

**MURALS: Unit of Study Mural  
LESSON**

**INTERMEDIATE**

**\*\*This activity can be incorporated into any unit of study\*\***

**Arizona State Standard:** Intermediate: Essentials (grades 4-8)

**Writing and Literature**

**Reading:** (4-5) R-E2: PO1, PO3  
(6-8) R-E2: PO1, PO2  
(4-8) R-E6: PO2

**Writing:** W-E1: PO1, PO2, PO3, PO4, PO5  
W-E2: PO1

**Listening and Speaking:** all benchmarks apply

**Viewing and Presenting:** all benchmarks apply.

**Social Studies**

**History:** 1SS-E1: PO1, PO2  
ISS-E10: PO3 (as applied to Aztec civilization)  
1SS-E11: PO1, PO3

**Geography:** 3SS-E5: PO4  
3SS-E6: PO4, PO7

**Art:**

(4-5) 1AV-E1: PO1 P02, P03	(4-5) 2AV -E3: P01,
(6-8) 1AV-E1: PO1, PO2	(6-8) 2AV -E3: P01, P02
(6-8) 1AV-E2: PO1, PO2	(4-5) 2AV -E4: P01, P02, P03
(4-5) 2AV -E1: P01, P02, P03	(6-8) 2AV -E4: P01, P02
(6-8) 2AV -E1: P01, P02, P03	3AV:all benchmarks

apply

**Goals &**

**Objectives:** (1) Students will synthesize information learned from a particular unit of study. (2) Students cooperatively create a group mural

incorporating this information. (3) Students will learn about famous Mexican muralist Diego Rivera.

**Length of lesson:** at various times during a unit of study

**Materials &**

**Preparation:** *Diego* by Jeanette and Jonah Winter  
Other art books about Latin American muralists  
Art materials  
Butcher paper

**LESSON:**

**At the beginning of any new unit of study:**

Read the children's book *Diego* to students. Discuss the book focusing on what kind of art Diego Rivera liked to make and why. Have student's reflect on what the artist incorporated into his murals and why.

Explain to students that they are about to begin a new unit, and that at the end of the unit the class will make a mural to tell everyone else in the school what they learned.

Cover a wall in the classroom with a giant piece of butcher paper. Explain that this is where they will create their mural. Set the expectation that while everyone is learning each day about (plants, Arizona, electricity, etc...whatever the unit may be) each person needs to be thinking about the mural that they are going to make. Have them think about what pictures should be included and why. What sizes should certain drawings be? What colors should they use and why? (Discuss symbols) Who should draw which part and why? Emphasize that they will be sending a message and help them form a purpose for sending that message. Do not begin or let anyone write on the butcher paper until the mural making process begins.

**Periodically during the unit of study:**

Conclude lessons throughout the unit by asking students to comment on what ideas they have after today's activity for the mural. This is an excellent way to summarize learning and keeps students interested in decorating the blank butcher paper hanging in their room.

**At the end of the unit of study:**

Explain to students that it's time to plan their mural. Refer to various illustrations in the book *Diego* that show the character painting color over pencil sketches. Or find actual photographs of Diego Rivera working that show such sketches. (You can also show students colorful photographs of actual Diego Rivera murals to inspire them! Excellent use of internet and or library resources.)

Ask students about what ideas they have for the mural. Help students articulate certain stages and elements that would need to be included. Accept all answers. Work on developing a plan to create the mural. (Ideally from an idea that a member of the class proposed.)

Divide class into groups. One group will be in charge of mural design and the other groups will be in charge of mural creation. Groups can be divided into sections of the mural (top right hand side, or bottom left hand side) or into categories that correspond to the unit (examples: such as food groups, or plant types, or if doing a historical unit, into people, places, events, and dates.)

Have each group draw a pencil sketch proposing their part of the mural. (If dividing students into historical aspects as mentioned above, maybe each member of a group could represent one of these aspects, so that each group has a historical person, place, event and date.)

Have the mural design group help you combine these proposals into a large mural plan. (This group may need to meet outside of class time with you to accomplish the plan.)

**Before beginning the mural:**

Have the mural design group share their plan with the class. Facilitate discussion around accepting the plan or effectively making alterations. Guide comments more towards the appropriateness of mural elements according to the unit of study, instead of critiquing artistic abilities or style.

Have the mural design group pencil sketch the mural on the butcher paper and divide the mural into sections, one for each mural creation group.

**Creating the mural:**

Have each mural creation group work on their section of the mural.

**Closure:**

Invite individuals and or other classes to see your mural. Have students explain and answer questions.

Display the mural during the next unit of study.

**Evaluation:** (1) Student's mural displays important and relevant information to the unit of study. (2) Students work cooperatively to create the mural. (3) Students recognize the artist Diego Rivera and can discuss elements of his life and work as a muralist.

**Extensions:****#1**

Make mini sketch books for each student where they can gather their mural ideas during the unit so they have a collection of ideas when it's time to make the mural.

**#2**

Have students read art critics reviews of famous murals, then have them write a review of their class mural, incorporating unit information into their writing.

**#3**

Display the mural in the hallways of the school. Spread the mural idea and support other teachers so that the hallways are filled with murals done by students expressing their learning throughout the year.