

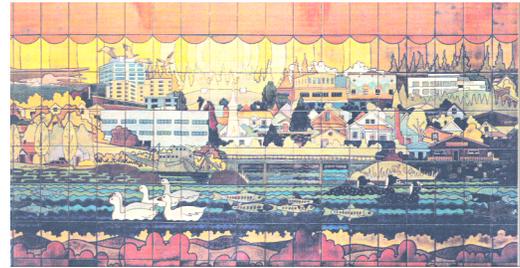


Murals of Our Towns and Villages

GRADE: 3 and up

TIME: 2 sessions

Developed by Linda Pfisterer, Art Specialist



<p>KIT INCLUDES:</p> <ul style="list-style-type: none"> • lesson plan • book: <i>Diego Rivera</i> • boards: <ul style="list-style-type: none"> --vocabulary --Fairbanks mural --Diego Rivera information --<i>Sugar Cane</i> painting --foreground, middle ground and background --space/perspective --perspective review 	<p>MATERIALS:</p> <ul style="list-style-type: none"> • manila or white construction paper: 9"x 12" (8) <li style="padding-left: 40px;">6" x 9" (25) <li style="padding-left: 40px;">4 1/2" x 6" (50) • black markers • dark blue (or other dark) banner paper (about 6 feet) • oil pastels • scissors • glue • digital camera to take photos of your town or village 	<p>LESSON DESCRIPTION:</p> <p>Students learn about muralist Diego Rivera and how he used perspective to show near and far. A mural of their own town or village is drawn after planning the important resources, buildings, animals and landmarks that need to be included in the mural.</p>
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<p>VOCABULARY:</p> <p>mural, muralist</p> <p>perspective words:</p> <ul style="list-style-type: none"> • foreground, • middle ground, • background • size, overlapping and placement 	<p>ART ELEMENTS:</p> <p><input type="checkbox"/> Line</p> <p><input checked="" type="checkbox"/> Shape/Form</p> <p><input type="checkbox"/> Color</p> <p><input type="checkbox"/> Value</p> <p><input type="checkbox"/> Texture</p> <p><input checked="" type="checkbox"/> Space/Perspective</p>	<p>ART PRINCIPLES:</p> <p><input type="checkbox"/> Pattern</p> <p><input type="checkbox"/> Rhythm/movement</p> <p><input checked="" type="checkbox"/> Proportion/Scale</p> <p><input type="checkbox"/> Balance</p> <p><input type="checkbox"/> Unity</p> <p><input type="checkbox"/> Emphasis</p>	<p>CONTENT CONNECTIONS:</p> <p>Social studies: community resources</p> <p>THEMES:</p> <p>Place based murals</p>
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<p>OBJECTIVES AND ASSESSMENT CRITERIA:</p> <ol style="list-style-type: none"> 1. Students will learn the elements of perspective from a painting <i>Sugar Cane</i> by Diego Rivera. 2. Students will learn about murals and discuss any murals they might have in their community. 3. Students will draw the most important buildings and landmarks in their community for the mural. 4. While assembling the mural, students will discuss how size, overlapping and placement of objects are used to show the illusion of space, especially near and far.

<p>PREPARE:</p>

- Thoroughly review the lesson plan and the visuals in the kit.
- Take digital photos of the major resources in your town. Locate any animal photos or objects important to where you live. If students have cameras, they could take pictures as well to download and share.
- Xerox the photos of resources, landmarks and buildings in your community.
- Cut construction paper to size (see above) and gather the rest of the materials.

ENGAGE AND EXPLORE:

1. Gather in a small group on the floor and display *Sugar Cane* by Diego Rivera. Explain that this is a reproduction (copy) of a painting that is about Mexico. Diego Rivera is especially known for painting murals of the people in Mexico. A MURAL is painted directly on a wall or ceiling, but nowadays they are often painted on wood or clay and attached to the wall. Do you have a mural in your school or community? Why are murals different from paintings on canvas? (Because a mural cannot be taken to an art gallery; you must go to the city and building where a mural is located.)

2. Look closely at the *Sugar Cane* painting by Diego Rivera. Describe what you see in this painting. What are the people doing? We will look carefully at this painting to understand how perspective creates an illusion of space. An artist can use size, overlapping and placement to show perspective. (Refer to perspective poster)



3. Things NEAR or close to us are in the FOREGROUND. Both the man on the far right and the woman on the far left are placed at the bottom to the top of the painting to emphasize how NEAR they are in the foreground. PLACEMENT of objects in a painting is important to show perspective. Objects in the FOREGROUND often OVERLAP or are in front of objects behind them. (Use 3 attached sugar cane boards to teach #s 3., 4. & 5.)

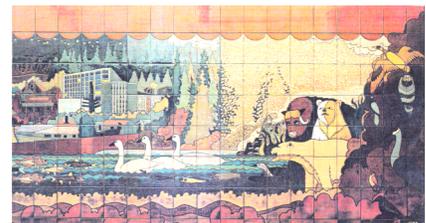
4. What foreground objects are overlapping the MIDDLE GROUND objects? The middle ground is found in the middle or center area of a painting.

5. The sugar cane workers are far away so they appear very small in SIZE. They are placed in the BACKGROUND near the top of the painting.

6. SIZE ILLUSION EXPERIMENT: Teacher should stand at the opposite end of the room from the students. Students should extend their arms with fingers spread out to look through their fingers at the teacher. Which is larger – the students hand or the teacher? Let the students explain why their hands are larger than the teacher. Finally, use the perspective review board to make sure they understand.

7. Diego Rivera was a Mexican artist who painted murals about the people of Mexico. The painting on the right is a self portrait of Diego. The photograph on the left shows Diego with his palette and brushes as he paints the hands of someone in his mural. Notice the size of the fingers.

8. This Fairbanks mural was made of painted ceramic tile by another Mexican muralist, Guillermo Granizo (pronounced Ge-air-mo Gra-ne-zo). He painted square clay tiles to capture the personality of a city. This mural is on the library wall of Pearl Creek Elementary School in Fairbanks, Alaska. You can find the school in the mural along with other important buildings and sites in Fairbanks. Notice how large the ducks and fish appear in the foreground space.



Fairbanks mural by Gillermo Granizo

CREATE:

1. As a group, brainstorm and list the resources and important landmarks in your town or village. The next page has lists of Fairbanks resources and important information that you may use as a guide. If this is done the day before, the teacher or students could take digital photos for details to use when drawing the buildings.
2. It helps students to begin drawing their own homes first with the small 4 1/2" x 6" manila or white paper. Use black markers to draw outlines and color in with crayons and cut out. **Demonstrate how to draw** their homes very simply, thinking of square and rectangle shapes with the triangular roof. Their homes will be placed along both ends of the mural like a border.
3. The buildings in this mural will be positioned according to importance. The largest and most important buildings will be in the foreground. Other buildings will be arranged around them according to the most important human resources in your town. Homes can be placed along the side borders, as shown in the drawing below.
4. Using the resource list the class made above, allow the students to think about what they want to draw and then assign them one thing. Begin with the most important human resource buildings and let them draw these with the largest paper because they will be placed at the bottom or foreground. The rest of the students will pick from the capital resources, natural resources and so on. These will be in the middle ground and need the medium size paper.
5. All mural drawings will be made on white or manilla paper. Draw with the black marker first, and then color in areas with crayons. Colors can be overlapped for interesting effects.
6. Students continue working on the mural adding more until it is full. They should think about where their drawing will be placed to determine the size of the paper and how large or small their objects should be. They might even draw people doing things. Trees or other natural landscape features can be added to fill in areas. Refer to the Fairbanks mural by Guillermo Granizo for ideas. Students will get more ideas as the mural progresses. This could be worked on for several days in their spare time.
7. At first it will be important for the teacher to consult with students as to where objects should be glued to the mural. Once the main pieces are placed, students should be able to make decisions as to where their drawing should be glued.
8. **Important Hints:**
 - Let students VOLUNTEER for the object they draw, for if they choose what they feel comfortable drawing, they will have more confidence to do the drawing. Use the resource list you developed about your community to make sure they are all assigned.
 - Encourage more confident artists to choose the more difficult buildings.
 - If students that didn't get their first choice, let them think of one of the many other things needed.
 - Remind students that buildings and animals all begin with simple shapes. Then add detail.
 - Demonstrate how to draw on a different paper if students are having problems.

Brainstorm: What is important to include in a mural of your town or village?

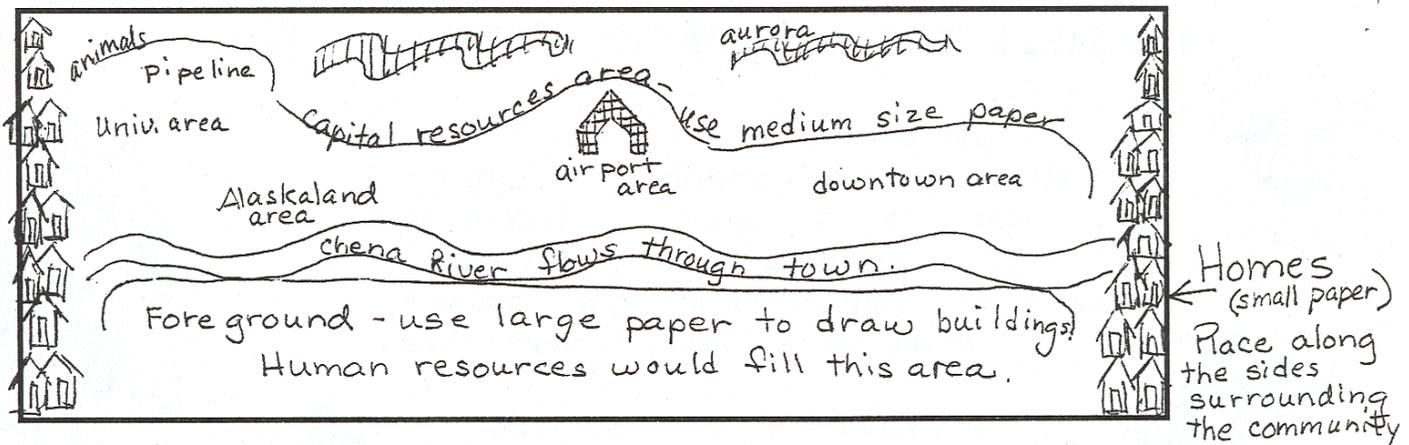
Include categories such as human resources, capital resources, natural resources, historical buildings or places, landmarks, outdoor recreation – all seasons, population signs.

Below is an example of what the Fairbanks mural might include. You will make your own list.

<p>Human Resources</p> <p>homes school hospital police station fire station library churches</p>	<p>Capital Resources</p> <p>tourism university army base stores/businesses restaurants airport railroad banks pipeline Pioneer Park movie theatre</p>	<p>Natural Resources</p> <p>aurora borealis snow ski hills panning for gold wildlife moose ducks and geese caribou bear ptarmigan</p>	<p>Historical</p> <p>riverboat old buildings gold mining dredges</p>
<p>Outdoor Recreation Summer and Fall</p> <p>berry picking gardening fishing hiking swimming state fair hot air balloons bicycling</p>	<p>Outdoor Recreation Winter and Spring</p> <p>Dog mushing skiing snow machine sledging ice skating</p>	<p>Population Signs for 1994</p> <p>Fairbanks North Star Borough - 82,428 Fairbanks - 33,281 North Pole - 1,654 Eielson - 5,314 Ft. Wainwright - 10,800</p>	

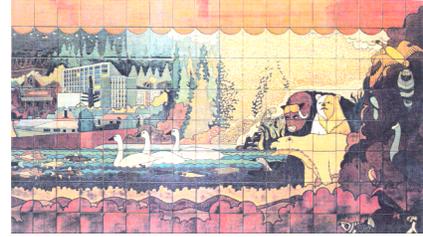
MURAL LAYOUT

The placement of objects in the mural does not depend upon the actual layout of resources in your town. Choose objects of importance for the foreground and make them larger in size. Using your resource chart, enrich your mural with additional details. Glue down objects keeping perspective in mind.



Students that get done early can use scraps or small paper to make people, trees, animals, to fill in.

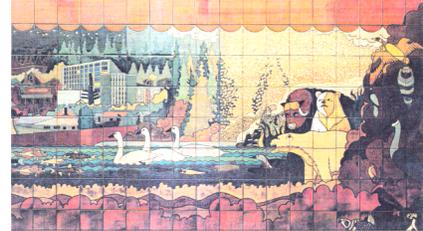
MURALS OF OUR TOWNS AND VILLAGES



Fairbanks Mural by Gillermo Granizo

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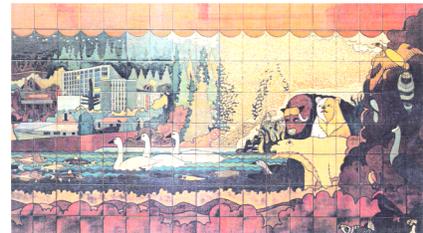
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