

Lesson Plan:

Learning to Look: Community Art Around Us

Topic/Theme: Learning to Look at Community and Art Around Us to Explore How Artists and Audiences Respond to Public Spaces

Class Level: Elementary

Duration: Two 45 minute sessions (90 minutes total)

Learning Experience: Brief Description of Unit:

Students learn to look at art that incorporates their community using existing public art and create their own responses, informed by these public artworks, in water media materials.

Specific Learning Objectives:

- **Visual Descriptions:** Students learn to look at art and community and describe what they see.
- **Process:** Students learn to look at public places, explore works of public art, and practice drawing and painting and artwork.
- **Application:** Understanding public places and learning to look and create, two foundational skills that can be applied in numerous ways.
- **Public Art:** Students learn about the meaning and purpose of art in public places

Resources:

Public Artworks in Inglewood:

Inglewood Forever, Ryan Graeff

Location: Inglewood Police Station, Lobby

Inglewood Stories, Michael Massenburg

Location: Inglewood Public Library, Lobby

Parks Make Life Better, Wayne Healy, David Botello, Michelle Glass + Darby Youth

Location: Darby Park

Supplemental Materials: Presentation https://www.inglewoodpublicart.org/wp-content/uploads/2019/08/Inglewood-Story-of-A-Place_2019_FINAL_SM.pdf

Supplemental Materials: Podcasts

Wayne Healy + David Botello <https://inglewoodpublicart.org/projects/parks-make-life-better/>

Michael Massenburg <https://inglewoodpublicart.org/projects/inglewood-stories/>

Background:

The City of Inglewood supports the creation of art and the work of artists by asking them to create artworks around the City.

Under the leadership of the Mayor and City Council, the City made a policy in 2004 to encourage the creation of new art in public spaces.

1. Reading the Mural(s) (one to three may be discussed)

Show the students one or two murals (in person or in a digital presentation).

Ask the students what they see in the mural.

Murals are artist's responses to the City and location. What story is the art telling?

Are these responses complete? Are they missing something?

2. Process for Creating

- a. Show the students the different murals and note the artists' different styles. Encourage them to draw what they see in the murals, or images that they see in their community.
- b. Have students draw a basic outline of what they see on a large sheet of paper. These lines are simple guidelines and will be covered once the water media is added to the paper. Encourage students to fill the entire sheet of paper with the subject matter so the paper fills up.
- c. Once there is a basic pencil outline on the paper, have your students wet the paper with clean water with using a clean paint brush. The key is to not soak the paper totally and completely, just enough so that ink or watercolor will flow easily across the page.
- d. While the paper is damp, have students dip their sticks in the ink and redraw their pencil lines, using ink on the stick.
- e. Note the ink will "blob" and run on the paper. The idea is to not fully control the process.
- f. When all of the pencil outlines have been traced with the ink on the stick, let the ink dry. (The paper can still be damp, but there should not be any wet ink blobs on the paper.)
- g. Next, have your students add details with watercolor paint.
- h. When the painting is complete (but still slightly damp), hand out pastels and encourage your students to highlight elements of the painting. Highlight is a small, bright spot of color.

Classroom Applications:

- Students learn to look at art and talk about what they see.
- Students learn to create work with a medium that is unpredictable.
- Students learn to notice artwork in their community that may have been unseen.
- Students learn about visual highlighting.

Open Ended Questions for Educators:

- What's going on in this mural (image)?
- What do you see that makes you say that?
- What more can we find in the mural?

Specific Questions for Elementary Educators:

Inglewood Forever, Ryan Graeff:

- This mural is a recent work by a young, local artist.
- What do we see in this mural? Describe the scenes. (Police cars, badges, officers)
- Given the job of policing, can you think why this might be an appropriate mural for this place? How is this seen through the eyes of a young artist?
- This mural was made by screening photographs onto canvas then painting. How does this impact your view of the mural?
- For information about the artist and mural, see <https://inglewoodpublicart.org/projects/inglewood-forever/>

Inglewood Stories, Michael Massenburg:

- What do you see here? How does this mural fit with the library space?
- This mural is by an experienced artist who has lived in Inglewood for 30 years.
- How is this mural different compared to *Inglewood Forever*?

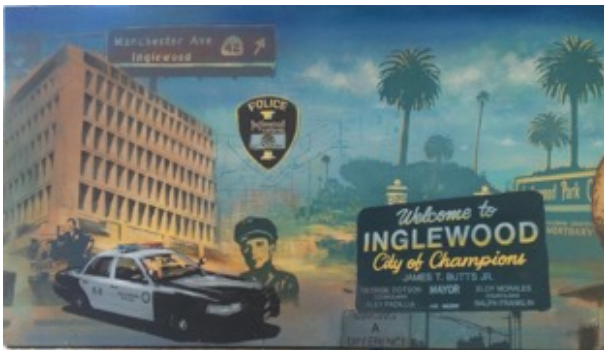
- The mural combines pictures of early California and today's residents, and writing from postcards and letters. What does the writing add to the mural?
- For information about the artist and mural, see <https://inglewoodpublicart.org/projects/inglewood-stories/>

Parks Make Life Better, Wayne Healy, David Botello, Michelle Glass + Darby Park Youth

- This work is by a three professional artists who trained young people to make a mural. Does knowing some people making the mural are new to art affect how you feel about the mural?
- This mural is in a Park. Compare how looking at art outdoors differs from art indoors.
- The mural is on a long, shaped wall. Does the mural use the wall architecture?
- Is the work inspirational in any way? Do you think Parks Make Life Better?
- For information about the artists and mural, see <https://inglewoodpublicart.org/projects/parks-make-life-better/>

Overall Questions:

- Does adding art to buildings and park help a city? How?
- Do you prefer to see public art indoors or outdoors?
- Do you think art helps boost morale in Inglewood?



Inglewood Forever (detail), Ryan Graeff



Inglewood Stories, Michael Massenburg



Parks Make Life Better, Wayne Healy, David Botello, Michelle Glass & Darby Park Youth