



Community Mural Project, 2022

Fine Arts, grades 9-12

Create public art from conception to installation

Project Summary: A neighborhood is seeking a mural that expresses the history and the future of its residents. Students research the history of the area, the current needs of the area, the size of the mural space and the design concepts that fit the area. From there, Students create 5 possible designs for the mural. Then, with input from artists and residents, Students modify the designs incorporating their input. Students then create a scale model (1/4 inch to 1 foot) appropriate for installation. Throughout the project, students engage in critique processes with stakeholders, including the residents, artists, potential grantors and implementers. For the final project, Students use the steps to create a mini grant to the mentor following National Endowment of the Arts Guidelines and present it to potential grantors including residents, artists, businesses and implementers.

Learning Goals and Standards

Project Milestone	Standard	Assessment and/or Product
Milestone 1: What is the historical context for the public art?	VA:Cr1.1.IIa Individually or collaboratively formulate new creative problems based on the student's existing artwork.	Discussion and identification of scope of the project in light of student's past experience
Milestone 2: Identify artistic reference material appropriate to the project	VA:Cr1.1.IIIa Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.	Reference list of reviewed artists Discussion re: choices included in designs
Milestone 2: Identify artistic reference material appropriate to the project	VA:Cr1.2.IIIa Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.	Materials requirements to install each design Specify installation method for each design

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Milestone 3: Create 4-5 designs for the mural based upon your research	VA:Cr2.1.IIIa Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.	Sketches or renderings
Milestone 3: Create 4-5 designs for the mural based upon your research	VA:Cr2.2.IIIa Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.	Include references and copyright credits in the final presentation
Milestone 3: Create 4-5 designs for the mural based upon your research	VA:Cr2.3.IIIa Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.	Sketches or renderings
Milestone 3: Create 4-5 designs for the mural based upon your research	VA:Cr3.1.IIIa Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.	Sketches or renderings with input from stakeholders prior to public input
Milestone 3: Create 4-5 designs for the mural based upon your research	VA:Pr4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.	Sketches and renderings with written description including how the design was created
Milestone 5: How do we procure funding for the project the project?	VA:Pr5.1.IIIa Investigate, compare, and contrast methods for preserving and protecting art	Included in the grant application description of the work and how it will be maintained
Milestone 2: Identify artistic reference material appropriate to the project	VA:Pr6.1.IIIa Curate a collection of objects, artifacts, or artwork to impact the viewer's understanding of social, cultural, and/or political experiences.	Written description of evolution of design ideas based upon artistic references
Milestone 2: Identify artistic reference material appropriate to the project	VA:Re.7.2.IIIa Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.	Written description of evolution of design ideas based upon artistic references

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<p>Milestone 4: How to prepare for community input into design</p> <p>Milestone 6: How do we best exhibit our work for an audience</p>	<p>VA:Cn10.1.IIIa Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.</p>	<p>Presentation to the community for feedback</p> <p>Final presentation for stakeholders including school and mentor</p>
<p>Milestone 5: How do we procure funding for the project</p>	<p>CCSS.ELA-LITERACY.CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Grant proposal</p>
<p>Milestone 5: How do we procure funding for the project</p>	<p>CCSS.ELA-LITERACY.CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p>Grant proposal</p>
<p>Milestone 5: How do we procure funding for the project</p>	<p>CCSS.ELA-LITERACY.CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Grant proposal</p>
<p>Milestone 5: How do we procure funding for the project</p>	<p>CCSS.ELA-LITERACY.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Grant proposal</p>
<p>All Milestones</p>	<p>CCSS.ELA-LITERACY.CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>Weekly meetings</p> <p>Presentations of final project</p>
<p>Milestone 1: What is the historical context for the public art?</p> <p>Milestone 2: Identify artistic reference material appropriate to the project</p>	<p>CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>Grant proposal</p> <p>Final project</p>
<p>All Milestones</p>	<p>CCSS.ELA-LITERACY.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Weekly meetings</p> <p>Public feedback forum</p>

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All Milestones	CCSS.ELA-LITERACY.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Grant proposal Final presentation
All Milestones	CCSS.ELA-LITERACY.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Grant proposal Public feedback forum Final presentation
All Milestones	CCSS.ELA-LITERACY.WHST.11-12.2.A Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Grant proposal Final presentation

Key Vocabulary

Community involvement
Rendering
Grant writing
Design models
Sketch model
Material safety data sheets

Literacy Skills

Text analysis
Expository writing
Grant writing

Success Skills

Collaboration
Communication
Creativity

Major Products

Individual Products

Presentation of all aspects of the project to an audience including residents. Grant submission for funding.

Making It Public

Presentation to school and community

Addition of project to online website about the Hodiamont redevelopment project

Considerations

Consider Your Students

What skills and experience (e.g., mathematical knowledge, design skills, historical research, literary analysis) are students already bringing into this project?

Have your students experienced creating public art in general and murals in particular? If not, how might you build their background knowledge and expose them to a range of examples?

Consider the Context

What local muralists might be available to support students during this project? If there are few local resources, how might you connect students virtually to experts in the field?

What local murals are nearby? Will the style and meaning of those murals give context to the project?

What materials and tools are available in your local community? Are there local businesses that might be open to sharing resources for artistic productions?

Consider the Content & Skills

How will you scaffold and assess the range of knowledge and skills that students will need to complete this project? Consider what you want students to learn in terms of design, public participation and financing for installation as well as collaboration and presentation skills.

Project Milestones

Milestone 1: What is the historical context for public art?

Student explores the history of the area as well as current trends and future design plans for the area in which the public art will be displayed

Estimated Duration

2-3 weeks

Assessment(s)

- Discussion demonstrating understanding of the history of the area
- Review references consulted
- Review questions asked of residents and art consultants
- Demonstrate an awareness of and sensitivity to the issues identified through research and interviews

Key Student Question

What is the historical context for public art?

Activities

Activity Title	Activity Description
As an entry event, review supplied historical discussions	After reviewing the supplied information,

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	<p>What do you know about the region historically?</p> <ul style="list-style-type: none">● What have you seen or heard in the material that had real meaning for you?● What surprised you?● What questions do you now have?
<p>Identify additional resources about the history and current state of the area</p>	<p>Student becomes conversant in current events in the area and the goals of the program requesting her mural</p>
<p>Introduce Google Docs and folders</p>	<p>Explain that throughout the project, students will maintain a Google Doc including a file for each aspect of the project to capture individual progress, personal reflections, design renderings, and reference images. Explain that the notebook and portfolio can be combined into a single repository for each student to document their progress and share evidence that they have met project criteria.</p>
<p>Review the project, the rubric, and the driving question.</p>	<p>Discuss the expectations for the final product.</p> <p>Capture student's need-to-know questions about the topic and the project.</p> <p>Ask questions such as these to prompt student thinking about what they know and need to know:</p> <ul style="list-style-type: none">● What experience do you have in the neighborhoods? If none, how does what you have read and observed influenced your current perspectives?● What skills and experiences do you bring to this project that might help you create the mural?● What kinds of information would help you to complete this project? How will you find that information?● What do you think you will need to learn about in order to design a powerful mural? <p>Authentic student curiosity should drive this process, but you may need to provide prompting and support to help students arrive at questions such as those listed here:</p> <ul style="list-style-type: none">● What is public art?● What theme is needed?

	<ul style="list-style-type: none">● Who will see my mural?
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Milestone 2: Identify artistic reference material appropriate to the project

Beginning with reference material provided and using understanding of the history, identify pertinent resource material to create the style, colors, themes for the mural

Estimated Duration

2-3 weeks

Assessment(s)

Google Doc folder with reference material

Key Student Question

Identify artistic reference material appropriate to the project

Activities

Activity Title	Activity Description
Provide reference material on the history of the area	Student reviews the material and discusses what it means to her
Student identifies additional resources re: history, culture, arts and community in the area	If necessary, provide ideas to find additional resources. Discuss how the information from the resources will influence the mural design with professional muralists and mentor
Student reviews current public murals	Student prepares background and current design ideas to present to professional muralist. Discuss this is the basis of the introduction to her grant application
Student meets with muralist	Student prepares background and current design ideas to present to professional muralist. Discuss this is the basis of the introduction to her grant application
Revisit the list of need-to-know questions with students.	Identify questions that have been answered, as well as new questions that have emerged.

Milestone 3: Create 4-5 designs for the mural based upon your research

Student creates sketches of designs for the mural in preparation for community feedback

Estimated Duration

2-3 weeks

Assessment(s)

4-5 sketches of the potential mural

Google docs

Key Student Question

4-5 sketches of the potential mural

Activities

Activity Title	Activity Description
Guide student to produce initial sketches.	Guide students to produce initial sketches. <ul style="list-style-type: none">● Have student refer to their historical analysis notes as they begin sketching a variety of ideas for the mural design. Have each student quickly create four to six small drawings, capturing whatever comes to mind.● Have students reflect on and prioritize their sketches, identifying those that best communicate the essence of the theme.
Provide students with an opportunity to reflect on their work, identifying and placing significant items in their portfolios.	Have students reflect on their progress in their notebooks. Have students also identify significant items (sketches, reference images) and place these in their portfolios.
Revisit the list of need-to-know questions with students.	Identify questions that have been answered, as well as new questions that have emerged.

Milestone 4: How to prepare for community input into design?

Create a presentation of all designs.

Identify methods for residents to provide feedback including written suggestions and voting for their favorite

Estimated Duration

1-2 weeks

Assessment(s)

Presentation of designs

Methods of giving feedback in writing as well as voting for a favorite

Key Student Question

How to prepare for community input into design?

Activities

Activity Title	Activity Description
Student reviews a variety of presentation approaches	Student identifies 3-4 ways to present the sketches for feedback from the public After discussion with mentor, student identifies the approach appropriate the this project
Student will prepare the presentation for the community	Create the presentations for each of the sketches and methods to collect and document community feedback.
Provide students with an opportunity to reflect on their work, identifying and placing significant items in their portfolios.	Have students reflect on their progress in their notebooks. Have students continue to identify significant items (sketches, reference images) and place these in their portfolios.
Revisit the list of need-to-know questions with students.	Identify questions that have been answered, as well as new questions that have emerged.

Milestone 5: How do we procure funding for the project? Write a grant

using National Endowment for the Arts grant guidelines

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Estimated Duration

2-3 weeks

Assessment(s)

Present grant to funding source

Google Docs

Key Student Question

How do we procure funding for the project?

Activities

Activity Title	Activity Description
Student prepares a grant using the NEA standards as a guideline.	Using the completed presentations as background, student will complete a mini grant that includes budget information, potential funding and in-kind donations for installation of the project.
Once grant application is complete, present to the funding reviewers	Provide the written grant and prepare a funding presentation. Present to the mentor/teacher. Include feedback in the final grant application
Provide students with an opportunity to reflect on their work, identifying and placing significant items in their portfolios.	Have students reflect on their progress in their notebooks. Have students continue to identify significant items (sketches, reference images) and place these in their portfolios.
Revisit the list of need-to-know questions with students.	Identify questions that have been answered, as well as new questions that have emerged.

Milestone 6: How do we best exhibit our work for an audience?

Student presents designs to community for feedback, teacher/mentor and potential funding source

Estimated Duration

1-2 weeks

Assessment(s)

In person presentation of designs to community workshop on April 30th, to teacher/mentor on date convenient for all and ongoing to artists consultants

Google Docs

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Personal reflection (individual)

Key Student Question

How do we best exhibit our work for an audience?

Activities

Activity Title	Activity Description
Introduce the exhibition space.	Exhibition will be in Deaconess Foundation building during a lunch break. The exhibition and feedback will be contained to a 16 ft space (the length of two cafeteria style tables) vendor exhibition style. Tables and easels will be provided.
Exhibit the designs and collect feedback	Student will present her designs to the community, discuss her ideas and listen to the community input, document their feedback and determine the community's preferred design.
Student will integrate feedback into final design	Student will create a final revision of the preferred design for installation in the summer.
Student will provide reflection on the project	Have students return to their need-to-know questions and identify changes and new understandings. Student will provide feedback to the teacher and mentor on pros and cons of the project

Resources

[How artist JR sees the world through paper and glue](#)

[Paper and Glue](#)

[Map of murals in St. Louis](#)

[St Louis Art Lot Project](#)

[Black History Month Stamps as samples](#)

Additional Resources

Readings

<https://www.bbc.com/news/av/magazine-17361995>

<https://www.manhattan-institute.org/html/end-segregated-century-racial-separation-americas-neighborhoods-1890-2010-5848.html>

<https://cpb-us->

w2.wpmucdn.com/sites.wustl.edu/dist/3/1454/files/2018/06/Segregation-in-St.-Louis-Dismantling-the-Divide-22ih4vw.pdf

<https://drive.google.com/drive/folders/1cPA1qRhb8cRJmDWOBA42SZ0dU9LR0UQ5> **Design Tools**

Mentor Muralists

Dan Ricketts

[Dan Ricketts](#) - designer's website including extensive photo gallery, résumé, and other information

Cbabi

[Cbabi](#) - designer's website including photo gallery of his designs, news, and future projects

Reference Images

Videos

[JR reviews Paper and Glue](#)

[How Artist JR Sees World As His Canvas In 'Paper & Glue'](#)

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Thank you to Buzz Proffit for curriculum development on this project.



Adapted from "Setting the Stage" from

Grading Rubric for Community Mural Projects

Milestone	4	3	2	1
Understanding of the historical context for the art	Content is complete and accurate	Content is accurate but some content is missing or not presented in a logical order	Content is questionable or out of historical order	Content is inaccurate

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<p>Identify artistic reference material</p>	<p>Independently researched artistic reference material. Included in the design options</p>	<p>Independently research artists reference material but did not include concepts in the designs</p>	<p>Only utilized reference material given out and did not include in the design concepts</p>	<p>Only utilized reference material given out and did not include in the design concepts</p>
<p>Create 4-5 Designs for the mural based upon your research</p>	<p>Designs are clear, thematically appropriate, detailed site design is appropriate and in scale to the space.</p>	<p>Designs are complete and relate to the theme but some site details are not considered</p>	<p>Designs are complete and marginally relate to the theme, site details are not considered</p>	<p>Designs are limited, leaving out critical details relative to the theme of the project or site specifications</p>
<p>Preparation for community input</p>	<p>Independently identifies an appropriate presentation for the community feedback including a method to record residents feedback and resident votes on preferred</p>	<p>Independently identifies an appropriate presentation for the community feedback but does not include a method to either record resident feedback or design</p>	<p>Independently identifies an appropriate presentation for the community feedback but does not include a method to record resident feedback or design preference</p>	<p>Requires suggestions as to presentation style. Does not include a method to record resident feedback or preference for design</p>

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	design	preference		
Procure funding	Submit a clear concise and complete grant proposal based upon the NEA format. Includes a realistic budget for the prep, installation and preservation of the artwork	Grant is complete with no grammatical or punctuation errors. Budget is realistic but incomplete	Grant is complete but has grammatical or punctuation errors. Budget is incomplete or unrealistic	Grant proposal is incomplete
Exhibition	Presents confidently in person and virtually including a complete summary of the project and the grant proposal with budget justification	Presents confidently in person and virtually but material is incomplete. No language errors and all visuals appropriate and in focus.	Presents insecurely with complete material. Few language errors and most visuals appropriate and in focus	Presents insecurely or uncomfortable with the material. Missing material. Language errors. Out of focus or unrelated visuals

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