

## A Brush of Courage: A Mural for Cholul

Session Date/Time: Saturday July 28th, 2018, Habla

by Madeline Beath and Tommaso De Silvestri

Time/Facilitator	Activities	Materials
12:00 – 12:10	<b>Introduction</b> <ul style="list-style-type: none"><li>- Who we are and where we work.</li><li>- Introduce the Cholul mural project and the essential question: How can arts integration improve our students' perceptions of themselves and their community?</li><li>- Review learning objectives:<ol style="list-style-type: none"><li>1. Become familiar with the concept of planning backwards.</li><li>2. Understand the adaptability and flexibility of the steps to make a mural.</li><li>3. Learn through creating!</li></ol></li><li>- Benefits of Arts Lit: encourages better learning, increases self-esteem and can strengthen a person's bond to their community. (The class theme)</li><li>- Planning backwards – start with a big idea, project or text and create the class around it.</li><li>- Introduce the 10 steps to create a mural and show its flexibility.</li></ul>	
12:10 – 12:30	<b>Question of the day</b> <ul style="list-style-type: none"><li>- Introduce the concept of a Question of the Day as a way to enrich the theme.</li><li>- Group reflection on the board: What is community?</li><li>- First Question of the Day: Who am I in my community? (Group will answer this question using <i>their</i> idea of community) (2-3 minutes)</li><li>- Break participants into pairs or small groups to discuss their responses (5 minutes).</li><li>- What is something interesting you heard from your partner? Group discussion.</li></ul>	Board and Expo markers  Participants will need paper and something to write with
12:30 – 12:45	<b>Book</b> <ul style="list-style-type: none"><li>- Revisit planning backwards – we needed a text to accompany the essential question and guide us to the final project.</li><li>- “My Name is Gabriela / Me llamo Gabriela” by Monica Brown.</li><li>- Took inspiration from Gabriela's love for writing, singing and travel to plan projects in class.</li><li>- Encourage students to think about the places they would like to visit, the adventures they would like to</li></ul>	Students will have a piece of paper where they can answer the question and draw a sketch

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	<p>have. Use this to help them consider how special their community is.</p> <ul style="list-style-type: none"> <li>- Second Question of the Day:</li> <li>- Ask the participants to answer the following questions, "What are the places you consider to be most important in your community? Why?" (2-3 minutes)</li> <li>- Participants choose the place they would like to show to Gabriela and make a quick sketch (2-3 minutes).</li> <li>- Get with a new partner and discuss (5 minutes).</li> </ul>	
<b>12:45 – 1:30</b>	<p><b>Paper and Gradient</b></p> <ul style="list-style-type: none"> <li>- Introduce Henry Matisse and different ways to "draw with scissors."</li> <li>- Give each table one piece of red, orange, yellow, blue, purple and pink paper and have them choose their favorite.</li> <li>- The big group will then create their gradient taking inspiration from the children in Cholul. 2 minutes to prepare the gradient in silence.</li> <li>- Give each table different glue, scissors exacto knives, and construction paper to design their places and make their composition.</li> <li>- We give them different papers to design their places (Cream, black, white, brown, green)</li> <li>- Introduce black and white wax pencils as a way to add details.</li> <li>- As people finish, they will re-answer the question, "Who am I in my community?" and "Has your perception of yourself in your community changed after participating in the mural?"</li> </ul>	<p>Construction paper: red, orange, yellow, blue, purple, pink, cream, black, white, brown, green</p> <p>Scissors</p> <p>Exacto knives</p> <p>Tacky glue</p> <p>Wax pencils</p>
<b>1:30 – 1:45</b>	<p><b>Build exhibit and reflect</b></p> <ul style="list-style-type: none"> <li>- Invite participants to set their compositions on the wall following the gradient.</li> <li>- Presentation preparation: look at the mural and think about your responses to the "I am" questions. Choose one word to share with the group about your vision of community.</li> <li>- Presentation: facing away from the mural, go around the group saying, "Community is/Comunidad es" while each individual says their word aloud.</li> <li>- Group discussion: How has your perception of yourself and your community changed after this project? Or has it at all?</li> </ul>	

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<b>1:45 - 2:00 pm</b>	<b>Closing</b> <ul style="list-style-type: none"><li>- Review of the steps of the mural we accomplished today.</li><li>- Remind participants that the mural we created is a scaled version of something we could paint on wall.</li><li>- Thanks to Habla, EdúcaTE and Celina.</li><li>- Time for questions and clean up.</li></ul>	
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