



Grade/s: 9-12

Enduring Idea: Community

Integrated Discipline: Social Studies

Unit Title: Stepping it Up: Community Art Project

Unit Designer: Katie Pfrommer

Unit Description: Within this multidisciplinary unit, learners will explore the enduring idea *Community* throughout history and cultures. Learners will work in groups and collaborate with other disciplines to create a public art mosaic mural on public steps or surfaces. Learners will study three community art projects and discuss how public art enhances a sense of community.

Images: *From One Hundred Views of Edo*, Hiroshige Utagawa
CMA1977.18



Seahorses/Ryu No Otoshigo, Yoshida Toshi
CMA1972.16



Sunny Harbor, Werner Drewes CMA1957.59



Banks of the Ashley River, Alfred Hutton CMA1991.11.2



Key Concept: Community creates a sense of belonging.

Essential Question: What are some key factors and barriers for building communities?

CCSS Art: Standard 6: The student will make connections between the visual arts and other arts disciplines, other content areas, and the world.
VAH1-6.1 Analyze the similarities and differences between the visual arts and other arts disciplines.
VAH1-6.2 Compare and contrast concepts, issues, and themes in the visual arts and other subjects in the school curriculum.

Integrated CCSS: [CCSS.ELA-Literacy.RH.9-10.5](#) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Learning Outcomes:

- The learners will research and explore the enduring idea *Community* throughout history and cultures.
- The learners will participate in a class discussion of key factors and barriers for building communities.
- The learners will study the exemplar images from the Columbia Museum of Art collection and discuss how the enduring idea *Community* can be represented visually.
- The learners will discuss symbolism within the exemplar artworks and adopt symbols that represent their own community.
- The learners will create an original design for a

public art mosaic that visually represents their interpretation of the community in which they live.

- The learners will write one sentence about what their community means to them.
- The learners will critique the mural designs from the other learners and vote on three designs to represent each class. The school will vote using an online poll to decide on the final design.
- Students, faculty, staff, and alumni will have the opportunity to donate one ceramic item to the public art project.
- Each learner will design and create a handmade clay tile representing his/her place within the community using imagery and text. This tile will be included in the mural.
- The learners will work in groups to create and install 2 square feet sections of the mural.
- The learners will write a poem on the meaning of *Community* and one poem will be selected to be displayed on a plaque with the mural.

Motivator: Study and discuss Community Public Art Projects
See Resources

Day Breakdown: Day One: Introduction of the sample community art projects as a motivator activity. Discussion of the enduring idea *Community*. View and discuss exemplar artworks from the Columbia Museum of Art Collection and discuss how they represent a sense of belonging.
Day Two: Discussion of *Community* continued. Begin brainstorming mural designs. Learners will begin to research, brainstorm, and sketch designs that represent an interpretation of their community.
Day Three: Review Columbia Museum of Art images. Continue sketching mural designs. Transfer design using site dimensions on graph paper. Learners write a rough draft of one sentence of the meaning of community.
Day Four-Five: Critique of designs and vote on top three for each class. Learners finalize sentence on community. Clay demonstration. Learners will create a clay tile using additive and subtractive methods to visually represent their written sentence on

community. In the meantime, school votes on design.

Day Six-Nine: Introduction of mosaic. Learners will work in groups on assigned 2' sections of the mural using cut ceramic tiles and pieces of donated ceramic objects, attaching the pieces to mesh squares with adhesive. These sections of the mural will be constructed in the classroom and installed at a later time.

Day Ten: Glazing demonstration. Learners will glaze the tiles created from days four and five.

Days Eleven-Fourteen: Learners will continue to assemble mosaic squares in groups.

Days Fifteen-Twenty: Installation of mosaic on steps or chosen site.

Day Twenty-One: Review, Summary, and written reflection using poetry.

Later Date: Community art project revealed.

Materials: Sketchbook
Graph paper for design
Variety of colorful ceramic and glass tiles
Donated tiles and ceramic objects
Tile saws
Snap and score tile cutters
Hand Held tile cutters
Mosaic Tile Mesh
Weldbond Adhesive
Thin Set Mortar
Notched Trowels
Five Gallon Buckets
Drop clothes/tarps
Grout
Clay
Glaze
Engraved plaque for name plate and chosen poem
Tents (optional) for installation days

Resources: 2012 Olympics Wooden Boat:

- Video: <http://www.bbc.co.uk/news/uk-england-hampshire-17981130>
- Links: <http://www.thesun.co.uk/sol/homepage/news/4302516/Olympic-boat-made-up-of-Mary-Rose-and-Jimi-Hendrix-guitar-to-be-launched.html>

http://www.huffingtonpost.co.uk/2012/05/07/london-2012-boat-made-from-1200-unique-pieces-to-set-sail_n_1494453.html

16th Street Mosaic Steps:

- Links:
- <http://www.mymodernmet.com/profiles/blogs/16th-avenue-tiled-steps-san-francisco>
- <http://www.sfchronicle.com/bayarea/place/article/Golden-Gate-Heights-shining-mosaic-steps-4477410.php>

Columbia, SC The Reliquarium Garden by Khaldoune Bencheikh:

- <http://www.khaldoune.com/#!reliquarium-gallery>

Assessment: Formative Assessments:

- Rubric for Tile
- Rubric for Group Squares
- Written poem

Summative Assessments:

- Checklist for group work, work ethic, critiques, written work