Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Mural Painting and Public Art	Art	**9-12 BAIMS**	0.5

Course Description:
Students will learn technical skills through accuracy in drawing from small scale images to murals. Projects will be inspired by self expression, building and beautifying our community and engaging citizens. Murals will be designed on different mediums such as buildings, walls, and large scale openings. Materials used will include paint, stencils, and projectors.

Aligned Core Resources:	Connection to the **BPS Vision of the Graduate**
	Meaningfully contribute to a global society EMPATHY ● Demonstrating understanding of others perspectives and needs ● Listen with an open mind to understand others' situations ● Understand the concept of community as a means for supporting others in need GLOBAL AWARENESS ● Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts ● Understand other nations and cultures including the use of non-English language **Demonstrate Academic Knowledge and Skills** CONTENT MASTERY ● Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum CRITICAL THINKING AND PROBLEM SOLVING ● Collect, assess and analyze relevant information ● Reason effectively. Use systems thinking ● Make sound judgments and decisions. Identify, define and solve authentic problems and essential questions. ● Reflect critically on learning experience, processes and solutions ● Transfer knowledge to other situations

Additional Course Information: *Knowledge/Skill Dependent courses/prerequisites*	Link to Completed Equity Audit
	Murals - Equity Curriculum Review

Standard Matrix

District Learning Expectations and Standards	Design and Composition	Scaling and Perspective	Murals Art History	Creative Lettering	Influential Street Art (from a muralist perspective)	Proposal Writing	Community Based - Public Mural Making
Creating							
VA:Cr1 Generate and conceptualize artistic ideas and work.	x	x	x	x			x
VA:Cr2 Organize and develop artistic ideas and work	x				x	x	x
VA:Cr3 Refine and complete artistic work.	x	x		x			

Presenting							
VA:Pr.4 Select, analyze and interpret artistic work for presentation.	x					x	
VA:Pr5 Develop and refine artistic techniques and work for presentation.					x		x
VA:Pr6 Convey meaning through the presentation of artistic work.					x	x	
Responding							
VA:Re7 Perceive and analyze artistic work.			x		x		
VA:Re8 Interpret intent and meaning in artistic work.			x	x			
VA:Re9 Apply criteria to evaluate artistic work.		x					
Connecting							
VA:Cn10 Synthesize and relate knowledge and personal experiences to make art.		x		x		x	
VA:Cn11 Relate artistic ideas and			x				x

works with societal, cultural, and historical context to deepen understanding.							

Unit Links

Unit Title:

Design and Composition

Relevant Standards: Bold indicates priority

VA:Cr1.1.HSI Use multiple approaches to begin creative endeavors

VA:Cr2.1.HSII Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

VA:Cr3.1.HSI Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

VA:Pr4.1.HSI Analyze, select, and curate artifacts and/or artworks for presentation and preservation.

Essential Question(s):	Enduring Understanding(s):

Cr1.1: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? **Cr2.1:** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? **Cr3.1:** What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? **Cr4.1:** What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?	**Cr1.1:** Creativity and innovative thinking are essential life skills that can be developed. **Cr2.1:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. **Cr3.1:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. **Cr4.1:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
Demonstration of Learning:	**Pacing for Unit**
Students will show understanding of mural design and composition by being guided through mural elements, including various mural styles, such as graffiti, historical and political street art and contemporary painted statements. Students will perform individual comparison projects as well create unique sample designs to be contributed to a large mural design later in the curriculum.	5 Classes
Family Overview (link below)	**Integration of Technology:**
Students will be learning about mural design and composition by being guided through mural elements, including various mural styles, such as graffiti, historical and political street art and contemporary painted statements.	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Perspective Color theory Space Composition Principles of Design Graffiti Mural Art	

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	Murals can only be painted outdoors. Murals are only for large public spaces. Murals can only be painted by professional artists. Murals must be permanent.
Connections to Prior Units:	**Connections to Future Units:**
	Principles of Design, creating the composition, understanding perspective, comprehending the use of space, development of appropriate design.

Differentiation through Universal Design for Learning	
UDL Indicator	**Teacher Actions:**
Perception 1.1 - Offer ways of customizing the display of information **Language and Symbols** 2.5 - Illustrate through multiple media **Comprehension** 3.3 - Guide information processing and visualization **Expression and Communication** 5.2 - Use multiple tools for construction and composition **Sustaining Effort and Persistence** 8.3 - Foster collaboration and community	- Offer student choice of composition - Promote creative ideas with multiple media - Planning process - Offer different ways of planning works - Facilitate collaboration with community organizations as needed

Supporting Multilingual/English Learners	
Related CELP standards:	**Learning Targets:**
9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	I can actively listen to others I can present information and ideas I can respond to simple questions and ask questions

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Graffiti vs Mural Art Proposal	I can understand the compositional difference between graffiti and mural art and show how they can influence each other.	I can show a clear understanding of the difference between graffiti and mural art in their work.	Materials: drawing tools, acrylic paint, paint boards, folders, paint palette, paper, plastic paint pallets.
Mural Design and Color Theory Draft	I can explore and understand how to use multiple color schemes to compliment a mural .	I can show evidence of color theory knowledge including color mixing and layering in their work	

Unit Title:

Scaling and Perspective

Relevant Standards: Bold indicates priority

VA:Cr1.1.HSII Individually or collaboratively formulate new creative problems based on the student's existing artwork.

VA:Cr3.1.HSIII Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

VA:Re9.1.HSI Establish relevant criteria in order to evaluate a work of art or collection of works.

VA:Cn10.1.HSI Document the process of developing ideas from early stages to fully elaborated ideas.

Essential Question(s):	Enduring Understanding(s):
Cr1.1: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? **Cr3.1:** What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely? **Re9.1:** How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation? **Cn10.1:** How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and lives of their communities through art-making?	**Cr1.1:** Creativity and innovative thinking are essential life skills that can be developed. **Cr3.1:** Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. **Re9.1:** People evaluate art based on various criteria. **Cn10.1:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
Demonstration of Learning:	Pacing for Unit
Students will show understanding of mural scaling and perspective through grid drawing techniques, small scale practice and by studying changes in shapes and textures. Students will show evidence of learning through the process by creating individual mural grid drawings and picture and letter transfers, as well ,through large group mural executions.	5 Classes
Family Overview (link below)	Integration of Technology:

Students will learn scaling and perspective through grid drawing techniques, small scale practice and by studying changes in shapes and textures. Students will show evidence of learning through the process by creating individual mural grid drawings and picture and letter transfers, as well ,through large group mural executions.	
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Scale, Perspective, Composition, Principles of Design, Graphing, Grid Method, Freehand, Pounce Pattern Doodle / Squiggle Grid, Layers	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
	Murals can only be painted outdoors. Murals are only for large public spaces. Murals can only be painted by professional artists. Murals must be permanent.
Connections to Prior Units:	**Connections to Future Units:**
	Principles of Design, creating the composition, understanding perspective, comprehending the use of space, development of appropriate design, color theory.

Differentiation through Universal Design for Learning	
UDL Indicator	**Teacher Actions:**
Perception 1.1 - Offer ways of customizing the display of information **Language and Symbols** 2.5 - Illustrate through multiple media **Comprehension** 3.3 - Guide information processing and visualization **Expression and Communication** 5.2 - Use multiple tools for construction and composition **Sustaining Effort and Persistence** 8.3 - Foster collaboration and community	- Offer student choice of composition - Promote creative ideas with multiple media - Planning process - Offer different ways of planning works - Facilitate collaboration with community organizations as needed

Supporting Multilingual/English Learners	
Related CELP standards:	**Learning Targets:**
9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	I can actively listen to others I can present information and ideas I can respond to simple questions and ask questions

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Small-scale mural composition	I can learn how to scale images to create a large version composition of each design.	I can show a clear understanding of how to scale artwork to create larger versions in their projects.	Examples to show scaling and how to create enlarged art. Materials: Paper, Pencils, Acrylic paint, Paint boards, Folders, Paint palette paper, Plastic paint pallets, Various size paint brushes, Graph paper
Partnered or small group mural designs.	I can use collaboration skills to create larger compositions	I can collaborate with others to create mural art.	

Unit Title:
Murals Art History

Relevant Standards: Bold indicates priority

VA:Cr1.2.HSII Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

VA:Re.7.1.HSIII Analyze how responses to art develop over time based on knowledge of and experience with art and life.

VA:Re8.1.HSI Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

VA:Cn11.1.HSII Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

Essential Question(s):	Enduring Understanding(s):
Cr1.2: How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? Why do artists follow or break from established traditions? How do artists determine what resources are needed to formulate artistic investigations?	**Cr1.2:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art making goals.
Re7.1: How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? WHat can we learn from our responses to art?	**Re7.1:** Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
Re8.1: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as	**Re8.1:** People gain insights into meanings of artworks by engaging in the process of art criticism.

text? How does knowing and using visual art vocabularies help us understand and interpret works of art?

Cn11.1: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?

Cn11.1: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Demonstration of Learning:	Pacing for Unit
Students will show understanding of mural art history after guided lessons of mural history from primitive times to today's street art. Students will show evidence of learning through the creation of a temporal order outline and individually created study guide.	3 Classes

Family Overview (link below)	Integration of Technology:
Students will be guided through lessons of mural history from primitive times to today's street art. Students will show evidence of learning through the creation of a temporal order outline and individually created study guide.	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Contemporary, Public Artists, Renaissance, Lascaux Caves, Primitive Art, Mexican Muralists, Modern Art, Social, Political/propaganda, Economic factors	

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	Murals can only be painted outdoors. Murals are only for large public spaces. Murals can only be painted by professional artists. Murals must be permanent.

Connections to Prior Units:	Connections to Future Units:
	The development of common and popular design, meaning and perspective of public art display, community based art making.

Differentiation through Universal Design for Learning	
UDL Indicator	**Teacher Actions:**
Comprehension 3.1 - Activate or supply background knowledge 3.2 - Highlight patterns, critical features, big ideas, and relationships	- Bridge concepts with relevant analogies and metaphors - Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual

	imagery, concept anchoring, or concept mastery routines)

Related CELP standards:	**Learning Targets:**
9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	I can actively listen to others I can present information and ideas I can respond to simple questions and ask questions

Lesson Sequence	**Learning Target**	**Success Criteria/ Assessment**	**Resources**
Mural history research and study guide Murals through the decades: history and meaning	I can create a study guide to present historical information to an audience. I can describe how murals recorded historical events. I can understand how murals became outlets for past times of resistance, such as protests, war and cultural change.	I can show a clear understanding of the progression of mural history. I can describe and understand how murals can record history and show cultural change.	Digital or physical resources: Renaissance, Lascaux Caves, Primitive Art, Mexican Muralists, Contemporary Public Artists, Modern Art, Mural work based on Social, Political/propaganda, and Economic factors, Local/Bristol Murals

Unit Title:
Creative Lettering
Relevant Standards: Bold indicates priority

VA:Cr1.1.HSI Use multiple approaches to begin creative endeavors.	

VA:Cr3.1.HSII Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

VA:Re8.1.HSII Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

VA:Cn10.1.HSI Document the process of developing ideas from early stages to fully elaborated ideas.

Essential Question(s):	Enduring Understanding(s):
Cr1.1: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?	**Cr1.1:** Creativity and innovative thinking are essential life skills that can be developed.
Cr3.1: What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?	**Cr3.1:** Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time
Re8.1: What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?	**Re8.1:** People gain insights into meanings of artworks by engaging in the process of art criticism.
Cn10.1: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?	**Cn10.1:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Demonstration of Learning:	Pacing for Unit
Students will show understanding of creative lettering through a series of guided practices including sample mural lettering projects and large scale letter transfers.	3 Classes

Family Overview (link below)	Integration of Technology:
Students will learn creative lettering through a series of guided practices including sample mural lettering projects and large scale letter transfers.	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Calligraphy, manuscript, handwriting, penmanship, block lettering, graffiti, script, graphing, projecting	

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	Murals can only be painted outdoors. Murals are only for large public spaces. Murals can only be painted by professional artists. Murals must be permanent.
Connections to Prior Units:	**Connections to Future Units:**
	The development of common and popular design Meaning and perspective of public art display Community based art making

Differentiation through Universal Design for Learning

UDL Indicator	Teacher Actions:
Perception 1.1 - Offer ways of customizing the display of information **Language and Symbols** 2.5 - Illustrate through multiple media **Comprehension** 3.3 - Guide information processing and visualization **Expression and Communication** 5.2 - Use multiple tools for construction and composition **Sustaining Effort and Persistence** 8.3 - Foster collaboration and community	- Offer student choice of composition - Promote creative ideas with multiple media - Planning process - Offer different ways of planning works - Facilitate collaboration with community organizations as needed

Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	I can actively listen to others I can present information and ideas I can respond to simple questions and ask questions

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Finding a lettering style Process of projecting Mini lettering composition	I can explore diverse types of lettering in art across various eras and movements. I can learn and practice multiple ways to create mural lettering. I can use projecting techniques to create high quality mural text.	I can show a clear understanding of mural lettering and its various types. I can use multiple ways including projecting to create mural quality text.	Examples of various types of mural lettering including graffiti, as a style. Historical information of the creation and evolution of mural text or word art. Creative examples of techniques behind mural lettering. Materials: spray paint, acrylic paint, projector, pencils, paint

			brushes, canvas board/paper.

Unit Title:
Influential Street Art (from a muralist perspective)

Relevant Standards: Bold indicates priority
VA:Cr1.2.HSIII 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. **VA:Pr5.1.HSI** Analyze and evaluate the reasons and ways an exhibition is presented. **VA:Pr6.1.HSI** Analyze and describe the impact that an exhibition or collection has on personal awareness of social, cultural, or political beliefs and understandings. **VA:Re7.2.HSII** Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.

Essential Question(s):	Enduring Understanding(s):
Cr1.2: How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?	**Cr1.2:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
Pr5.1: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?	**Pr5.1:** Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
Pr6.1: What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks	**Pr6.1:** Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

collected, preserved, or presented, cultivate appreciation and understanding?

Re7.2: What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?

Re7.2: Visual imagery influences understanding of and responses to the world.

Demonstration of Learning:	Pacing for Unit
Students will show understanding of influential street art through exploration of past and present street artists and their craft, as well as, the importance behind their chosen content/topic. Students will show evidence of learning by creating an informational slide on a chosen street artist. A final project will be to choose a common community topic to create a sample mural painting through the influence of a street artist's perspective.	5 Classes

Family Overview (link below)	Integration of Technology:
Students will learn influential street art through exploration of past and present street artists and their craft, as well as, the importance behind their chosen content/topic. Students will show evidence of learning by creating an informational slide on a chosen street artist. A final project will be to choose a common community topic to create a sample mural through the influence of a street artist's perspective.	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*

Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Banksy, Keith Haring, Jean-Michael Basquiat, Lady Pink, Os Gemeos, Invader, Shepard Fair, Inspiration, Community Art, Landmark, Legal Wall.	

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	Murals can only be painted outdoors. Murals are only for large public spaces. Murals can only be painted by professional artists. Murals must be permanent.

Connections to Prior Units:	Connections to Future Units:
	The development of common and popular design Meaning and perspective of public art display Community based art making

Differentiation through [Universal Design for Learning](#)	
UDL Indicator	Teacher Actions:
Perception	

1.1 - Offer ways of customizing the display of information
Language and Symbols
 2.5 - Illustrate through multiple media
Comprehension
Comprehension
 3.1 - Activate or supply background knowledge
 3.2 - Highlight patterns, critical features, big ideas, and relationships
 3.3 - Guide information processing and visualization
Expression and Communication
 5.2 - Use multiple tools for construction and composition
Sustaining Effort and Persistence
 8.3 - Foster collaboration and community

- Offer student choice of composition

- Promote creative ideas with multiple media

- Bridge concepts with relevant analogies and metaphors
- Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines)
- Planning process

- Offer different ways of planning works

- Facilitate collaboration with community organizations as needed

Supporting Multilingual/English Learners

Related CELP standards:	Learning Targets:
9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	I can actively listen to others I can present information and ideas I can respond to simple questions and ask questions

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Create a virtual street art journal. Design a street art plan that directly relates to the community. Compare and contrast two street artists and all that's involved in their work.	I can explore various past and present street artists and their inspirations to create a journal/portfolio. I can plan a street art project that directly relates to a chosen community topic. I can find ways to compare and contrast street artists and the elements of their work.	I can show a clear understanding of the expectation of in-depth researching and journaling found information. I can create a street art plan directly relating to their community to show knowledge of street artists and their inspirations. I can compare and contrast street artists and their work.	Research information on: Banksy, Keith Haring, Jean-Michael Basquiat, Lady Pink, Os Gemeos, Invader, Shepard Fairey. Materials: drawing paper, drawing tools.

Unit Title:
Proposal Writing

Relevant Standards: Bold indicates priority

VA:Cr2.3.HSI Collaboratively develops a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

VA:Pr4.1.HSII Analyze, select, and critique personal artwork for a collection or portfolio presentation.

VA:Pr6.1.HSII Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

VA:Cn10.1.HSIII Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.

Essential Question(s):	Enduring Understanding(s):
Cr2.3: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	**Cr2.3:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.
Pr4.1: How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?	**Pr4.1:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.
Pr6.1: What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?	**Pr6.1:** Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.
Cn10.1: How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?	**Cn10.1:** Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.

Demonstration of Learning:	Pacing for Unit
Students will show understanding of proposal writing after using the Need to Know chart, by creating a mural	3 Classes

proposal for the community in small groups. Students will show evidence of learning by playing various community roles to mock the proposal writing/feedback experience.	
Family Overview (link below)	**Integration of Technology:**
Students will learn proposal writing after using the Need to Know chart and by creating a mural proposal for the community in small groups. Students will show evidence of learning by playing various community roles to mock the proposal writing/feedback experience.	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Visiting artist, branding yourself, creating logo/business card, write a proposal/get commission, create a website (online portfolio)	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
	Murals can only be painted outdoors. Murals are only for large public spaces. Murals can only be painted by professional artists. Murals must be permanent.
Connections to Prior Units:	**Connections to Future Units:**
	The development of common and popular design Meaning and perspective of public art display Community based art making
Differentiation through Universal Design for Learning	
UDL Indicator	**Teacher Actions:**
Perception 1.1 - Offer ways of customizing the display of information **Language and Symbols** 2.5 - Illustrate through multiple media Comprehension 3.3 - Guide information processing and visualization **Expression and Communication** 5.2 - Use multiple tools for construction and composition **Sustaining Effort and Persistence** 8.3 - Foster collaboration and community	- Offer student choice of composition - Promote creative ideas with multiple media - Planning process - Offer different ways of planning works - Facilitate collaboration with community organizations as needed
Supporting Multilingual/English Learners	
Related CELP standards:	**Learning Targets:**
9-12.2	I can actively listen to others

An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		I can present information and ideas I can respond to simple questions and ask questions	

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Proposal writing and revising introduction using the Know and Need to Know chart, while including telling stories of the community. Linking career connections and self branding and mural planning	I can revisit the *Know & Need to Know*, step by step chart: Reflect on and assess your new understandings in order to draft your mural proposal. I can take on one of four career-connected roles to support the creation of my team's mural proposal**.**	I can show a clear understanding of how to draft and revise a mural proposal using a step by step process.	Resources about visiting artist, branding yourself, creating logo/business card, writing a proposal/receiving commission, developing a website (online portfolio) Increase tourism/ foot traffic, increase attractiveness, increase appreciation for art. Sites to aid the step-by-step mural writing process. https://www.mural.co/templates/customer-journey-map

Unit Title:

Community Based - Public Mural Making

Relevant Standards: Bold indicates priority

VA:Cr1.1.HSIII Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

VA:Cr2.2.HSI Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.

VA:Pr5.1.HSII Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.

VA:Cn11.1.HSI Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Essential Question(s):	Enduring Understanding(s):

Cr1.1: What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?	**Cr1.1:** Creativity and innovative thinking are essential life skills that can be developed.
Cr2.2: How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?	**Cr2.2:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.
Pr5.1: What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?	**Pr5.1:** Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.
Cn11.1: How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?	**Cn11.1:** People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Demonstration of Learning:	**Pacing for Unit**
Students will show understanding of public mural making by being a part of the process to organize a mural plan, utilize prior learned grid and transfer techniques and work as a team to collaborate and successfully complete the final mural project.	12 Classes
Family Overview (link below)	**Integration of Technology:**
Students will learn public mural making by being a part of the process to organize a mural plan, utilize prior learned grid and transfer techniques and work as a team to collaborate and successfully complete the final mural project.	*Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning*
Unit-specific Vocabulary:	**Aligned Unit Materials, Resources, and Technology (beyond core resources):**
Street Art, Graffiti, Back to Back, Cultural Jamming, Deface, Landmark, Legal Wall, Layers	
Opportunities for Interdisciplinary Connections:	**Anticipated misconceptions:**
	Murals can only be painted outdoors. Murals are only for large public spaces. Murals can only be painted by professional artists. Murals must be permanent.

Connections to Prior Units:	Connections to Future Units:

UDL Indicator	Teacher Actions:
Perception 1.1 - Offer ways of customizing the display of information **Language and Symbols** 2.5 - Illustrate through multiple media Comprehension 3.3 - Guide information processing and visualization **Expression and Communication** 5.2 - Use multiple tools for construction and composition **Sustaining Effort and Persistence** 8.3 - Foster collaboration and community	- Offer student choice of composition - Promote creative ideas with multiple media - Planning process - Offer different ways of planning works - Facilitate collaboration with community organizations as needed

Supporting Multilingual/English Learners

Related [CELP standards:](#)	Learning Targets:
9-12.2 An EL can participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	I can actively listen to others I can present information and ideas I can respond to simple questions and ask questions

Lesson Sequence	Learning Target	Success Criteria/ Assessment	Resources
Organize teams to build mural components/ breakdowns of community mural parts to be painted. Utilize plans to organize how each student will work in layers. Revisit mural process steps before painting begins.	I can work in a team and take steps to create a community mural. I can use knowledge of layering to create a high quality mural.	I can show a clear understanding of working on a team to create one composition. I can use prior knowledge of layering and partnered work during the mural painting process.	Resources to reiterate all elements for community mural art; designed to tell a story, create unique experience, engage citizens. Materials: drawing tools, acrylic paint, paint boards, folders, paint palette, paper,, step stools, drop clothes, brushes, rollers, string, tape.