

Multi-Sensory Mural Vocabulary List

Audio Tour - A spoken explanation that tells a story or gives information, usually while you're looking at something like a mural or museum exhibit.

Blind - Blindness is the **inability to see or a lack of vision**. In the most severe cases, there's an inability to see even light.

Braille - A system of raised dots that people who are blind or visually impaired can read by touch. It can be printed on paper or shown on special screens.

Ceramic - A hard object made from clay or minerals that is heated in a very hot oven. Ceramics can be pottery, tiles, or bricks. They are strong and don't get damaged easily by heat or water.

Collaboration - Working together with others to make or do something.

Community - **1.** A group of people who live in the same area. **2.** A group of people who share something in common, like culture, interests, or traditions, even if they don't live near each other.

Disability - A condition that makes it harder for someone to do things in the same way as others. It can affect how someone moves, learns, communicates, sees, or hears.

Glaze - A shiny, glass-like coating added to pottery or ceramic art that makes it waterproof and colorful. It's added before baking in a kiln (hot oven).

Line - One of the Elements of Art. Lines are one of the most basic building blocks of art. They can be straight, curved, thick, thin, zigzag, dotted, or curly. Artists use lines to outline shapes, suggest motion or emotion, show texture, and create form in their drawings, paintings, and other artworks.

Mosaic - A picture or pattern made by putting together many small pieces of colored stone, glass, or ceramic.

Mural - A big piece of artwork painted or attached directly on a wall, ceiling, or floor.

Multi-Sensory - Using more than one of your five senses, like sight, sound, touch, smell, or taste—at the same time.

Oral Description - A story or explanation that's told out loud using words to describe something in detail, especially helpful for people who can't see the object.

Pattern - One of the Principals of Design. A design that repeats the same shapes, lines, or colors in a predictable way.

Public Art - Public art is art in any media whose form, function, and meaning are created for the general public through a public process. It is a specific art genre with its own professional and critical discourse.

Relief (Sculpture) - A type of sculpture where shapes stick out from a flat background but are still attached to it (like a coin or carved wall).

Shape - One of the Elements of Art. A shape is a flat, enclosed area of an artwork created through lines, textures, or colors, or an area enclosed by other shapes.

Symbol - A picture, shape, or sign that stands for something else, like a heart for love or a dove for peace.

Tactile - Of or connected with the sense of touch.

Texture - One of the Elements of Art. How something looks or feels: Real texture you can actually feel (like sandpaper). Implied texture is when an artwork looks like it would feel a certain way, but it's actually smooth.

Tile - A piece of ceramic or similar material, often square or rectangle, used in mosaics or murals. Tiles can have designs or colors painted on them.

Visually Impaired - When someone has trouble seeing, even with glasses. It can mean partial or total vision loss (blindness).

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

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Visually Impaired - When someone has trouble seeing, even with glasses. It can mean partial or total vision loss (blindness).

Tactile Challenge Lesson Plan

Topic: Students will explore how sensory elements of sight and touch can communicate visual experiences to people with different visual impairments. They will create small scale sensory artworks to simulate how visual and tactile cues affect perception. (This project could be a great warm up to the *Multi-Sensory Mural Project* and the *Connections for Community Project*.)

Grade Level: Elementary and Middle

Standards:

- VA:Cr1.2.3a - Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
- VA:Cr2.3.3a – Construct representations, diagrams, or maps of places in everyday life.
- VA:Cr1.2.4a - Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
- VA:Cn10.1.4a – Create artwork reflecting community cultural traditions.
- VA:Cr3.1.5a – Use art vocabulary to create artist statements and describe choices.
- VA:Cr2.1.5a - Experiment and develop skills in multiple art-making techniques and approaches through practice.
- VA:Cr2.1.6a - Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- VA:Cr2.3.6a - Design or redesign objects, places, or systems that meet the identified needs of diverse users.
- VA:Re.7.2.7a - Analyze multiple ways that images influence specific audiences.
- VA:Cr2.3.7a - Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.
- VA:Cn11.1.8a - Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity. VA:Pr5.1.8a - Collaboratively prepare and present selected theme-based artwork for display, and formulate exhibition narratives for the viewer.

Duration: 3 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
Blind

Multi-Sensory
Oral Description

Key Vocabulary Words, continued

Braille	Pattern
Ceramic	Public Art
Collaboration	Relief (Sculpture)
Community	Tactile
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Line	Symbol
Mosaic	Visually Impaired
Mural	

Visit the Multi-Sensory Mural in Clifton: Using the multi-sensory mural as a reference, discuss how it uses color, shape, texture and touch to convey a shared story. Before the art-making begins discuss:

- How might someone with limited or no vision experience this artwork?
- What does texture say that color alone cannot?
- How did artists use **shape, line, texture, and pattern**?

Learning Objectives: Explain that some people can only see light and dark (high contrast helps). Some people see shapes but no details. Some are fully blind and rely completely on touch. Students will learn about visual impairment and blindness, and begin an understanding of a visual and sensory relationship with other people and artwork that they may produce in the future.

Process: By exploring different ways of making sensory art, students will experiment with line, shape, value, contrast, texture and monochromatic themes. They will add raised 3D shapes, lines, and textures to show simple patterns or symbols (no tiny details) and encourage depth through layering materials.

Application: Learn about public art and inclusion. Students hold discussions about the meaning and purpose of art in public places, sensory needs and how All people experience our community.

Supplies Needed

- Acrylic paints, foam & regular brushes
- 11"x17" heavy poster board or cardboard) - a **heavy paper** that can hold up to a lot of paint, water and heavier found object materials
- Glue, Mod Podge, scissors, rulers, tape, pencils, hot glue

- 3D/tactile materials: yarn, string, cotton balls, sandpaper, braille paper, air-dry clay, fabric, etc.
- Water cups, palettes, paper towels/rags
- Contrasting colors for visual accessibility
- Index cards for Oral Description presentation and display

Student Project: *the Tactile Challenge* -This artwork will be composed of art materials and found objects (not tiles or mosaics). The final artworks should be a visual and sensory experience.

Divide your class into two groups to explore the different ways of making sensory art.

Lesson Breakdown Group A

DAY 1: Group A - Simulate what someone who is visually impaired (partial sight) might perceive.

1. Students will each sketch a simple design on the cardboard/poster board, (10-15 min.).

2. Relief String Technique:

• Make shapes by running 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, remainder of class. (Drying time will take till the next day.)

4. While the glue and clay components dry, students can plan color schemes and gather found objects for the next day.

DAY 2: Group A

1. If students still need to gather materials, they need to do this now, 5-10 min.

2. Students can glue/hot glue air dry clay components into place, add texture and found objects, 15-20 min.

3. Students paint the artwork using high contrast colors such as black & white, blue & orange, red & yellow etc, 15-20 min.

4. Let all art work dry before the gallery walk and presentations.

DAY 3: Both Groups - Gallery Walk & Oral/Written Description

1. **Gallery Walk** - in the classroom have students rotate around the room to explore

each other's artworks, 20 min.

2. (Optional), use blindfolds or closed eyes for students exploring Group B artwork.

3. (Optional), students experiencing Group A artwork should squint their eyes to almost shut.

4. Presentation and Group Discussion: Students will have just a couple of minutes to present their sensory artwork.

- **Discussion Prompts**

1. What did you notice when you could not use your eyes?

2. Which textures were easier to read?

3. Did using only one color affect your artwork message?

4. How can we use design and art to make the world a more inclusive place?

5. Oral/Written Description: On index cards, have each student write a short paragraph describing their artwork.

- **Include:**

1. A title for their artwork.

2. A description of the artwork, talking about the art technique and how they planned shapes, line, texture and color to make the artwork accessible to the visually impaired or blind.

Lesson Breakdown Group B

Day 1: Group B - Simulate what someone who is totally blind might experience.

1. Students will each sketch a simple design on the cardboard/poster board, 10-15 min.

- 2. Relief String Technique:**

- Make shapes by running a bead of school glue around edges of the sketch, and any detail areas that need to be raised to help express the image (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. (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.

5. With the remaining class time, have students gather found objects and tactile materials for the next day, and plan their color scheme.

DAY 2: Group B

1. If students still need to gather materials, they need to do this now.
2. Students can glue/hot glue air dry clay components into place, add texture and found objects.
3. Students paint the artwork using all one color with no contrast, so all one value.
4. Let all art work dry before the gallery walk and presentations.

DAY 3: Both Groups - Gallery Walk & Oral/Written Description

1. **Gallery Walk** - in the classroom have students rotate around the room to explore each other's artworks, 20 min.
2. (Optional), use blindfolds or closed eyes for students exploring Group B artwork.
3. (Optional), students experiencing Group A artwork should squint their eyes to almost shut.
4. **Group Discussion:** Students will have just a couple of minutes to present their sensory artwork, remainder of class.

- **Discussion Prompts**

1. What did you notice when you could not use your eyes?
2. Which textures were easier to read?
3. Did using only one color affect your artwork message?
4. How can we use design and art to make the world a more inclusive place?

5. **Oral/Written Description:** On index cards, have each student write a short paragraph describing their artwork.

- **Include:**

1. A title for their artwork.
2. A description of the artwork, talking about the art technique and how they planned shapes, line, texture and color to make the artwork accessible to the visually impaired or blind.

Assessment Suggestions

- Use of texture, pattern, line, shape and color in (2D and 3D) materials to support the mural's theme
- Use of shape, texture, pattern, line and art (2D and 3D) materials to support the mural's theme
- Creative thinking and thoughtfulness about artwork for other people
- Vocabulary usage in oral description and discussion

Extensions (Optional)

- 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 (index cards)
- Using index cards, have the students write a brief description of their mural to go along with displayed artwork

Mosaic Art Rocks Project

Liz Richter: Planning the Clifton Multi-sensory Public Art Installation

Goal: *Connecting students to the process of the installation by introducing them to the artists involved, and the process of creating art for the public.*

- o Discussion: How do B/VI people experience art?
- o Gathering information about how the students at KSB experience art and space
 - Informal survey/group discussions about Clifton installation
 - Allow students to see examples of clay installation, architectural rendering, painted rocks, sketches
 - Students create a rock that will be placed in the “Art Rocks” garden at the pergola (State Street and Frankfort Ave.)
 - Here is a video about the project in the early stages:
 - <https://spectrumnews1.com/ky/louisville/news/2021/05/05/clifton-multisensory-art-project-for-blind-and-visually-impaired>
 - About Liz: <https://www.lizrichterart.com/about-me>

Rock Mosaics (Part of Banks Commons Installation)

- o <https://runningwithsisters.com/how-to-make-mosaic-garden-rocks/>
- o Materials:
 - Finished example
 - Rocks
 - https://www.amazon.com/dp/B07XLGQPDN/?coliid=I3J89ZD7TFID2O&colid=3A6QAHOLTA0TG&psc=1&ref=lv_ov_lig_dp_it
 - Smooth, small glass or ceramic mosaics in warm colors and a nice variety. Watch for sharp pieces if doing this with younger students.
 - https://www.amazon.com/dp/B078S41MZ2/?coliid=I1W8LTG37UHYSW&colid=GJ4TKT11CB37&psc=0&ref=lv_ov_lig_dp_it
 - Trays for mosaics to spread out
 - Grout that similar to natural rock color
 - https://www.amazon.com/dp/B001XQ42ZY/?coliid=I3HSWX45L04SLJ&colid=3A6QAHOLTA0TG&psc=1&ref=lv_ov_lig_dp_it
 - Weldbond glue or something similar and exterior grade, nontoxic
 - Cups/bowls for glue
 - Brushes for glue
 - Sponges or rags to wipe mosaic pieces
 - Popsicle sticks or knives for spreading out grout
 - Baby wipes or accessible sink (grout gets messy)

Mosaic Process

This lesson is appropriate for any age but students under 3rd grade will need a lot of help with the grout.

- o Session 1
 - Paint entire rock with weldbond, allow a minute to get tacky
 - Glue down mosaic to rocks, try to make a fun pattern or design.
 - Allow rocks to dry entirely. Make sure all mosaic pieces are completely on the rock, not hanging off the sides.
- o Session 2
 - Spread grout on the rocks, making sure all cracks are filled
 - Use fingers to lightly wipe off extra grout from mosaic pieces
 - Allow to dry about 30 minutes
 - Use a damp cloth to wipe off each mosaic tile carefully
 - Rinse under water once the grout is completely dry (over an hour).
 - Students choose which one to keep. Write names, dates, ect. on the bottom
 - Liz will collect the rocks and save them for the installation! 502-609-0441

