

# Mural Painting

*Youth will brainstorm and create images and themes to be painted on a life sized mural.*

## **Age Appropriateness:**

9-12, 13 and up

## **Key Topics:**

Murals,  
Community Value

## **Skills:**

Critical Thinking ,  
Visual Metaphor,  
Diversity,  
Artistic Expression

## **Materials:**

Paper, pencils, mural  
images, paint, paint  
brushes

## **Action Time**

1 hr. (Action 1)

2 hrs. (Action 2)

4 hrs. (Executing)

## **Resources:**

[Creative Teaching in Art](#)  
by: D'Amico

<http://www.artistshelpingyouth.org/paintingmurals.html>

## **OBJECTIVES**

- Youth will come up with a philosophy about mural painting, what the murals should mean, how the art connects with the people in the community.
- Analyze the mural location in terms of what purpose the area serves, and what kind of mural would look best at that location.
- Brainstorm ideas for the murals.
- Elect a mural representative to take their ideas to the muralist for final execution.



## **Discussion**

Discuss the importance of conducting research about any subject. Inform the youth that they need to have enough information both to talk about and plan the content and location of their mural. They will be making a list of topics, visual themes and subject matter for the mural, deliberating the final summation of their ideas and working with a muralist who will help translate their ideas into an achievable final product.

## **Action 1**

- Have the youth share their thoughts about murals they have seen, what they think makes a mural a mural (location, subject matter, style) and pleasing aspects of murals they have seen. It may be useful to have images of murals on hand, perhaps in a slideshow format for visual reference.
- Ask youth to focus on what makes their community unique, such as geographic location, ethnic diversity, natural resources and cultural presences. Talk about how different people live in different places – find out what they like about where they live and how it may be different from other places they've lived or visited.
- Break into groups and brainstorm, then compile ideas. The list should be condensed and presented to the muralist by a representative of the group (either volunteers or elected representatives). Once presented with the group's ideas, the muralist will prepare a sketch that will be transferred into the final painting of the mural.

# Murals Continued

## Action 2

Divide the overall group into smaller groups of 3 – 4, which will be responsible for one section of the mural. Each group gets a gridded section to paint. Some students will paint and others will do the measuring and graphing. Groups decide which individual will do which job from the following:

- Measure the area to be painted.
- Draw the grid lightly in pencil on the area to be painted. This will be done from the muralist's master sketch, preferably with the muralist on hand to supervise and to ensure accurate translation of the sketch, though it is preferable to allow groups to self-manage in this regard.
- Paint the sketched area. Again, the muralist will ideally be present through this part of the process.

### Note:

-Groups also decide on how each group member will be accountable for doing their job. All group members will participate in clean-up upon completion of the project.

-One student may be designated to document the entire sketching and painting process by taking photographs of the work through its various stages through to completion.

## Reflection

Ask the youth some of the same questions you had before the project started. What did they learn? What did they accomplish individually, and as a group? Inform them that this mural they have painted will enable thousands of youth to understand their community and appreciate the beauty of public art. Talk about the impact that service learning has on the lives of others and ways that they can help.

