

Connections for Community

Multi-Sensory Mural Lesson Plan

Topic: Learning to look at your community and respond artistically, individually or collaboratively.

Grade Level: Middle

Standards:

- VA:CFA1.1.6a - Combine concepts collaboratively to generate innovative ideas for creating art.
- VA:CR2.2.6a - Explain environment implications of conservation, care, and clean-up art materials, tools, and equipment.
- VA:Re.7.1.7a - Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.
- VA:Re.7.2.7a - Analyze multiple ways that images influence specific audiences.
- VA:Cn11.1.8a - Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

Duration: 3 or 4 class periods (55 minutes each) plus a visit to the Multi-Sensory Mural

Key Vocabulary Words (definitions on Multi-Sensory Lesson Plan Vocabulary page)

Audio Tour	Multi-Sensory
Blind	Oral Description
Braille	Pattern
Ceramic	Public Art
Collaboration	Relief (Sculpture)
Community	Tactile
Disability	Texture
Glaze	Tile
Line	Symbol
Mosaic	Visually Impaired
Mural	

Visit the Multi-Sensory Mural in Clifton: Using the multi-sensory mural as a reference, students explore how sight, touch, and materials create a shared story. Then, in teams, they will design and construct a group sensory mural representing a chosen



theme connected to their community. Before the art-making begins discuss:

- What do you **see** and **feel**?
- What **story** is being told about the Clifton Community?
- What **elements** (people, animals, objects) can be identified with eyes closed?
- How did artists use **shape, line, texture, and pattern**?

Learning Objectives: Understanding the role of symbolism as a tool for communication and connection, use the Multi-Sensory Mural as a guide. Including the theme Connections for Community, students learn to both look and touch, and create art that incorporates their community and mixed media 3D materials to create their own group multi-sensory artworks. Students will learn how to use symbols to communicate and ideas in community-based art. Students should discuss public art and accessibility to art for All people.

Process: Use of collaboration, symbolism and mixed media. Students learn to use mixed media materials to create visual and tactile art work. Using various art media, such as standard art supplies like paints, oil pastels, papers and found objects, such as yarns, cotton balls, paper towel rolls, sandpapers, etc., that work well as 3D elements to create tactile representations of their mural theme.

Application: Group collaborations are a part of everyone's daily lives, learning to work together and creatively is a way of life. Symbols are also a part of everyday living and communication.

Supplies Needed

- Tempera paints, foam & regular brushes
- Heavy Craft Paper (6'long x 3'or 4' wide)- a **heavy paper** that can hold up to a lot of paint, water and heavier found object materials
- Hot Glue, Glue, Mod Podge, scissors, rulers, tape, pencils
- 3D/tactile materials: yarn, string, cotton balls, sandpaper, braille paper, air-dry clay, fabric, paper towel rolls, light weight wood scraps, etc.
- Water cups, palettes, paper towels/rags
- Contrasting colors for visual accessibility

Student Project: Multi-Sensory Mural - This mural will be composed of art materials and found objects (not tiles or mosaics). The final artwork should be a visual and sensory experience.



Each group (3–4 students) will design and create a **6' long horizontal multi-sensory mural** (remember this mural needs to be touched and accessibility needs to be considered), using mixed media and found objects. Murals may be displayed together or separately.

Lesson Breakdown

DAY 1: Sketch & Plan

1. Students will discuss the project together and select a theme for their sensory mural, (10 min)
2. Students will each use pencil and drawing paper to design their own sensory mural, (10 min). This is not a final drawing, it is an idea sketch. Color and excellent drawing skills are not necessary for this sketch, stick figures can be used for this sketch. It is an IDEA sketch!
3. Students will look at each other's sketches and combine ideas to make one final sketch. This would be a good time to add fast color to the sketch. Once again, this is not final art, 20 min.
4. If any time remains on this first day, preparations can be made for the final art by gathering found objects, art materials and planning color schemes.

DAY 2: Build the Foundation

1. If students still need to gather materials, they need to do this now, 5-10 min.
2. Students can start with a simple sketch on the 6' long heavy paper, this will all be covered with paints, art materials and found objects, so the sketch does not need to be rendered or colored.

Relief String Technique:

- Run a bead of school glue around edges of the sketch, and any detail areas that need to be raised to help express the shape (by touch). Press thick yarn/string into glue. Have the students gently run their hands over the string/yarn to test that the relief height is good for identifying the subject matter, 20 min. (Drying time will take till the next day.)
3. Create air-dry clay components while glue dries. (The drying time will take till the next day.)
 4. While the glue and clay components dry, students can plan color schemes for the next day.

DAY 3: Put Together & Paint

1. Students hot glue/clay components onto the mural.



2. Painting or any coloring of the sensory mural may take place now.
3. Finish the sensory mural with paints, oil pastels, and found objects.

DAY 4: Paint & Present

1. Finish all art work.

2. **Presentation Time:** Students will have just a couple of minutes (for each group) to present their sensory murals.

• Here is a list of **Presentation Questions** for the students, give them this list at the beginning of class so they can prepare for their presentation during the remainder of the project time:

1. What is your sensory mural theme?
2. Describe your sensory mural in detail (touch, visuals, objects).
3. Each student will name one thing you learned during the Multi-Sensory Mural project. (This can relate to vocabulary, the Clifton neighborhood, symbolism, collaboration, disability and visually impaired awareness, or art techniques.)
4. How did your group collaborate to bring your mural to life?

Display murals grouped together as one large mural or separately throughout your school.

Assessment Suggestions

- Participation & teamwork during discussions and creation
- Use of texture, pattern, line and art (2D and 3D) materials to support the mural's theme
- Creative thinking, use of symbolism and community connection
- Vocabulary usage in presentations and discussion
- Respectful collaboration

Extensions (Optional)

- Create an audio description for each mural for an audio tour
- Using index cards, have the students write a brief description of their mural to go along with displayed artwork
- Invite a local mural artist or member of the visually impaired community to speak
- Display murals in a school or community exhibit with tactile signage