



TEAM Lesson Plan 2nd Grade

Teacher:	
Class:	1-2 Class Periods
Course Unit:	
Lesson Title:	Community Inspired Murals

LESSON OVERVIEW	Summary of the task, challenge, investigation, career-related scenario, problem, or community link
<p>Murals are works of art that are executed directly onto walls, ceilings, and even sidewalks. Murals often contain positive messages for the community to enjoy. In this lesson students will work in groups to create a mural for their school. Students will use chalk to create a mural based on the theme of community.</p>	

STANDARDS	Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies.
<p style="text-align: center;">Tennessee State Standards for Art</p> <p>1.1 Use tools and media consistently in a safe and responsible manner. 1.2 Demonstrate an understanding of a variety of techniques. 1.3 Explore a variety of processes. 2.1 Identify, understand, and apply the elements of art. 2.2 Identify, understand, and apply the principles of art. 3.1 Select subject matter, symbols, and ideas for the student’s own art. 5.1 Analyze the characteristics and merits of the student’s own work. 5.2 Analyze the characteristics and merits of other’s work. 5.3 Understand that viewers have various responses to art. 6.1 Understand connections between visual art and other arts disciplines.</p> <p>Common Core Connection for Integrated Subject- Reading& Speaking/Listening SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	
OBJECTIVE	Clear, Specific, and Measurable – NOT ACTIVITIES Student-friendly
<ol style="list-style-type: none"> 1. The student will define mural and community. 2. Students will work in groups of 3-4 to provide five words, which answer the question, “What is a community?” 3. Using their list of five words, students will work in their groups to design a mural that reflects the theme of community. The mural will contain only visual imagery and will be displayed outside the school. 	
ASSESSMENT / EVALUATION	Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective Formative / Summative Performance-Based / Rubric Formal / Informal
<p>Informal Assessment- the teacher will walk around to monitor student behavior and ensure they are on task. Self-Assessment- the student will score their work on a rubric. Group Assessment- students will participate in a class critique.</p>	

MATERIALS	Aligned with the Lesson Objective Rigorous & Relevant
<ol style="list-style-type: none"> 1. Pencils 2. One piece of paper for each group 3. Rubber Mats 	<ol style="list-style-type: none"> 4. 24" x 36" white butcher paper 5. <i>WabiSabi</i> by Mark Reibstein and Ed Young 6. Sidewalk chalk
ACTIVATING STRATEGY	Motivator / Hook An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions.
	<ol style="list-style-type: none"> 1. The teacher will read <i>WabiSabi</i> by Mark Reibstein and Ed Young. The teacher will ask students to describe a community. 2. The teacher will show examples of murals. Students will explain how murals can enhance the life of a community.
INSTRUCTION	Step-By-Step Procedures – Sequence Discover / Explain – Direct Instruction Modeling Expectations – “I Do” Questioning / Encourages Higher Order Thinking Grouping Strategies Differentiated Instructional Strategies to Provide Intervention & Extension
	<ol style="list-style-type: none"> 1. See set. 2. The teacher will state the objectives for the lesson. 3. The teacher will break students into groups of 3-4. 4. Each group will have a piece of paper and pencils on their table. In their group, students will choose and list five words that describe a community. 5. Once each group has chosen their five words, the teacher will pass out a 24" x 36" piece of butcher paper. On the butcher paper students will sketch an illustration of a community using their five words as inspiration. The teacher will remind students to use only visual imagery. 6. As a group students will share their sketches with the class. 7. The teacher will inform students that they will now be moving outside to translate their sketch into a chalk mural. The teacher will discuss safety rules for working outside. 8. On their way outside students will grab a rubber mat to use as a seat. 9. Once outside each group will find an area on the sidewalk. Students will use their sketch as a reference when drawing their mural onto the sidewalk with chalk. 10. When each group finishes, students will view each mural. Students will participate in a class critique discussing how each mural represents the idea of community. 11. During the last ten minutes of class students will gather all materials used outside and return them to the proper place inside the classroom.
ALTERNATE/ EXTRA ACTIVITIES	

- If you cannot use chalk outside, students can use tempera paint to add color to their sketches on the 24" x 36" butcher paper. The butcher paper murals could be placed inside in the hallways or outside near the front entrance of the school.

CLOSURE	Reflection / Wrap-Up Summarizing, Reminding, Reflecting, Restating, Connecting
<ol style="list-style-type: none"> 1. The students will define the terms community and mural. 2. The students will participate in a class critique of each group's mural and how it relates to the theme of community. 	
CROSS-CURRICULAR CONNECTIONS	
<ol style="list-style-type: none"> 1. Reading 2. Writing 	

Extended Learning	
<p>Books:</p> <ul style="list-style-type: none"> • <i>Murals: Walls That Sing</i> by George Ancona • <i>Bugs! Bugs! Bugs!</i> by Bob Barner. • <i>I like Bugs</i> by Margaret Wise Brown. <p>Online Enrichment:</p> <ul style="list-style-type: none"> • Nashville Murals by Artist Michael Cooper: http://www.muralsandmore.com/gallery/gallery/exterior-custom-mural-gallery/ • Diego Rivera at MoMa: http://www.moma.org/interactives/exhibitions/2011/rivera/intro.php <p>Additional Activities:</p> <ul style="list-style-type: none"> • Aaron Douglas Mural Activity: http://www.anyonecanflyfoundation.org/art_with_kids/From_Harlem_to_the_Classroom/DouglasLesson.pdf • Keith Haring for Kids: http://www.haringkids.com/lesson_plans/learn/how-to-create-a-mural 	

For additional lesson plans and activities, visit us online at www.fristkids.org.

This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.

The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at www.fristcenter.org.

