

Visual and Language Arts

How to Create a Mural

Description:

The project asks students to create a mural based on a theme or text, or several texts that were read in class.

Objective:

1. To demonstrate that students comprehended the significant details of plot, characterization, setting, author's purpose, theme, etc.
2. To work as a team to complete a project from planning to final piece
3. To express themselves individually within the context of a larger piece
4. To learn and witness firsthand the effect a mural can make on its surroundings

Resources:

1. Texts used in the classroom
2. Examples of murals
 - a. Murals about community in Los Angeles;
<http://www.grconnect.com/murals/html/n3152716.html>
 - b. Murals on a theme: <http://www.grconnect.com/murals/html/p9241042.html>
3. Concepts/Standards to be addressed such as Compare/Contrast (show two contrasting characters next to each other); Cause and Effect (Show an event that happened at the end of the story as a result of what happened in the story), etc.

Materials:

1. Large roll of white paper big enough to cover one wall of the classroom. This may be divided into smaller working sections and then put back together when hanging on wall.
2. You will use a draft copy and then more later for the final copy
3. Drawing or painting materials such as pencils, small sketching paper for brainstorming ideas, markers, poster paint, etc.
4. Music based on the theme, topic, book, etc. you have chosen
5. Black permanent marker
6. Clean up materials
7. Laptops so students can look online for pictures, ideas, etc. For a site with many mural examples see: <http://home.att.net/~rpmurals/community.html>

Procedure:

LESSON 1: THINK BIG

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- A. Introduction: What are murals? Explain
- B. Show examples of murals.
- C. Ask thought provoking questions:
 - a. “What effect do murals have on their surroundings?”
 - b. What symbols do they use?
 - c. What is important to you?
- D. Explain how class will work on the mural:
 - a. “We will work together to come up with a mural idea, paint it, and install it.
 - b. Show paper, materials, etc.
- E. Drawing exercise: Musical Paper
 - a. Roll out a big sheet of paper
 - b. Have kids pick a section to draw on, thinking about large images and filling the paper
 - c. Play music
 - d. When the music stops, the students must move to a new section of the paper and begin again until the sheet is full.

LESSON 2: THE POWER OF PICTURES

- A. Have the pictures hanging from Lesson 1
- B. Put out books, magazines, etc.
- C. Choosing a message:
 - a. “What is important to you about this story or theme?”
 - b. How can we use symbols or pictures to say something?
 - c. Brainstorm/List on Dry-Erase board: Ideas for our mural
 - d. Vote on a theme
- D. Free draw with music using theme on small pieces of paper
 - a. Each person can draw one part that will contribute to the theme. They can use books, pictures on Internet, etc. as places for ideas.
 - b. Teacher then takes the drawings and puts them together for a cohesive idea for the final mural. Sections/GRID designates place for each student’s drawing
 - c. Students trace their sketch on transparency
 - d. Project the pictures with overhead projector onto the white paper
 - e. Students outline their sketch with black marker onto the big final surface in the section that the teacher designates

LESSON 3: PAINT IT

- A. Paint in the sketches
- B. Students who finish paint in the background and help others
- C. Finish details

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D. Spray final product with acrylic after it dries

LESSON 4: UNVEILING

- A. Invite school, family to unveiling of mural
- B. Every student signs the mural near his/her sketch
- C. Reflection Questions:
 - a. What effects can murals have on their environment and the people who see them?
 - b. How does art change a space?
 - c. How does the mural make you feel when you look at the mural?
 - d. How did working together as a group instead of by yourself make you feel?
 - e. What can you “say” with art and murals?
 - f. Where else do you find symbols that have a message to tell you?
 - g. Do you think words or pictures are stronger?
 - h. What would you do over if you had the project to do again?

Brian Yanish, Dreitzer Houe & Free Arts:

www.haringkids.com/lessons/envs/live/htdocs/lesson119.htm

Martin Richerzhagen, Realschule Zell:

www.haringkids.com/lessons/envs/live/htdocs/lesson94.htm