

# Lesson Plan: The Team Mural Project

**Topic/Theme:** Learning to look at your community and respond visually and work in a creative team

**Class Level:** Elementary

**Duration:** Two 45 minute session (90 minutes total)

**Learning Experience: Brief Description of Unit:**

Using the murals as a guide, students learn to both look at and create art that incorporates their community and then mixed media materials learn to collaborate on a group art project.

**Specific Learning Objectives:**

**Visual Descriptions:** Students learn to look at art and describe what they see.

**Process:** Students learn to use mixed media materials to create visual work. Using art media some unpredictability (watercolor, pastel or oil pastel), students will and assemble individual papers and having the images read like the tiles in the murals.

**Application:** Learning to look and create in a team are foundational skills used in many ways.

**Public Art:** Students learn about the meaning and purpose of art in public places, and how young people contribute to our civic life.

**Resources:** Community Artworks in Inglewood:

*Compromise is Key*, Michael Massenburg + Zenith Girls Home      Location: City Hall 1<sup>st</sup> Floor

*Inglewood Genesis*, June Edmonds + Lockhaven Community Youth      Location: Public Library

*The Many Faces of Inglewood*, Karen Koblitz, Darby Park Youth      Location: Locust Parking Garage

*Pathways to Success*, Christopher Mercier, Adwin David Brown + Rogers Park Youth

Location: Rogers Park Community Center

*On your Mark*, Lucy Blake-Elahi + Abilities First/Harry Miers Center Youth      Location: Darby Park

*untitled Mural*, Michael Massenburg + Zenith Boys Home      Location: Rogers Park

*Welcome to Inglewood and Youth Pledging Peace* Michael Massenburg + Zenith Boys Home

Location: City Service Center perimeter walls

Supplemental Materials: **Public Art Podcasts:**

Lucy Blake - Elahi <https://www.inglewoodpublicart.org/projects/on-your-mark/>

June Edmonds <https://www.inglewoodpublicart.org/projects/inglewood-genesis/>

Karen Koblitz <https://www.inglewoodpublicart.org/projects/the-many-faces-of-inglewood/>

Michael Massenburg <https://www.inglewoodpublicart.org/projects/untitled-mural/>

Michael Massenburg <http://inglewoodpublicart.org/Youth%20Pledging%20Peace.html>

Michael Massenburg <https://www.inglewoodpublicart.org/projects/welcome-to-inglewood/>

MonaLisa Whitaker <http://inglewoodpublicart.org/Inglewood%20Cultural%20Arts.html>

**Classroom Supplies:**

Digital projector for showing images or printed images

Watercolor paints and brushes, pastels or oil pastels

Sheets of white paper cut into 4 inch squares; each square has a hole punched in each corner

Hard surfaces for art making

Yarn, cut into foot long sections

**Background:**

The City of Inglewood supports the creation of art by asking artists to create artworks for the City.

Community murals are public art created by youth or non-artists under the direction of an artist who leads workshops. In 2000, some Inglewood artists decided to work with youth to understand their ideas and hopes for our city. Interpreting their City and community, the youth created a group project. The City provides the materials and a public space where the group's artwork may be enjoyed by all.

**1. Reading the Murals (three or more may be discussed)**

Show the students three or more murals (in person or in a digital presentation).

Ask the students what they see in the mural.

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

Are these responses complete? Are they missing something?

**2. Process for Art Collaboration**

a. Show the students each of the murals and ask what they see. Tell them this was created by Inglewood youth, many under the age of 16.

Have students describe the images; talk about whether anyone can tell what each student contributed to the project, and how the composition was put together

Some of the murals have tiles. Ask the students how many tiles make up some of the images.

Show the difference between one tile with one image and four tiles with four images.

**b. Have the students talk about what their community means to them.**

What do they do during their day that they love?

What are some things that represent Inglewood?

**c. Give students four squares of paper and crayons.**

Tell students they can make four different images, or one big image, or two narrow images with their squares. Have them draw things that represent Inglewood.

**d. Lay the drawings on the floor**

Arrange the drawings into a rectangle to create a large paper mural.

With the yarn, assist the students in tying the corners of the paper mural.

**3. The mural can be hung up for everyone to see.**

Talk about drawings contributed by each student. Discuss how their works represent Inglewood.

### **Classroom Applications:**

Students learn to look at art and talk about what they see.

Students learn to notice artwork in their community that they may have not noticed before.

Students learn to create work that each part is an individual section that makes up a whole.

Students learn to organize a group project and work together (collaborate).

### **Open Ended Questions for Educators:**

What's going on in each mural?

What do you see that makes you say that?

What more can we find in the mural?

For information about each artwork, youth and artist, see

<https://www.inglewoodpublicart.org/projects/on-your-mark/>

<https://www.inglewoodpublicart.org/projects/the-many-faces-of-inglewood/>

<https://www.inglewoodpublicart.org/projects/inglewood-genesis/>

<https://www.inglewoodpublicart.org/projects/youth-pledging-peace/>

<https://www.inglewoodpublicart.org/projects/untitled-mural/>

<https://www.inglewoodpublicart.org/projects/compromise-is-key/>

<https://www.inglewoodpublicart.org/projects/welcome-to-inglewood/>

<https://www.inglewoodpublicart.org/projects/wiggle-walls/>

### **Specific Questions for Elementary Educators:**

*Inglewood Genesis, June Edmonds and Lockhaven Community Youth*

What do we see in this mural? Describe the scenes (woman, lion, sun, water)

This mural is a picture made of many small drawings. Does the picture tell a story?

This mural was made by pasting small glass tiles on a board. Do you think this took a long time?

*Many Faces of Inglewood, Karen Koblitiz and Darby Park Youth*

What do you see in this mural? Describe the pieces (faces, hands, flowers, rainbows)

Does this artwork seem like a painting or like a quilt?

This artwork is made of hand-painted tiles. Who do you think painted the tiles?

*Ceramic Tile Works, Michael Massenburg and Zenith Homes youth*

What do you see in each mural? Describe what you see (people, Earth, hands)

Does each mural reflect Inglewood's communities?

This mural is made of hand-painted tiles. Do you think the tiles were planned in advance?

*Pathways to Success, Chris Mercier, Adwin David Brown + Rogers Park Youth*

This work is abstract art. Do you see the Pathways to Success?

There are words in the metal shapes, chosen by the youth. Does knowing young people helped with the mural are new to art affect how you feel about the artwork?

The mural is on a long, shaped wall. Does the mural use the wall architecture?

### **Overall Questions:**

- Do you prefer to see public art indoors or outdoors?
- Do you think art helps boost morale in Inglewood?
- Do you think youth and kids can help make the City a good place to live?
- would adding art to public places help us talk to one another?



Lead Artist; Lucy Blake Eliahi



Lead Artist; Karen Koblitiz



Lead Artist: June Edmonds



Lead Artist in both works: Michael Massenburg



Lead Artist in both works: Michael Massenburg



Lead Artists; Chris Mercier and Adwin David Brown



detail of wall medallions