

**MURALS: Unit of Study Mural
LESSON**

PRIMARY

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

Arizona State Standard: PRIMARY: Foundations (grades 1-3)

Writing and Literature:

Reading R-F2: PO1

R-F3: PO1, PO2, PO3, PO4

Writing W-F4: PO1, PO2, PO3, PO4

Listening and Speaking: all benchmarks apply

Viewing and Presenting: all benchmarks apply

Social Studies

History: ISS-F2: P01

ISS-F3: PO1, PO2, PO3 (as applied to ‘heroes’)

Civics and Government: 2SS-F1: PO1, PO2 (easy to modify and integrate)

Geography 3SS-F1: PO7

Art 1AV-F1: P01,P02, P03,
1AV-F2: P03

2AV-F1: P02,
2AV-F3: P01, P02, P03,

P04

1AV-F3: P01

3AV:all benchmarks

apply

1AV-F6: P01, P02,

Goals&

Objectives: (1) Students will synthesize information learned from a certain unit of study. (2) Students will learn about renowned Mexican muralist Diego Rivera.

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

Materials &

Preparation: *Diego* by Jeanette and Jonah Winter
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 students 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 while they are studying (plants, weather, whatever the unit may be) they will be making a mural just like Diego Rivera did.

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 they need to be thinking about what words and pictures could be added to the mural.

As a concluding activity throughout the unit of study:

Conclude lessons throughout the unit by asking students what words and pictures they should add to the mural today.

Each time let a different student draw the picture or write the words, making sure to include all class members by the end of the unit of study.

(This is an excellent way to summarize lessons and the mural is an important place students can refer to during and after the unit of study to review vocabulary and specific details)

At the end of the unit of study:

Conclude the unit of study by reflecting on all the new words and information that they learned. Ask students what their favorite part of the mural is and why, encouraging discussion about the unit of study and information they learned instead of critiquing the artistic abilities.

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 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 own mural ideas during the unit so they have a collection of ideas when it's time to brainstorm mural ideas.

#2

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.

#3

Create a mural incorporating heroes, either of the community or historical figures. Incorporate symbols that help explain the role of a hero.