

Unit Plan- Mural  
Grade 7  
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Rationale:

In grade 7 Social Studies, the students will be learning about Japan. As a way of integrating subject areas and reinforcing ideas, the inspiration for this Art unit is Japanese printmaking. An image of a Japanese print will be divided up into squares and each student will be given a square of the grid to be responsible for. The student's will have to translate the information from their square into their own print. The finished product will be a compilation of all the student work will and form of a complete image. The students will be introduced to the element of the line, as well as, abstraction, printmaking, collage and utilizing a grid to reproduce an image and create a composition.

It is important to start off with preparatory sketches for the students to develop skills, experiment and loosen up with line. The students will not have to feel the pressure of having to invest into the first few drawings. It is important that the students feel comfortable and not have to concern themselves with a perfect final image.

When the students begin on the mural, each of their individual pieces will have interesting line qualities that the students will be able to investigate and translate it into a styrofoam cut. We will also touch on abstraction and how each piece exists on its own and how the meaning of the work changes depending on how it is cropped and arranged. It is important not only to work collaboratively on their murals, but also to create individual work. Therefore several prints will be made so that the students are able to put their own prints into their portfolios. The students will go through a process of critique in which they will reflect on their work; the elements that are positive and elements that require more work.

With this lesson I want the students to experience working collaboratively together. At this grade level, the priority of the students is their peer groups and I prefer to work with this rather than against it. The motivation for the students on completing this assignment is not only dependent on the teacher's expectations, but also works positively with peer pressure. In the mural assignment, the individuality of each student's style will come together to create a whole. This metaphor of interdependence is important for classroom dynamics. This is the first assignment I do with these students and I want it not only to relate to art, but also contribute to a positive environment in the class. In the artist trading cards, the students will also be sharing their work with peers.

Scope and Sequence

The unit will begin with exploring the element of line and observing its different qualities. The students will then move onto printmaking; with this medium, the students will create a collaborative mural.

#### Lesson One:

The students will be introduced to contour line and participate in warm up exercises. Line quality will be introduced by showing posters and works from Japanese artists (Koryusai, Toyoharu) and Toulouse Lautrec. It is important for the students to begin to observe more carefully, loosen up and experiment with different lines, before they tackle a finished work. The students will be paired off and take turns drawing blind contours of each other. Afterwards volunteers will model for the class and the students will practice using different line qualities to create movement and space.

#### Lesson Two:

The mural project will be introduced. Each student will be given a square piece of a larger image. The final production will be printed images from Styrofoam cuts. Each square will be numbered so that the students know how their pieces fit together and the final image will be projected for the students. To reproduce the image accurately, the students will need to grid both the original and Styrofoam and begin by drawing with graphite. The students will need to work as a group to make sure the lines of the overall image match up.

#### Lesson Three:

Cluck Close will be introduced as an artist who uses the grid; each section is abstract but it comes together as a cohesive whole. The students will begin the printmaking process. Several images will be printed off by each student.

#### Lesson Four:

Each student will choose their favorite or best work to become part of the final piece. Working together to find where on their grid their square fits, the students will begin to glue together the mural. When the work is together and installed, the students will reflect on the process and the product.

#### Resources:

Smith, Laurence, Victor Harris and Timothy Clark. Japanese Art: Masterpieces in the British Museum. Oxford University Press, New York. 1990.

Zhensun, Zheng and Alice Low. A Young Painter: The life and paintings of Wang Yani- China's extraordinary young artist. Scholastic Inc, New York. 1991.

Selleck, Jack. Elements of Design: Line. Davis Publications, Inc., Massachusetts. 1974.

Mueller Korstad, Mary. Murals: Creating an Environment. Davis Publications, Inc., Massachusetts. 1979.

Greenberg, Jan and Sandra Jordan. Chuck Close: Up Close. DK Publishing, Inc. 1942.

## Lesson One

### SLOs

#### Drawings

#### Concepts

- B. Describing the internal and external boundaries of forms is one of the purposes of drawing.
- C. Describing the plans and volumes of forms is one of the purposes of drawing.

#### Investigate:

- A. Lines can vary in direction, location, quality, emphasis, movement and mood.
- B. Texture as a character of a surface can be depicted in drawing by the arrangement of lines and marks.

#### Communicate:

- B. Characteristic qualities of a person or object can be emphasized by the quality of line used in an image.
- C. Unusual combinations of shapes can suggest the invention of fantasy or mysterious images.
- D. Strong, definite use of line suggests energy and clarity of images.

Objective: Students will be able to depict the contour line of a face in detail.

#### Materials:

- Pencils
- Paper
- Poster images

15 minutes	<b>Introduction:</b> Poster images of Toulouse Lautrec, Kyosai, Koryusai, and Toyoharu, and will be displayed for the students. Can someone describe the lines they see in this work? How do they define the figures? What are the differences between them?
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	<p>What type of mood do they give the viewer? How?          Are the lines the same through the entire picture?          How do they change? What effect does this have on the image?          Lines are an important to artists. They can help define an image, show movement and mood.          The teacher will draw different types of line on the black board.          These different types of lines are known as different qualities of line.</p>
30 mins	<p>Body:          Today we are going to be experimenting and exploring different qualities of lines. Lines are going to become a large part of what you do with me during this class.  <u>Activity: Blind Contour</u>          Our first exercise is contour line drawing.          The contour line is the line that defined the shape of an object. You can see on this image (using the poster with the image by Koryusai) the shape of this woman's clothing is formed by the line. It is the same way that shapes are drawn in cartoons.          We are going to get into partners and we are going to draw each other. We are going to do what is called Blind Contour (write on board). Can someone make a guess as to what that is?          It means you draw without looking down at your work. The point of this exercise is to force you to look at what you are drawing and to take notice at all the little details. These are not going to be realistic drawings. What is important is that you are noticing details and drawing very, very slowly.          The students will choose a partner to draw. I am going to allow you to choose a partner this time. I want the two of you to be working on the task. If this doesn't work, I'll be choosing partners for you, so don't force me into that position.          Each partner will be given 10 minutes to complete their drawing. As you draw the line of the face, you follow along with your eyes. Pretend you are an ant crawling slowly over the contours. As you crawl along, follow your hand with the line.          Remember: don't look down! It doesn't matter what your drawings look like!          Teacher will monitor student work and remind them about not looking down and following the contours slowly with their eye.</p>
10 minutes	<p>Conclusion: Next day we are going to continue exploring line and different types of line. We are going to look at how we can create space with line. My expectations for clean up are the same as Mr. Weatherall's. Do I need to go over what is expected? Get going.</p>

## Lesson Two

SLOs:

## Drawings

### Concepts

C. Describing the planes and volumes of forms is one of the purposes of drawing.

### Communicate:

B. Characteristic qualities of a person or object can be emphasized by the quality of line used in an image.

### Investigate:

E. Lines can vary in direction, location, quality, emphasis, movement and mood.

Objective: Students will be able to describe different line qualities to create space.

### Materials:

- Paper
- Pencils

15 minutes	<p>Introduction:</p> <p>Using the same posters, the teacher will point out the portions that illustrate line that changes thicknesses.</p> <p>When line changes thickness, how does it change the space?</p> <p>When our eye sees thicker lines, it looks closer. Thin lines, look farther away. This class, we are going to experiment with thin and thick lines. It is going to help us make space in our drawings.</p>
30 minutes	<p>Body:</p> <p><u>Activity: Line Quality</u></p> <p>Can I have a very brave volunteer?</p> <p>Different thicknesses and directions show space and movement.</p> <p>Our volunteer is going to stand for use and we are going to try and draw the shape.</p> <p>In your drawings I want to different thicknesses of line.</p> <p>What does thick line show?</p> <p>Thin line?</p> <p>These are going to be quick drawings, about 5 minutes and then we are going to switch our models.</p>
10 minutes	<p>Conclusion: I want you to look at your drawings. Find where you have different thicknesses in you line. What does it add to your work?</p> <p>Clean-up.</p>

## Lesson Three

### Encounters:

Sources of Images

Students will investigate natural forms, man-made forms, cultural traditions and social activities as sources of imagery through time and across cultures.

Impact of Images

Students will understand that art reflects and affects cultural character.

Communicate:

G. Unusual combinations of shapes can suggest the invention of fantasy or mysterious images.

Objective: Students will be able to apply different line qualities to re-create an image.

Materials:

- Japanese images
- Tiled images
- Styrofoam

15 minutes	<p>Introduction: Attendance Very briefly I want to outline my expectations for you for our major project. I think you will find that they are very similar to your regular teacher. Each student will be given a hand out of the evaluation. I want you to notice the section on participation is X2. The work that we will be doing is dependent on group work. A huge chunk of being successful in class is how you co-operate and work with others. What are some countries you have been studying in Social Studies? We are all going to work together to make a mural of a Japanese image. What is a mural? I took it a Japanese print through the computer and tiled the image. What does tiling mean? Each of you is going to receive a piece or a tile of an image. We are each going to make a print from the tile and then we are going to piece it together as a whole. What are prints?</p>
35 mins	<p>Body: You are going to take the image and make a styrofoam cut. Every where you cut on the styrofoam is going to leave a line when we roll paint onto it and press it onto paper. When we are all finished the prints, we going to piece them together so that we get an entire image. Today we are going to start by drawing out the image onto the styrofoam. It will help to start with a grid on both the paper and the styrofoam.</p>

	<p>Get out your rulers and mark a grid on both.  It will be easier copy the image when you are able to see the image in smaller sections.  We need to work together so that our lines match up.  What should we remember when we are doing our drawings?  What types of lines should we have?  Put up the image and the numbers.  Find the numbers that you are close to and start working together.</p>
10 mins	<p>Conclusion:  Pencils down please.  Next day we will continue drawing and we can start cutting as well if we get to it.  Clean-up.</p>

## Lesson Four

### SLOs

#### Investigate:

- F. Lines can vary in direction, location, quality, emphasis, movement and mood.
- G. Texture as a character of a surface can be depicted in drawing by the arrangement of lines and marks.

#### Communicate:

- B. Characteristic qualities of a person or object can be emphasized by the quality of line used in an image.

Objective: Students will be able to demonstrate use of printmaking tools.

#### Materials:

- Styrofoam
- Styrofoam cutting tools

15 minutes	<p>Introduction:  Attendance  Today we are going to finish up the drawing portion on our styrofoam.  When you are finished, when your lines match up with the images around your drawing, you may start carving your lines out with the carving tools.  What types of line do we have?  Makes sure that with your drawing that you have dynamic lines?  What does that mean?  I'm going to warn you about these tools.  When you're cutting keep your hands out the way.  You get one other warning besides this one and then I'm taking the styrofoam away.</p>
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	<p>I'm making this rule not because you can do some serious danger to yourself. I have seen some really ugly cuts. Your tool can slip really easily. No one is getting hurt today!</p> <p>Each of you is going to work differently with the material. No one is going to have lines that look exactly the same as anyone else's.</p> <p>Is this ok? Why?</p> <p>If I wanted it to look all the same, I could take this image down to Kopy Co and print off a blown up image. The point of doing this together is that each of these squares is individual but it comes together as a whole.</p>
30 mins	<p>Body: Work on the styrofoam cuts.</p> <p>Monitor the student work.</p> <p>Can you see the image?</p>
10 mins	<p>Conclusion: What is our image of?</p> <p>What type of art work is this?</p> <p>What do you think the advantage of working as a group is?</p> <p>Clean up.</p>

## Lesson Five

SLOs:

Objective: Student will apply their knowledge of printmaking to create images.

Materials:

- Styrofoam cuts
- Rollers
- Glass
- Paper
- Paint

5 minutes	<p>Introduction:</p> <p>Attendance</p> <p>There will be 5 different printing stations set up. One with black and 4 with other colours. Today we will start the printing process of the styrofoam cuts. I want at least 3 prints. Think about what colours you want for your images.</p>
35 mins	<p>Body:</p> <p>Demonstrate using the rollers and making prints.</p> <p>Roll a small amount of paint on the glass. Listen for the sound of the paint. This room has to be quiet for this process because you have to hear the sound of the roller. Roll onto the styrofoam and press onto your paper.</p> <p>Everyone knows what colours I want for your colour piece?</p> <p>This is not a race, if I see you running, you are at the back of the line.</p>



	<p>Everyone is going to have a turn.  Please get behind one of the stations for your first print. When you are finished you can change lines.  How many prints do you need?  Monitor student work.</p>
15 mins	<p>Conclusion: Next day we are going to finish making the prints and we are going to start piecing them together.  Clean-up completely. Each group of people at each of the stations, clean up that area. One person on rollers, one person on garbage, one person on the glass.</p>

## Lesson Six

### Encounters

#### Impact of Images

Students will understand that art reflects and affects cultural character.

#### Articulate and Evaluate

- A. The skill of describing materials and techniques used in creating an image is part of learning to talk about Art
- B. The skill of identifying design elements used in creating an image is part of learning to talk about art.
- C. Identifying and discussing one's problems in drawing and composing images is part of learning to talk about art.
- D. Discussing one's responses to one's own drawings and images is part of learning to talk about art.

#### Objective:

Students will be able to combine a work collaboratively to create an image.

Students will be able to analyze the work they have produced.

#### Materials:

- Large grid paper
- Prints
- Glue

10 minutes	<p>Introduction:  Attendance  There will be a piece of paper with grids prepared for the students to fill in with their print.  For our first mural we are going to use our black and white images and piece them together in order to make an image.</p>
35 minutes	<p>Body:  Pasting the project together (20 mins)  First get them into groups for each horizontal line. Paste them together. When that is finished, get them into a group as a whole to</p>

	<p>piece it together.  When it is finished hang it out in the hallway.  <u>Critique (15 mins)</u>  How did you find working in a group?  How did it work to piece it together?  What do you think of each of the pieces individually?  How do they change when they are put together?  What are you most happy with?  What would you do differently if you were to do it again?</p>
10 minutes	<p>Conclusion: Next day we are going to be using the rest of your prints for another project so make sure you have those on hand.  Clean-up</p>

Evaluation:

Rubric for Student Prints					
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
First Draft and Preparation	<p>Drawings line up with classmates' work. Drawings show exemplary attention to detail, care and exactness.</p>	<p>Drawings somewhat line up with classmates' work. Drawings are done with care, attention to detail and exactness.</p>	<p>Drawings show minimal evidence that they line up with other student work. Some care, attention to detail and exactness is evident.</p>	<p>Drawings were created without consideration of the drawings around it. Minimal care, attention to detail and exactness are evident.</p>	<p>No evidence of preparatory work.</p>
Participation	<p>An active role is taken in piecing together the final mural. Student co-operates well with others and participates in group work.</p>	<p>Works somewhat towards creating mural and co-operating with others.</p>	<p>Minimal effort and work towards collaboration and group work</p>	<p>Shows evidence of working against collaboration and group work</p>	<p>Disrespectful of both teacher and of other students. Off task and distracting others. No effort towards collaboration</p>

X2

Craftsmanship	Neatness and care given to creation is exemplary	Neatness and care given to creation is obvious	Neatness and care given to creation needs more work	Bare minimum of work has been done	Work is incomplete and sloppy
Line quality	Wide variety different of line widths and quality	Some variety in line widths and quality	More variety of line widths and quality is needed	Bare minimum of work has been done	Work is incomplete.