

# Lesson Plan: The Community of Murals

**Topic/Theme:** Using Public Murals to recognize community and our varied public places.

**Class Level:** Middle School | High School

**Duration:** 45 minutes

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

Murals are expressive artworks and a vehicle to re-examine the visual world around us. Use four Inglewood murals, aided by prompts, to show students ways to read and analyze visual art iconography, styles and ways they reflect their times and communities.

**Specific Learning Objectives:**

**Visual Descriptions** Students learn to discuss visual ideas and learn terms for visual description

**Process** Students learn to recognize different materials and techniques used in mural making

**Content** Students learn to compare and contrast objects that are similar and different

**Application** Students learn to apply visual learning to art in public places.

**Resources:**

**Inglewood Public Artworks:**

<i>History of Transportation</i> , Helen Lundeberg	1940	Location: Grevillea Art Park
<i>The Inglewood Project</i> , Richard Wyatt	1983	Location: Inglewood High School exterior
<i>The Many Faces of Inglewood</i> , Karen Koblitz	2000	Location: Locust St. Garage 2 sites
<i>Parks Make Life Better</i> , Wayne Healy, David Botello, Michelle Glass + Darby Park Youth	2015	Location: Darby Park Ball Court

**The History of Transportation PDF:**

[http://inglewoodpublicart.org/pdf/About\\_The\\_History\\_of\\_Transportation.pdf](http://inglewoodpublicart.org/pdf/About_The_History_of_Transportation.pdf)

**Podcast:** Rosa Lowinger: [http://inglewoodpublicart.org/History\\_of\\_Transportation.html](http://inglewoodpublicart.org/History_of_Transportation.html)

**Podcast:** Wayne Healy + David Botello: [http://inglewoodpublicart.org/Parks\\_Make\\_Life\\_Better.html](http://inglewoodpublicart.org/Parks_Make_Life_Better.html)

**Podcast:** Karen Koblitz: [http://inglewoodpublicart.org/Many\\_Faces\\_of\\_Inglewood.html](http://inglewoodpublicart.org/Many_Faces_of_Inglewood.html)

**Background:**

Throughout Inglewood we see murals in many shapes and sizes. Each reflects the people contributing to our community. We honor the artists and also the diverse institutions that harness the power of public art to engage community.

Artist Richard Wyatt created his 1983 mural at the request of Inglewood High School. The work is owned by the Inglewood Unified School District.

Artist Helen Lundeberg created her large mural working with many artisans through a federal program to celebrate highways and post offices through public art. Though created through a federal program, this work is owned and maintained by the City of Inglewood.

Karen Koblitz led a crew of elementary school children to paint the diverse tiles that became the *Many Faces of Inglewood*. This artist worked through a community art group to have these two tile murals were permanently displayed on a City facility.

Artist Wayne Healy, with David Botello and Michelle Glass, led a group of teens to design and paint a mural celebrating the importance of city parks to a community. These artists taught the teens how to prepare the wall, mix paints and draw the figure as part of the project.

Each artist contributes something to the art making process; each community responds in kind.

### **Classroom Applications:**

The teacher does not have to be the expert

The teacher has students to “read” each mural and its context; students share what is seen

Teacher allows students to begin research on art, to ask questions and get answers

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

Review these murals, the spaces where you see them, and their iconography.

What sorts of people do you see? What ages, activities and moods are depicted?

Do details make a difference? Do you look at details into your life?

Does where you see the artwork affect your mood or thinking?

### **Specific Questions for Teachers:**

Show the students the four murals. Have them analyze the imagery in each. Introduce key words:

Iconography: the visual images or symbols in a work of art, or the study or interpretation of these.

Juxtaposition: the fact of two things being seen or placed close together with contrasting effect.

Context: the effect of location or place on the meaning or impact of an experience.

*The Inglewood Project*, Richard Wyatt, Inglewood High School Exterior

Walk along the artwork. What imagery do you see?

What do you see that relates to the mural’s display on a high school?

Look across the street at City Hall, then at the mural. Is there an image of City Hall in the art?

What is the mood of the man in the mural? Is he hopeful or dreaming? What might he be looking at?

If you were asked to paint a mural for your community, what might you depict?

*History of Transportation*, Helen Lundeberg, Grevillea Art Park

What do we see in this mural? Analyze the iconography.

Describe the history of transportation as depicted in this mural. Is it current?

What do the clothes, vehicles, and baggage say about particular people and particular eras?

The eras are juxtaposed and frequently overlapping. What does this tell us about history?

The mural is very long and requires walking to see every detail; why would it be made so long?

This mural was made with crushed rock; does this affect the design of the mural?

*The Many Faces of Inglewood*, Karen Koblitz, Locust Street Parking Garage pedestrian entrances

Does this mural reading draw on the tiles? Do tiles help or hinder the design?

Does this remind you of a patchwork quilt? Does the tile border help?

What is the symbolism behind a patchwork quilt?

Looking at the painted tiles, can you guess the ages of the students?

Why would a professional artist work with young or untrained students?

What is the benefit behind having a child-created mural in a public place?

*Parks Make Life Better*, Wayne Healy, David Botello, Michelle Glass and Darby Art Action Youth:

What imagery do you see in the mural?

What actions do you see? Are the actions appropriate for a park?

How do the arching lines change the flow of the mural? Do they help or hinder?

Is the title relevant to the mural? Do you agree with the title?

What imagery in the mural is in all parks? Is any imagery specific to Inglewood?

How would you describe the colors? Do the colors enhance the imagery?



*The Inglewood Project, Richard Wyatt*



*History of Transportation, Heien Lundeberg*



*The Many Faces of Inglewood, Karen Koblitz*



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