

Lesson Plan

Title of Lesson:	Public Art Exploration
Teachers:	Sophie and Jordyn
School:	UIUC - Art Ed
Grade Level[s]:	Introductory High School Level

Big Idea that drives Lesson/Unit:

Students will learn how art can be used as a tool for social change, specifically to engage communities and spread awareness. Through this lesson, students will learn about the connection between art and activism, studying both historic and contemporary artist examples. This lesson ties into sociology by engaging students with the idea of public art as a tool for social change and also as a reflection of the cultures which created it.

Fine Arts Goals/Objectives:

- VA:Cr2.2.I - Explain how traditional and nontraditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
- VA:Cr2.2.II - Demonstrate awareness of ethical implications of making and distributing creative work.
- VA:Re7.1.I - Hypothesize ways in which art influences perception and understanding of human experiences.
- VA:Cn11.1.I - Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Vocabulary Acquisition:

- Street Art: Visual art created in public spaces, often without permission.
- Advocacy: Support for specific policies or representation of people; raising awareness.
- Symbolism: Images which represent ideas or messages in art.
- Ephemeral: When something only lasts for a short period of time; a temporary nature.

Key Artistic Concepts:

- Investigation: Students will spend time exploring historical and contemporary examples, drawing inspiration and choosing their own significant locations.
- Visual storytelling and symbolism: Students will use imagery and symbols to communicate messages about social issues.
- Site-specific art: The significance of where art is located and how this placement can affect its meaning and impact.
- Conceptual design: Students will create proposals rather than physical artworks, focusing on developing their ideas during planning stages.

Artmaking Materials Needed:

- 20 sketchbooks and pencils
- 20 sets of markers and colored pencils
- 20 rulers
- Computers or tablets with internet access (for research)
- Printer (with ink & paper)

Contemporary/Historical/Multicultural/Popular/Literature Art exemplars:

- Diego Rivera, *Entering the Mine*, from “Courtyard of Labor,” 1923-28, Ministry of Education Building, Mexico City
- William Walker and others, *Wall of Respect*, 1967-68, Chicago, mixed media, destroyed 1971
- mmmm..., [BUS](#), 2014, Baltimore, wood and steel
- Ernest Zacharevic, [Splash & Burn](#), 2023, Kuala Lumpur, Malaysia

Lesson Plan

Procedures:

Day one

- DISCUSSION: (10 minutes)
 - Agenda
 - Discuss types of public art
 - Explain the role of street art as a means of communication and protest
- DEMONSTRATIONS: (10 minutes)
 - Artist examples, highlighting their purposes and sites
 - Prompt students with questions like: What makes street art powerful? Why do some artists choose the streets instead of galleries for their work? How can street art promote social change?
- DESIGN/WORK SESSION: (30 minutes)
 - In groups, students will brainstorm a list/mind map of social issues and/or communities they feel connected to (e.g., climate change, mental health awareness, ethnic/cultural group)
 - Using the provided handout, students will conduct research on the topic/community and begin thinking about a location which would lend itself to a public artwork installation about their topic/community
 - Students will then use Google Maps and other resources to decide on a location. Students will be prompted to create three different thumbnail sketches to prepare for next class.

Day two

- DESIGN/WORK SESSION: (30 minutes)
 - Students will be provided with materials to create their final artwork proposals.
- CLEAN UP: (5 minutes)
- CLOSURE: (15 minutes)
 - Students will share their proposals and elaborate on why they chose their sites.