Unit 2: Mural Painting - Grade 4

Content Area: **Visual Arts**
Course(s): **Visual Arts**
Time Period: **Marking Period 3**
Length: **Weeks**
Status: **Published**

Unit Overview

In this unit, students will use the skills that they have gained and honed in Unit 1. Students will apply these skills to the creation of a mural within the school. Students will learn the history of mural painting dating back to prehistoric times to modern day commissions. Students will work on all stages of the mural such as preliminary sketching, mapping, wall preparation and final installation. This mural will build the groundwork for all talented art classes to come. It will create a legacy of the art program at I.E.F. that will be able to be added to throughout the years.

Standards

VPA.1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
VPA.1.1.5.D.2	Compare and contrast works of art in various mediums that use the same art elements and principles of design.
VPA.1.1.5.D.CS1	Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.
VPA.1.1.5.D.CS2	The elements of art and principles of design are universal.
VPA.1.2.5	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.5.A.CS2	Characteristic approaches to content, form, style, and design define art genres.
VPA.1.2.5.A.CS3	Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.
VPA.1.3.5.D.1	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
VPA.1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
VPA.1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
VPA.1.3.5.D.CS1	The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.
VPA.1.3.5.D.CS2	Contextual clues to culturally specific thematic content, symbolism, compositional

	approach, and stylistic nuance are prevalent in works of art throughout the ages.
VPA.1.3.5.D.CS3	Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.
VPA.1.3.5.D.CS4	The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.

Essential Questions

- What does it mean to collaborate?
- What is a community?
- What is a mural?
- What is the difference between a mural and graffiti?
- Where do you see murals?
- Why are murals important to communities?
- Why are murals painted?
- Why is collaboration important to mural making?

Application of Knowledge: Students will know that...

- murals and graffiti are two different types of art
- murals are a large scale painting usually painted outside
- murals are often commissioned
- murals are often done by more than one person
- murals can be a focal point for an important issue
- murals can be made in a graffiti style without being considered graffiti
- murals can tell a story

Application of Skills: Students will be able to...

- create an artist statement explaining their artistic vision.
- delegate tasks
- paint on a wide variety of surfaces including a wall
- problem solve when issues arise involving artistic vision and skill
- work together as a team to execute a large scale project

Assessments

- Checklists
- Student graded rubric
- Teacher graded rubric
- One-on-one critique
- Whole class critique

Suggested Activities

- Color mixing review - Students will review how to make the secondary colors, tints and shades.
- Technique builders - reinforcing line quality - Students will practice painting crisp lines on varying surfaces
- Historical research - researching a mural throughout history for presentation to the class - Students will spend time researching a muralist throughout history and will present their findings to the class.
- Creating a paper mock up of their mural - Students will work together to create a theme for the mural as well as a drawn mock up.
- Wall preparation - priming the wall - Students will prime the wall in preparation for the mural. They will learn how to use a tray and roller to paint.
- Mural mapping- using a projector to trace mural - Students and myself will use a projector to transfer our mock up onto the wall.
- Mural painting - Students and myself will work together to paint the mural.

Activities to Differentiate Instruction

Differentiation for special education:

General modifications may include:

- Modifications & accommodations as listed in the student's IEP
- Assign a peer to help keep student on task
- Modified or reduced assignments
- Reduce length of assignment for different mode of delivery
- Increase one-to-one time
- Working contract between you and student at risk

- Prioritize tasks
- Think in concrete terms and provide hands-on-tasks
- Position student near helping peer or have quick access to teacher
- Anticipate where needs will be
- Break tests down in smaller increments
- Content specific modifications may include:
- Adaptive scissors
- Eliminate incorrect colors from palette when painting
- Pre-mix paint to create correct colors
- Hand-over-hand support when demonstrating a specific technique

Differentiation for ELL's:

- General modifications may include:
- Strategy groups
- Teacher conferences
- Graphic organizers
- Modification plan
- Collaboration with ELL Teacher

Content specific vocabulary important for ELL students to understand include:

- The seven elements of art: texture, value, form, color, line, space, shape.
- Tint
- Shade
- Warm colors, cool colors
- Paint
- Draw
- Cut
- Glue
- Mural
- Collaboration
- Community

Differentiation to extend learning for gifted students may include:

- Asking critical thinking questions to expand upon learning
- Giving student a writing prompt once complete to allow them to express their creative process
- Modeling advanced techniques to push student's abilities

Integrated/Cross-Disciplinary Instruction

ELA - Students will be asked to create artist statements to describe the work they have created.

Math - Students will use math concepts such as: measuring, proportions, scale and geometry.

Social skills - Students will learn how to have a constructive dialogue with their peers while discussing their artwork. Students will give feedback in a positive way.

Social Studies - Students will learn about art from all parts of the world. They will discuss different cultural impacts in art.

Resources

- www.deepspacesparkle.com - curriculum guides and lesson ideas
- www.theartofeducation.com - continuing ed and lesson ideas
- http://artcuratorforkids.com - incorporating art history
- http://artsedge.kennedy-center.org/educators/how-to/tipsheets/self-assessment.aspx - teaching self-assessment to students
- http://artsedge.kennedy-center.org/educators/how-to/tipsheets/art-crit-made-easy - art critique made easy

21st Century Skills

PFL.9.1.4.A.2	Identify potential sources of income.
PFL.9.1.4.E.1	Determine factors that influence consumer decisions related to money.
PFL.9.1.4.G.1	Describe how valuable items might be damaged or lost and ways to protect them.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.