



LESSON PLAN: READING ART ART AND COMMUNITY

Topic/Theme:

Learning to look at the community around you

Class Level:

Elementary School

Duration: 1 hour

Learning Experience

Brief Description of Unit: Using mixed media materials, and using the murals as a guide, students learn to both look and create art that incorporates their community

Specific Learning Objectives

1. Visual Descriptions: Students learn to look at art and describe what they see and their surrounding community.

2. Process: Students learn to look at details in a work of art, and practice drawing them as well.

3. Application: By learning to look and create, these are foundational skills that can be applied in numerous ways.

Resources

Inglewood Artworks:

Inglewood Stories, Michael Massenburg

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

Podcasts:

Wayne Healy + David Botello http://inglewoodpublicart.org/Parks_Make_Life_Better.html

Michael Massenburg http://inglewoodpublicart.org/Inglewood_Stories.html

What you need:

- Watercolor paint
- Watercolor brushes
- Watercolor paper (if you don't have watercolor paper, heavy drawing paper will do as long as it has "bite" and won't soak through as you work on it.)
- Black (waterproof) India ink
- Wooden shish kabob sticks (very long wooden toothpicks)



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- Water
- Water containers
- Chalk pastel (or even blackboard chalk will do -- the brighter the colors, the better.)
- Newspapers or plastic tablecloths as protection for work surfaces.

WARNING: Ink can be messy if spilled, so be careful! You can substitute washable ink but the results are not nearly as impressive. The key is to use spill-proof containers for your ink and make sure students know that once ink gets in clothing, it doesn't come out.

Teaching and Learning Sequence

1. Reading the Murals

Show the students the murals either in person or through a powerpoint.

Ask the students what they see.

These are both artists interpretations of the City and Community of Inglewood. Are they accurate? Are they missing something? What is the story that they are telling?

2. Process for creating

- Show the students the different murals and note the different styles for each. Encourage them to draw images that reflect what they see in the murals, or images that they see in their community.
- Have your students draw what they see on a large sheet of paper (about 12" x 15") Remind students that they should only draw a basic outline of what they see. Also, let them know that the lines they draw are simply guidelines, and will change dramatically once the water media is added to the paper. Encourage students to fill the entire sheet of paper with their subject matter even if it means "moving" some objects around so the paper fills up.
- 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.
- Next, while the paper is damp, have your students dip their shish kabob sticks into the ink (using the pointed end).



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- e. They should then redraw their pencil lines, using ink (on the stick).
- f. The first thing that will happen is that the ink will “blob” up, and run on the paper. The idea is that you really can’t control what happens next.
- g. 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.)
- h. Next, have your students add details with watercolor paint.
- i. Encourage the students to use colors not associated with the items they are painting. If a mask is brown -- make it red. If a plant is green -- make it blue. (Of course, color choice is completely up to the individual.)
- j. When the painting is complete (but still slightly damp), hand out chalk pastels and encourage your students to highlight certain areas of the painting. The idea is not to fill in large areas with pastel. Just a shot of bright color here and there (ie: along the edge of an object) is all you need.

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 they may have never noticed before.