Murals as Communication

This is a multi-age project on the use of murals as communication. It is intended as a collaboration between students in K-3 and seventh grades.

As witnessed in our visit to Belfast and session with Mark Ervine, a mural reflects cultural and historical values. In our classes, our mural will reflect students’ hopes and dreams for the school year. We will incorporate a virtual tour via (PowerPoint) of selected Northern Ireland murals, use Skype to communicate between schools, look at actual murals and construct our own. Students in K-3 will determine the content of the mural, based on classroom curriculum; seventh graders will use their math skills to calculate the measurements for the (actual) enlarged mural. We will all work together to paint it.

The lesson plan for K-3:

Lesson- Articulating and illustrating “Hopes and Dreams”

Two 30 minute class sessions, with more time for painting

K-3

Objective: The objective is for students to articulate, share and illustrate their hopes and dreams for their school year, as part of the larger process of developing rules for their classroom.

GE’s- H&SS 14: Students act as citizens by demonstrating positive interaction with group members.

H&SS 16: Students examine how different societies address human interdependence by practicing communication skills with individuals and
groups.

Lesson:

1. Take students to see real murals at our school and in our community.

2. Show and discuss PowerPoint (see below) about the Belfast murals.

3. Talk with the class about hopes and dreams they have for the school year, based on the plans from our Responsive Classroom curriculum. Have students share their ideas.

4. Have each student draw his or her hope or dream on 8” X 11” paper. Share the drawings.

5. After the seventh graders enlarge our images, work with them to paint the mural.

6. Share our project with other teachers and students.

The lesson plan for 7th grade:

Lesson – Use of Scale Factor in Murals
Two 50 minute classes

7th grade

Objective: The objective is for students to use scale factor to calculate the dimensions of a wall mural that will be an enlargement of some art work created by kindergarten through third graders.

GE’s - M7: 13 Applies concepts of similarity by solving problems involving scaling up or down and their impact on angle measures, linear dimensions and areas of polygons, and circles when the linear dimensions are multiplied by a constant factor. Describes effects using models or explanations.

Lesson – This lesson can be used after students have learned to calculate scale factors for similar figures. Begin by showing a PowerPoint of various murals found throughout Belfast, Northern Ireland. Discuss with students the purpose behind each mural – political, sense of community, historical, memorial, message being conveyed, etc. Also worth noting are the similarities and differences in murals located on the Falls Rd and on the Shankill Rd. (For a PowerPoint or photos of murals from Belfast, contact peggy_maxfield@wsusu.org)

Explain to students that their assignment is to apply their knowledge of scale factor and similar figures to help younger students turn their art work into a mural. Students will be provided with an 8.5 X 11 piece of art work from a younger student that needs to be enlarged. The students should complete the attached worksheet (see below), recording all data and calculations.

Next Day – Students will now use their calculations to redraw the younger students’ art work onto a mural size board using the following process:
1. draw a grid over student art work

2. draw enlarged grid, to scale, on mural

3. draw outline of art work onto mural using the grid method

As students are working, or as a wrap up to the math content, have them share what they notice about the corresponding side lengths, corresponding angles, and area changes between the 8.5 X 11 and the mural.

Students should work in small groups at this point. The younger students will paint/color the mural when the outline is completed. Now is a great opportunity for the seventh graders to work directly with some of the younger students.
Student Work

Mural

Dimensions of Student Work
W = ____________  L = ____________

Dimensions of Desired Mural
W = ____________  L = ____________

Scale Factor from work to Mural
______________________

Perimeter of Student Work
______________________

Perimeter of Mural
______________________
Area of Student Work

Area of Mural

Explain how the scale factor can be used to calculate the perimeter change and the area change from the student’s work to the mural.

4. TRANSCRIPTION OF INTERVIEW

I interviewed Faith, 30, an optometrist who was shopping in Belfast on this day

KD: We are here studying about both sides of Northern Ireland. We have studied a lot about the early conflict. Are you from Belfast?
Faith: No, from County Down.

KD: Can I ask you about going to school? I am curious, was it Protestant and Catholics together?

Faith: No, it was separate.

KD: We are curious about how that process has been for your life. Have you seen any parts of the conflict?

Faith: My experience is that my dad lost two brothers. They were police officers, and they were killed. One was killed in a bomb, and one was the very first killed by mortar attack.

And I would say that my response to that has been my witness to my grandmother, and my grandfather and my dad, and how they responded, with no bitterness at all.

They made a special effort to make friends and get to know people of the other community and make them realize that there is a separate element of our country that wants to live like that, but that is not the majority, and my experience has been witnessing that.

We were never taught to have any bitterness or any thoughts like that, but to treat people as they are. I know that’s not the experience of the whole country, but that’s my experience.

I was always sent along to join in...elocution, speech, drama, and that was all done in a joint group, and that’s been beneficial to me, and I think that’s the future for here.