and produced mural	1-0 students lead discussion, design, and produced mural
Creativity	Used everyone's designs, and results looks like 1 cohesive mural	Used 3-4 designs, and results looks like 1 cohesive mural	Used 2 designs, and results looks like multiple murals	Used 1 or none of designs, and results looks like 5 separate murals