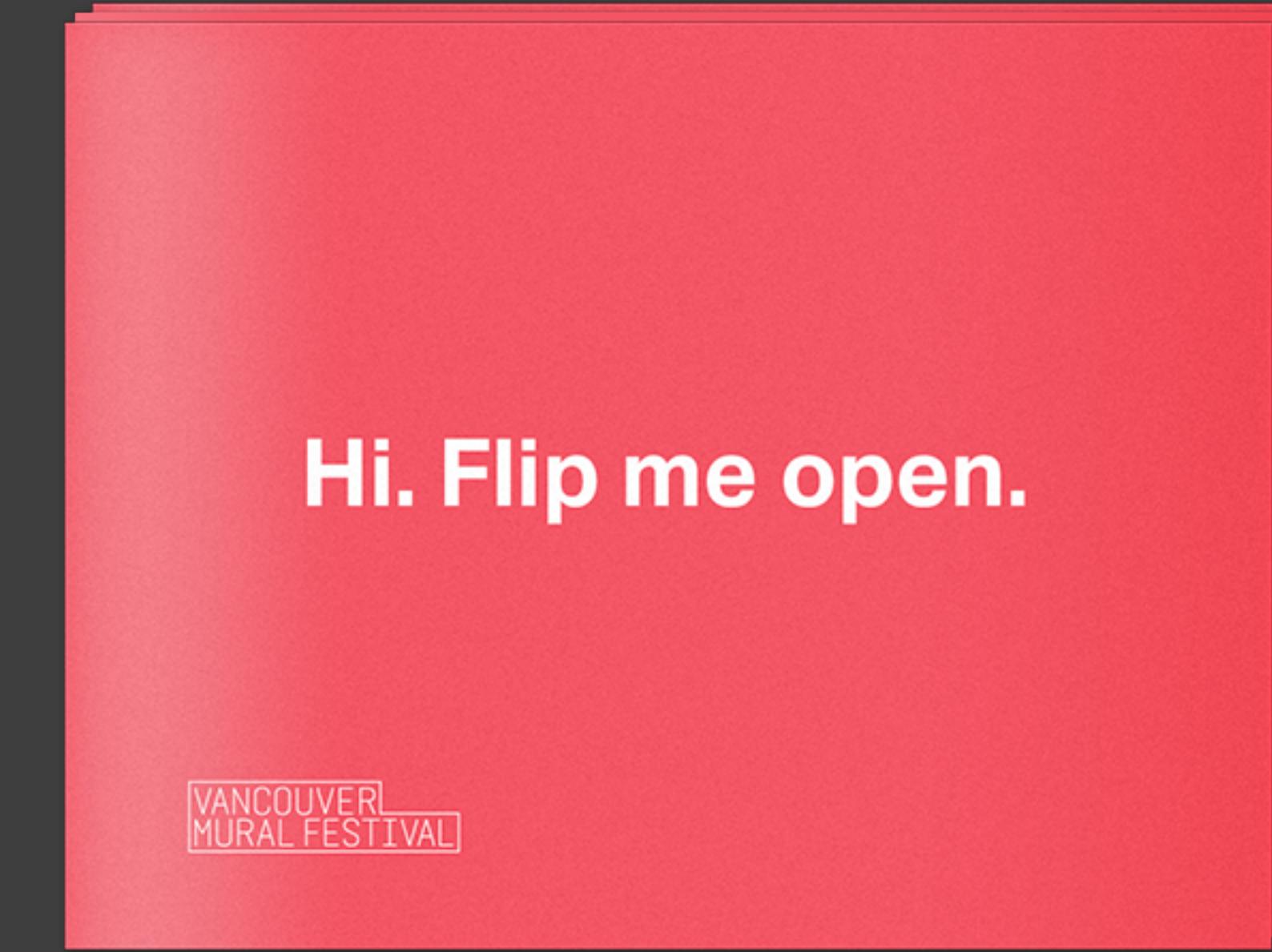


Vancouver Mural Festival  
**Classroom Kit**



01

60

### Post Cards

**Big Idea:** Interpret and communicate ideas using symbols and elements to express meaning through art.

**Curricular Competencies:** Take creative risks to express feelings, ideas, and experiences

**Activity**

Postcard templates are available for download at: [bit.ly/VMF-Q1](http://bit.ly/VMF-Q1). Print copies for each student.

On side A, students write the name of someone with whom they want to share something but can't find the right words.

On side B, students try to express the emotions or ideas they want to share with the person they have chosen. Students are shown an example of a visual representation of a specific message.

**Suggested Materials**

Coloured pencils (assorted), markers, pastels, and water colours.

12

30

### Identity Portrait

**Big Idea:** Through art making, one's sense of identity and community continually evolves.

**Curricular Competencies:** Explore relationships between identity, place, culture, society, and belonging through the arts

**Activity**

Students pair up and share their background with each other. Some guiding topics include: personal heritage and history, moments of adversity, and what you're most proud of.

Students capture the emotions and experiences that their partner shared into a portrait. Students can make portraits figurative or abstract using colours, shapes, patterns, and symbols.

Students share their portraits with their partner and explain why they chose to include certain elements.

**Suggested Materials**

Paper, pencils, and coloured pencils (assorted).

04

30

### Collaboration Collage

**Big Idea:** Artistic expressions differ across time & place.

**Curricular Competencies:** Create art collaboratively and as individuals using ideas inspired by imagination, inquiry, experimentation, and purposeful play.

**Activity**

Students print images at home or find images from provided magazines for times/places that they felt most comfortable or included. These are pooled amongst groups of three to four students.

In each group, students work together on a poster board to create a collage.

Every ten minutes groups rotate, using adding on to their new collage as they go.

After a few rotations, each group presents the collage at their current table, and discusses why they think certain images were included.

**Suggested Materials**

Poster boards, glue sticks, scissors, pencils, pens, coloured pencils, erasers, extra magazines.

16

90

### Art Historian

**Big Idea:** Experiencing art is a means to develop empathy for others' perspectives and experiences.

**Curricular Competencies:** Reflect on works of art and creative processes to understand artists' intentions.

**Activity**

In small groups or pairs, students observe and discuss different works of art. The mural art on the backs of these cards can be used for this activity.

**Questions to guide this activity:**

Look closely at the artwork. What do you notice? What mood, energy, emotion, or idea comes to mind when you look at this work? What do you think the artist's goals were in this work? How would you describe this artwork to someone who has never seen it?

**Suggested Materials**

Activity cards, paper, pencils, and pens.

## My Role

Created user flows during ideating to visualize interactions.

Created wireframes and high-quality mockups.

Conducted usability testing to validate assumptions.



## Vancouver Mural Festival

Non-profit organization founded in 2016 to fight the stigma of Vancouver as a "No-Fun City" by increasing mural literacy and street art engagement in the city.

## **Opportunities**

01 —

**Festival attendee  
experience**

02 —

**Mural wall  
acquisition**

03 —

**Guided mural  
walking tour**

01 —

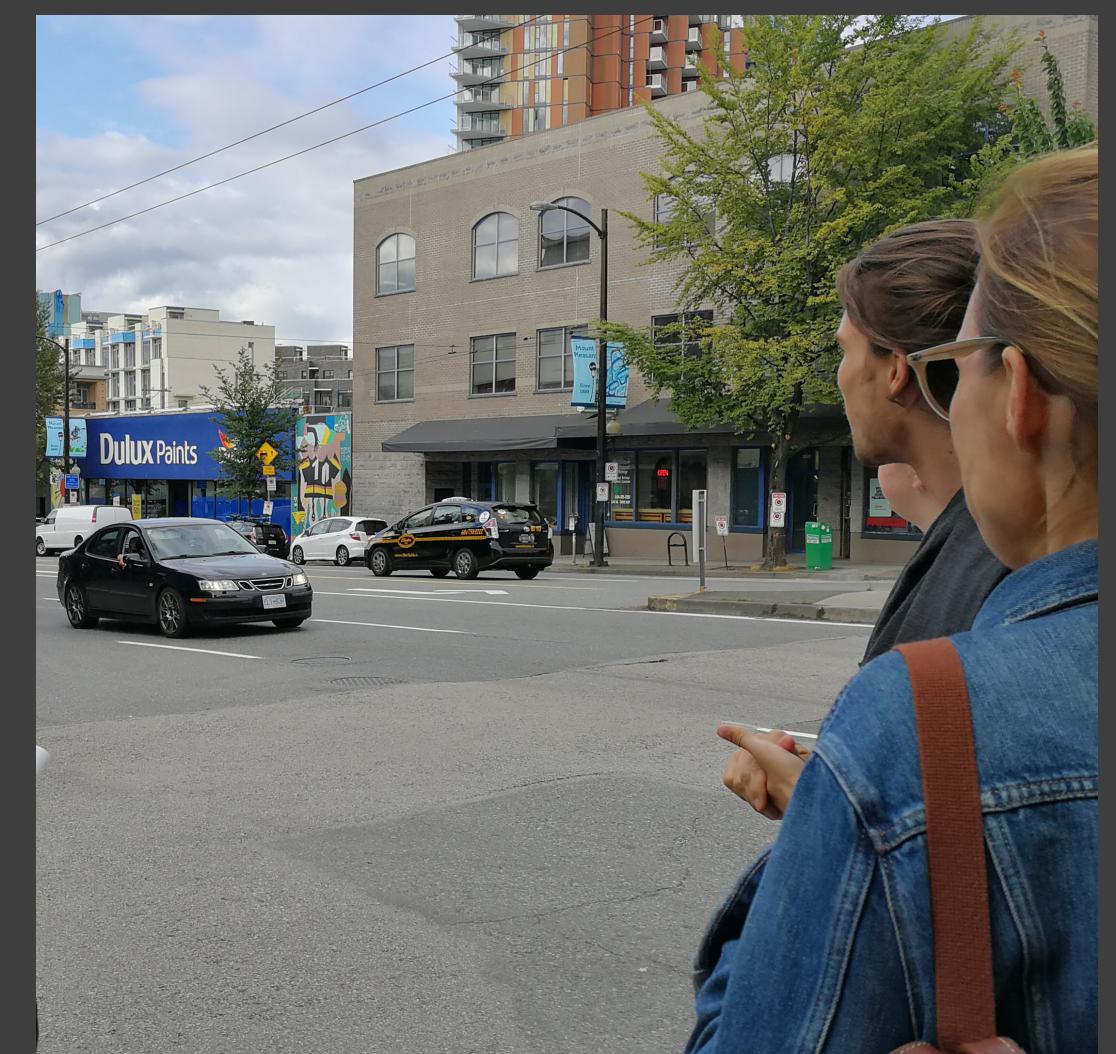
The tour is physically and mentally taxing.

02 —

Accessibility for individuals with mobility and hearing concerns.

03 —

Lacked of natural extension to the annual festival.



# Personas



Primary —  
Tour Attendee



Secondary —  
Tour Guide



Secondary —  
VMF Executive



## Engaged Storyteller

# Sam Lee

24, VMF Tour Guide and Student  
Resides in: Kerrisdale

*Sam has always been interested in street art. They started volunteering with VMF in 2016 and then became a coordinator for the tours in 2017. Sam wants to be even more involved but is held back by other responsibilities.*

### Goals

- Educate people on the history of street art in Vancouver, and promote the annual mural festival
- Highlight the type of transformation VMF is trying to achieve in the neighbourhood and the reason for it
- Frame stories in a larger narrative and help people connect on a more personal level
- Ensure the tour runs smoothly from start to finish
- Raise cultural awareness and communicate the identity of the community to their audience

### Behaviour

- Coordinates all private and regular tours year round
- Spends a lot of time getting to know the stories behind each mural and their artists
- Stays in contact with the VMF team and tour attendees primarily through text and email
- Confirms the number of attendees and collects all their contact information for each tour
- Weaves interesting stories about mural production and building heritage into the tour script

### Pains

- Feels like the ending of the tour is awkward and abrupt
- Sometimes struggles to remember all the important things to note about a mural
- Sees room for improvement but doesn't have enough time to implement changes
- Has a hard time balancing everyone's needs/interests
- Feels that discussions might not be as engaging when tour groups are larger

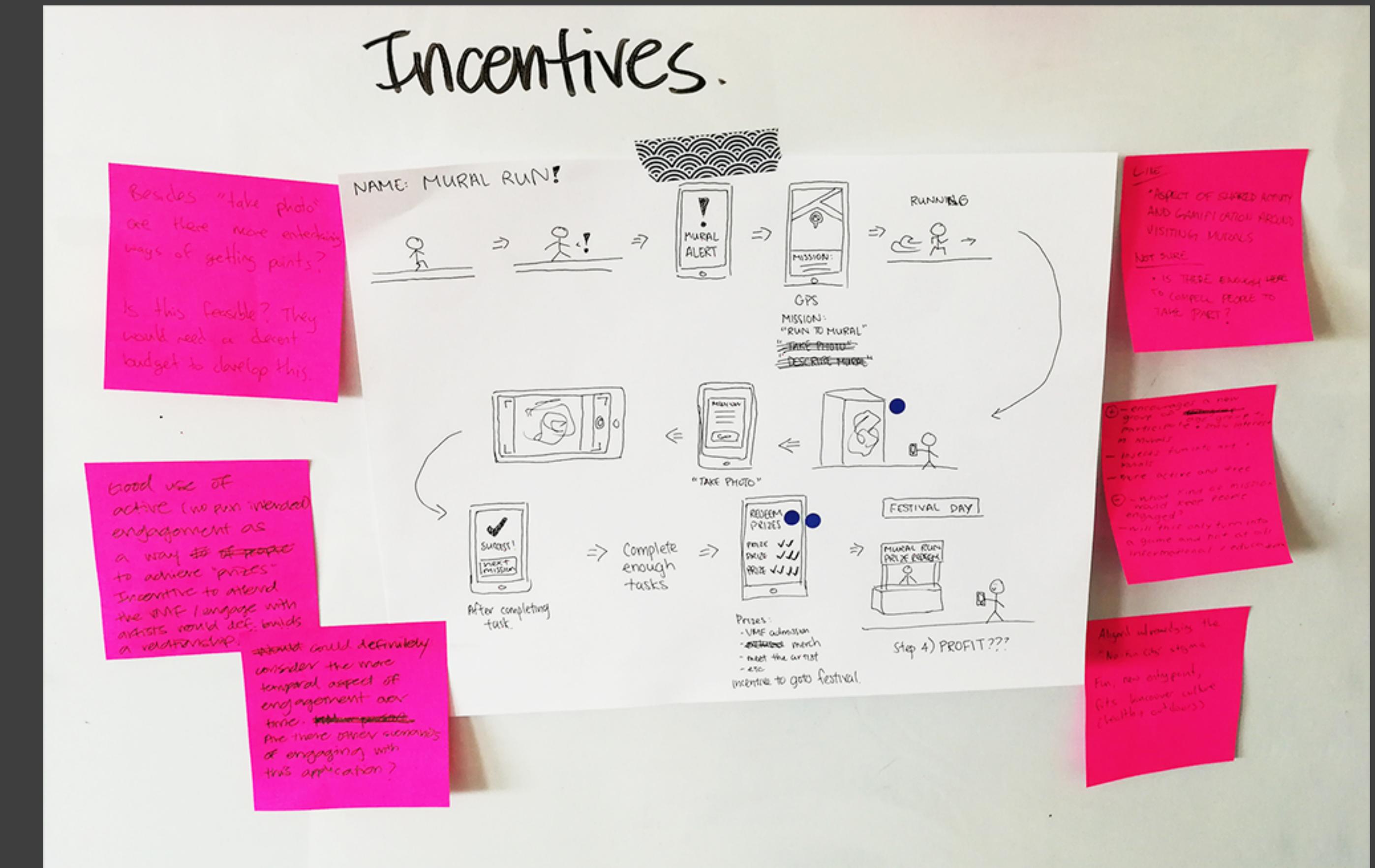
### Needs

- Keep people engaged in the tour in spite of exhaustion
- To feel confident in the stories they're telling and keep up to date on information about the murals in Mt. Pleasant
- A natural way to tie the tour back into the Festival
- More support/resources to improve the tour experience

## Ideating

Participated in condensed 3-day Google design sprint.

Focus on creating stronger connection from the year-round tours to the annual Festival.





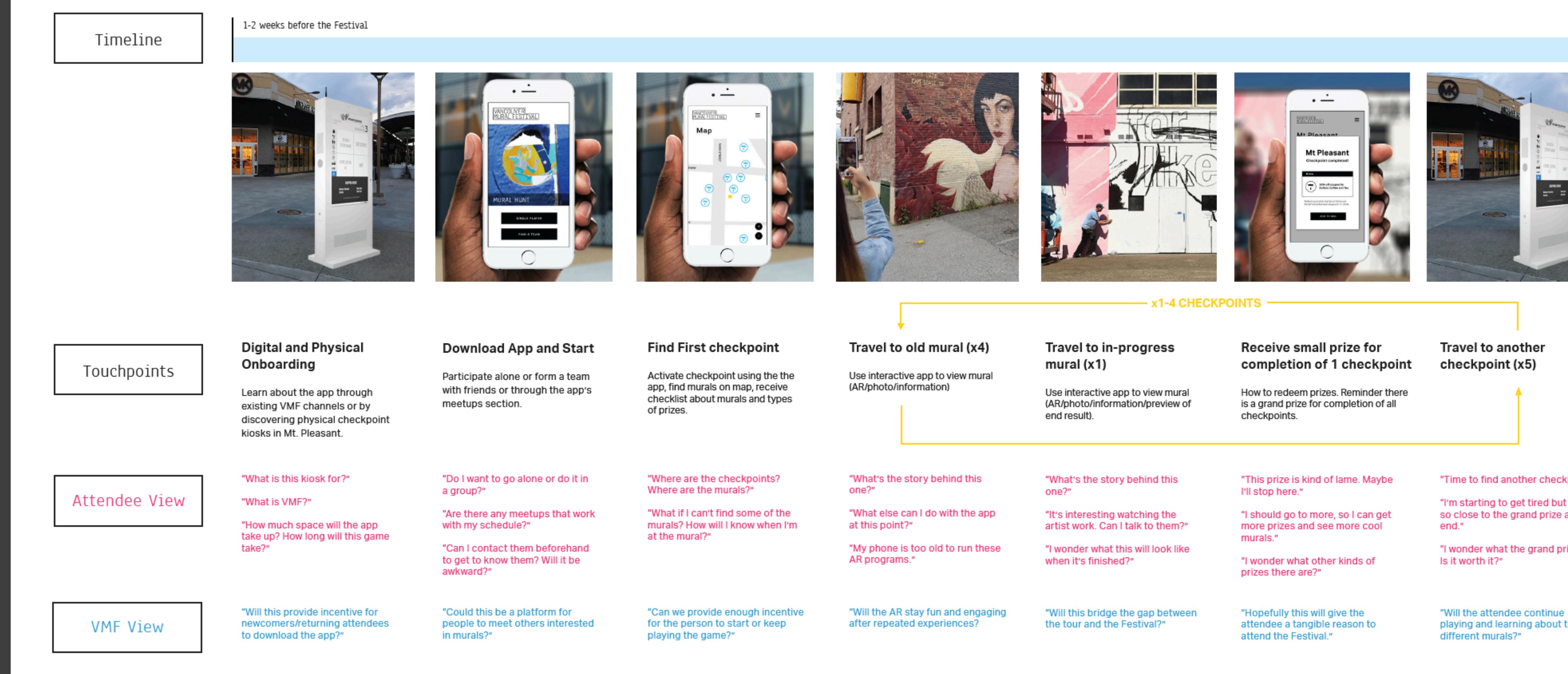
美琪餅店  
*Kam's* BAKERY

MISTAKES  
ARE YUMMY

@ANOTHERJO

CARING  
IS  
CARING

# Attendee Journey Framework



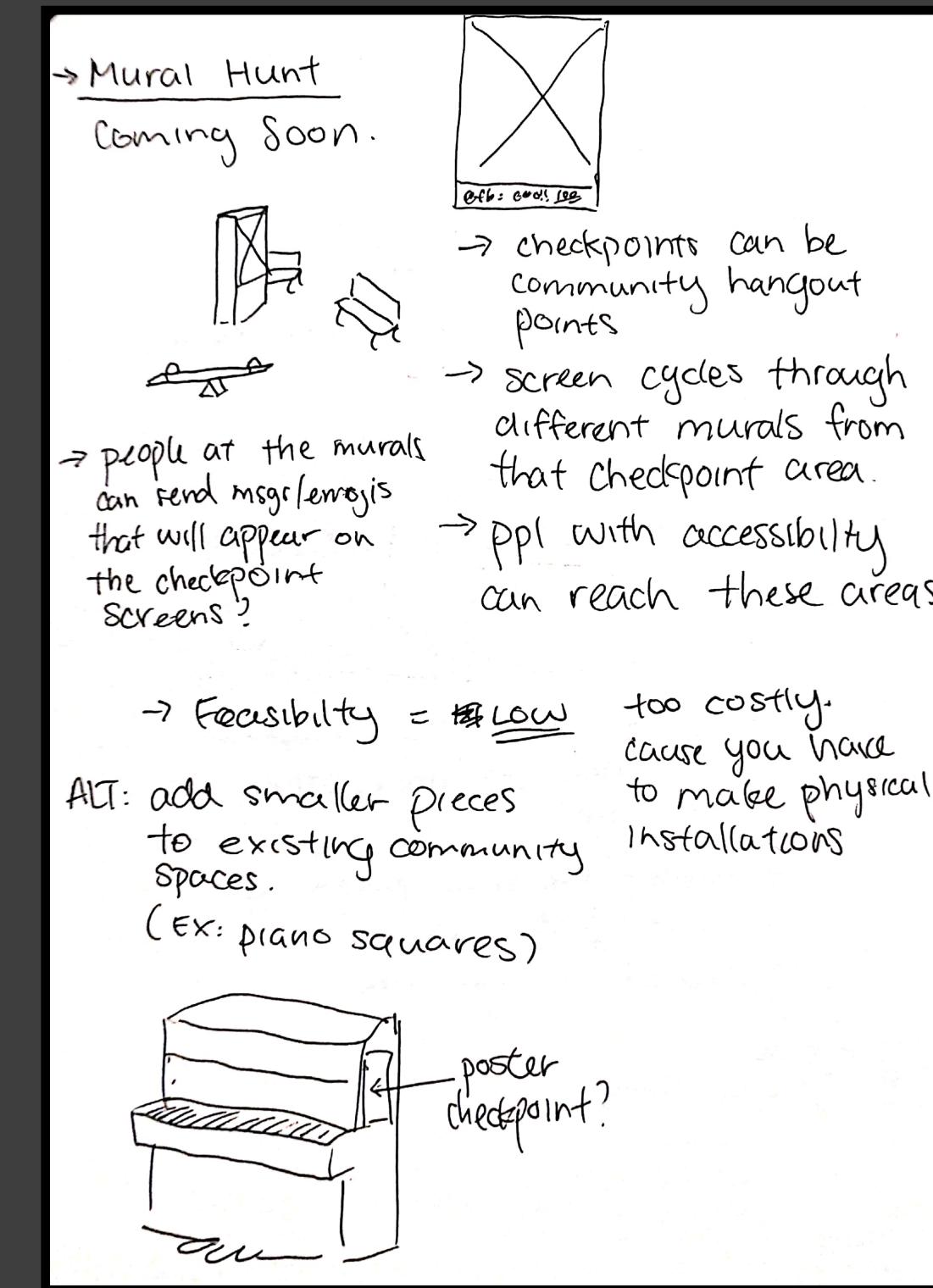
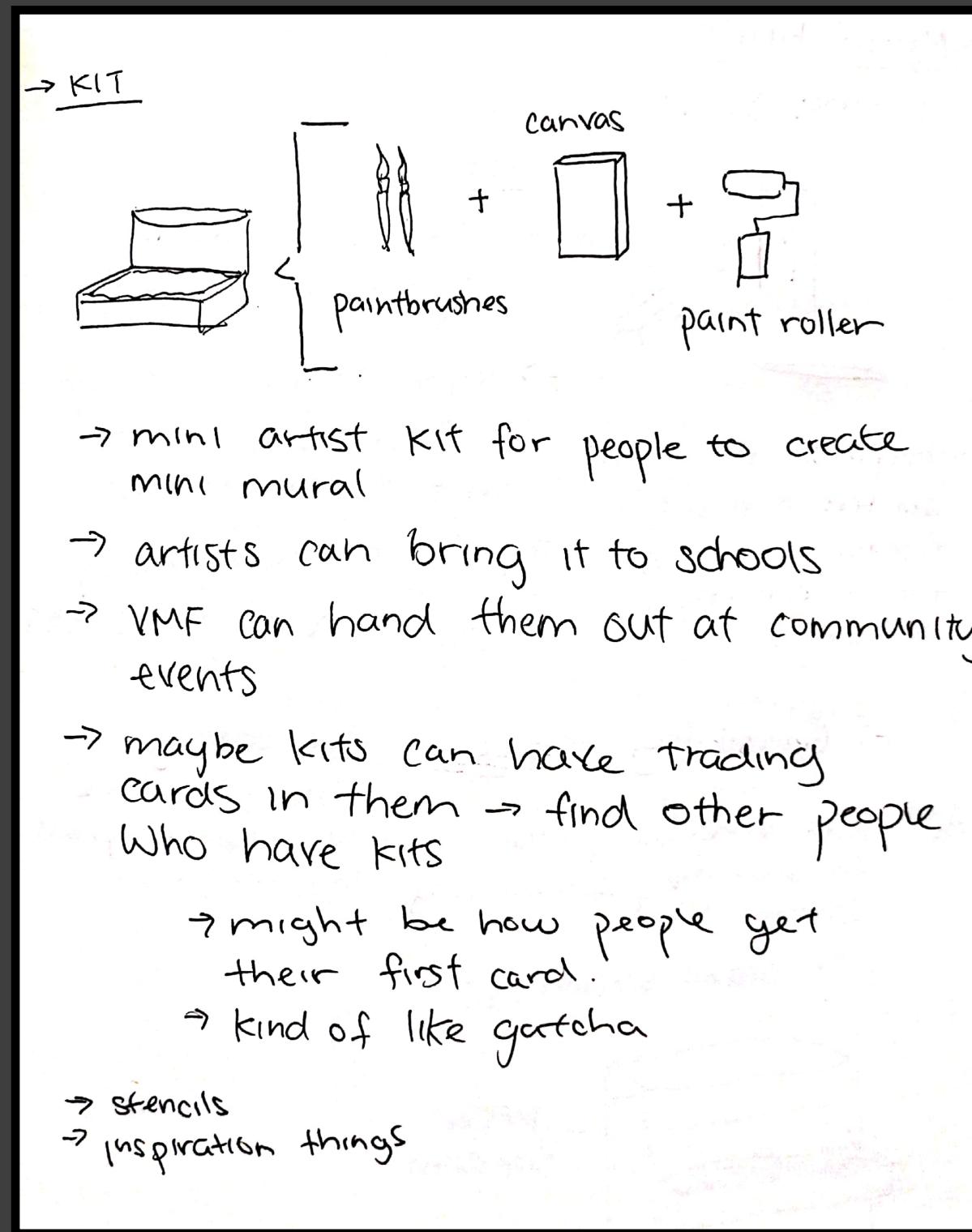
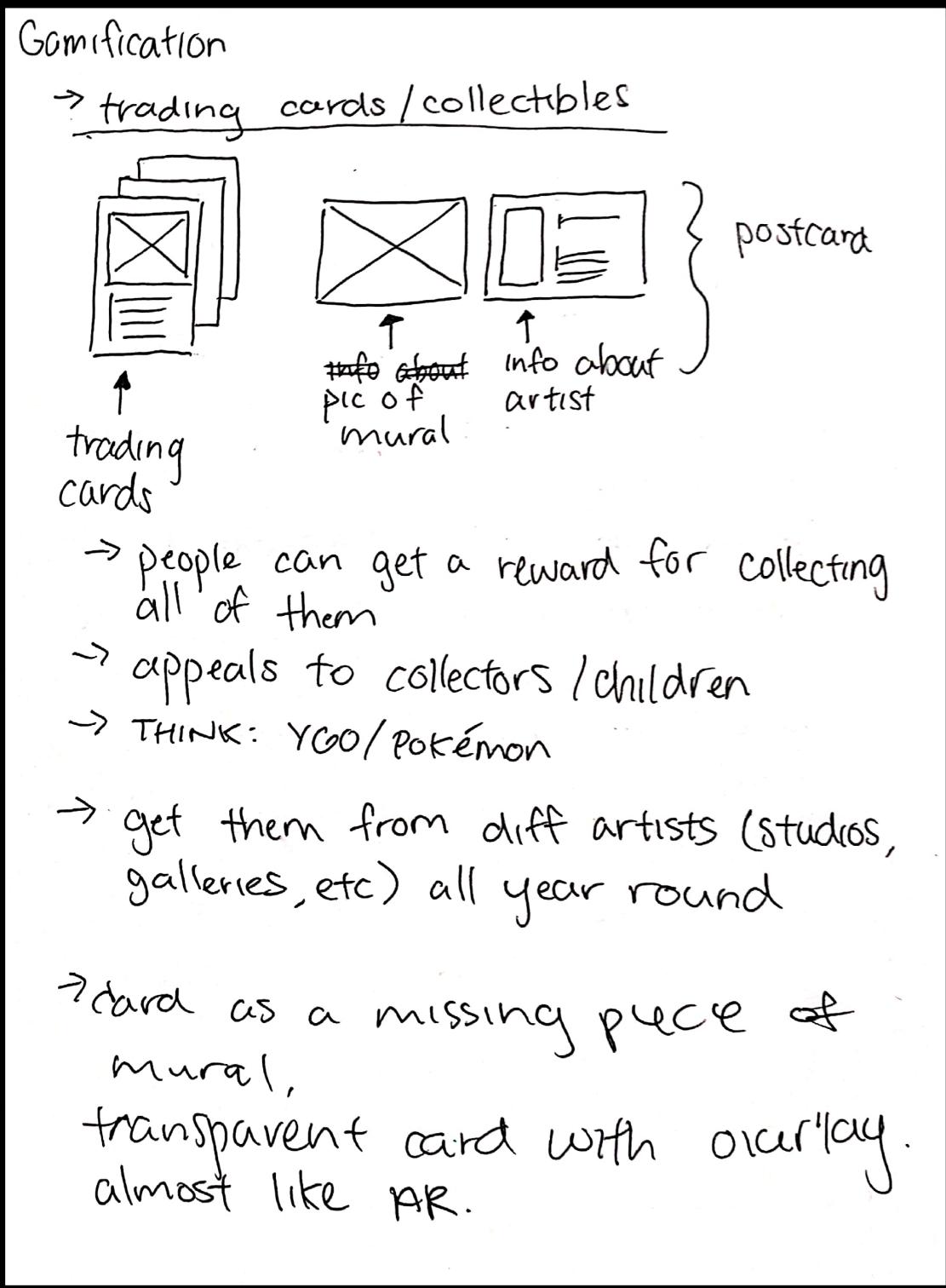
## **Co-Creation Workshop**

**Creating new  
partnerships**

**Increasing mural  
literacy within city**

**Opportunities for artists to  
connect with local community**

# Ideating Revisited



# Resource Kit

An educational toolkit that equips teachers with resources for lesson planning and encourages students to engage with art inside and outside the classroom.



<b>01</b> <b>Post Cards</b> <b>Big Idea:</b> Interpret and communicate ideas using symbols and elements to express meaning through art. <b>Curricular Competencies:</b> Take creative risks to express feelings, ideas, and experiences <b>Activity</b> Postcard templates are available for download at: <a href="http://bit.ly/VMF-01">bit.ly/VMF-01</a> . Print copies for each student. On side A, students write the name of someone with whom they want to share something but can't find the right words. On side B, students try to express the emotions or ideas they want to share with the person they have chosen. Students are shown an example of a visual representation of a specific message. <b>Suggested Materials</b> Coloured pencils (assorted), markers, pastels, and water colours.	<b>12</b> <b>Identity Portrait</b> <b>Big Idea:</b> Through art making, one's sense of identity and community continually evolves. <b>Curricular Competencies:</b> Explore relationships between identity, place, culture, society, and belonging through the arts <b>Activity</b> Students pair up and share their background with each other. Some guiding topics include: personal heritage and history, moments of adversity, and what you're most proud of. Students capture the emotions and experiences that their partner shared into a portrait. Students can make portraits figurative or abstract using colours, shapes, patterns, and symbols. <b>Suggested Materials</b> Paper, pencils, and coloured pencils (assorted).	<b>04</b> <b>Collaboration Collage</b> <b>Big Idea:</b> Artistic expressions differ across time & place. <b>Curricular Competencies:</b> Create art collaboratively and as individuals using ideas inspired by imagination, inquiry, experimentation, and purposeful play. <b>Activity</b> Students print images at home or find images from provided magazines for times/places that they feel most comfortable or included. These are pooled amongst groups of three to four students. In each group, students work together on a poster board to create a collage. Every ten minutes groups rotate, using adding on to their new collage as they go. After a few rotations, each group presents the collage at their current table, and discusses why they think certain images were included. <b>Suggested Materials</b> Poster boards, glue sticks, scissors, pencils, pens, coloured pencils, erasers, extra magazines.	<b>16</b> <b>Art Historian</b> <b>Big Idea:</b> Experiencing art is a means to develop empathy for others' perspectives and experiences. <b>Curricular Competencies:</b> Reflect on works of art and creative processes to understand artists' intentions. <b>Activity</b> In small groups or pairs, students observe and discuss different works of art. The mural art on the backs of these cards can be used for this activity. <b>Questions to guide this activity:</b> Look closely at the artwork. What do you notice? What mood, energy, emotion, or idea comes to mind when you look at this work? What do you think the artist's goals were in this work? How would you describe this artwork to someone who has never seen it? <b>Suggested Materials</b> Activity cards, paper, pencils, and pens.
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# Usability Testing

User Testers —

3 teacher candidates from UBC

My Role —

Came up with user testing questions.

Conducted user tests, recording observations.

Organized feedback by priority.



## **Design Decisions**

Colour —

**Vibrant art and  
colours contrasting  
with black and white.**

Copy —

**Lively, friendly,  
relatable, supportive.**

# **Instructions Booklet**

**Hi. Flip me open.**

VANCOUVER  
MURAL FESTIVAL

**Art lessons got you  
stumped?  
We got you.**

## Lesson Cards

For each art lesson, choose one card and prepare materials according to the recommendations on the card. Feel free to substitute any of the recommendations!

## Big Ideas

Each coloured border corresponds to a different "Big Idea", taken directly from the BC curriculum for 6th and 7th grade.

- Engaging in the arts develops people's ability to understand and express complex ideas.
- Artistic expressions differ across time and place.
- Through art making, one's sense of identity and community continually evolves.
- Experiencing art challenges our point of view and expands our understanding of others.
- Experiencing art is a means to develop empathy for others' perspectives and experiences.

Each of the 30 activity cards is numbered for easy sorting.

Difficulties  
● Easy  
▲ Moderate  
◆ Hard

Duration in minutes

28

**Abstract Portrait**

**Outcome:** Communicating through visual forms when you can't find the words.

**Instructions**

1. Pair-up student together.
2. Each student shares their background with the other. **This could include:** personal heritage and history, adversity, or moments of pride.
3. Using colour, shape, and patterns, each student is asked to try capturing the emotions and experiences their partner has shared.
4. Share your portrait with your partner

**Suggested Materials**

Paper, pencils, and coloured pencils (assorted).

AB

## Lesson Cards

There are 30 cards total in the kit, each of which contains an art activity modeled directly after the Big Ideas from the BC education curriculum.

There are clear instructions for completing the activities. However, if teachers want to switch up some of the materials and/or themes for their students' specific needs, the instructions are totally adaptable!

## BC Curriculum

Each coloured border corresponds to a different "Big Idea," taken directly from the grade 6 and 7 BC curriculum for Art education.

Each activity also accomplishes a specific "Curricular Competency" from the BC curriculum.

Engaging in the arts develops people's ability to understand and express complex ideas.

Artistic expressions differ across time and place.

Through art making, one's sense of identity and community continually evolves.

Experiencing art is a means to develop empathy for others' perspectives and experiences.

### Activity Number

Each card is numbered for easy sorting.

Duration  
(in minutes)

01

60

### Post Cards

**Big Idea:** Interpret and communicate ideas using symbols and elements to express meaning through art

**Curricular Competencies:** Take creative risks to express feelings, ideas, and experiences

#### Activity

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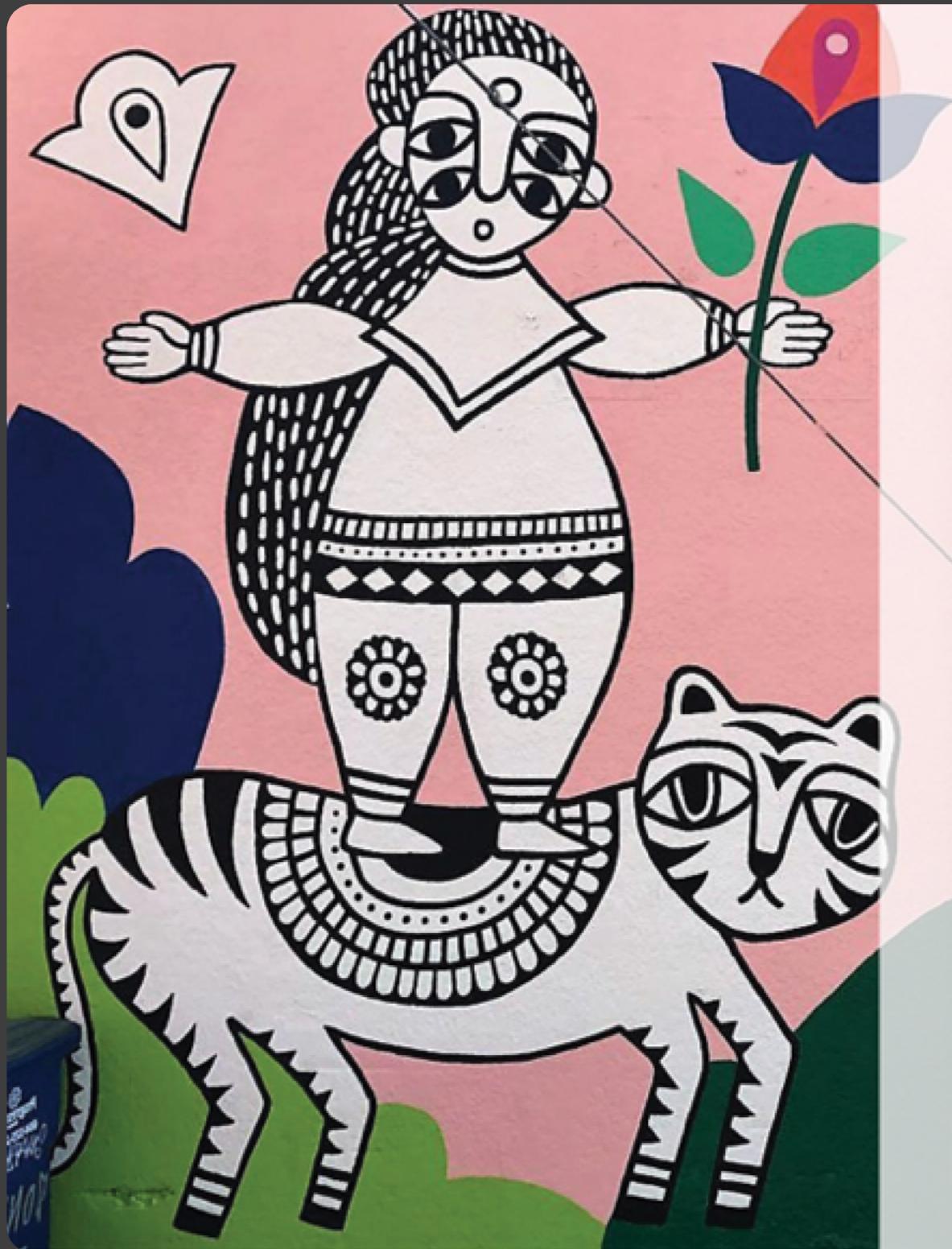
On side A, students write the name of someone with whom they want to share something but can't find the right words.

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#### Suggested Materials

Coloured pencils (assorted), markers, pastels, and water colours.

**Mural Passports**



## Sandeep Johal

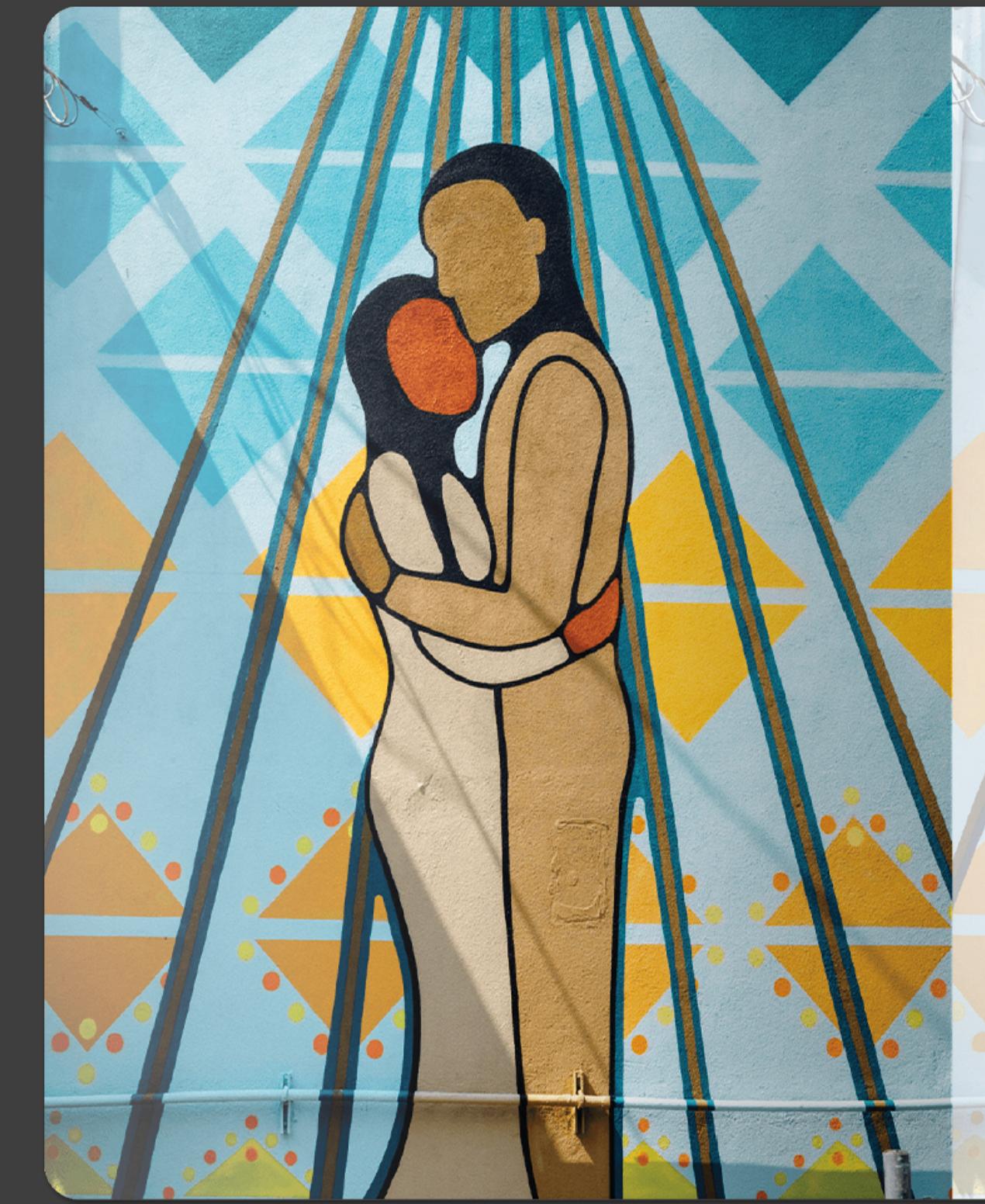
*Girls are Fierce like Tigers, 2017*

@sandeepjohalart

Johal's work revolves around empowering women and championing women's rights. The lady on the tiger is a representation of Durga, the warrior goddess and protector of all that is good.



Gallery Lane, 147 East Broadway



## Sharifah Marsden and Corey Laroque

*Zhawenjigewin, 2017*

@thunderbirdlady

This mural depicts unconditional love, blessings, and kindness. Zhawenjigewin means love in Anishinaabe, a language spoken by several First Nations in Canada.

What kind of relationship do you think the two people in the mural have?

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58 East Hastings

Previous Iteration

Final Version



## **Lesson Planning Cards**

01

60

## Post Cards

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**Curricular Competencies:** Take creative risks to express feelings, ideas, and experiences

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04

30

## Collaboration Collage

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### Activity

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Every ten minutes groups rotate, using adding on to their new collage as they go.

After a few rotations, each group presents the collage at their current table, and discusses why they think certain images were included.

### Suggested Materials

Poster boards, glue sticks, scissors, pencils, pens, coloured pencils, erasers, extra magazines.

16

90

## Art Historian

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### Activity

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#### Questions to guide this activity:

Look closely at the artwork. What do you notice?

What mood, energy, emotion, or idea comes to mind when you look at this work?

What do you think the artist's goals were in this work?

How would you describe this artwork to someone who has never seen it?

### Suggested Materials

Activity cards, paper, pencils, and pens.

04

30

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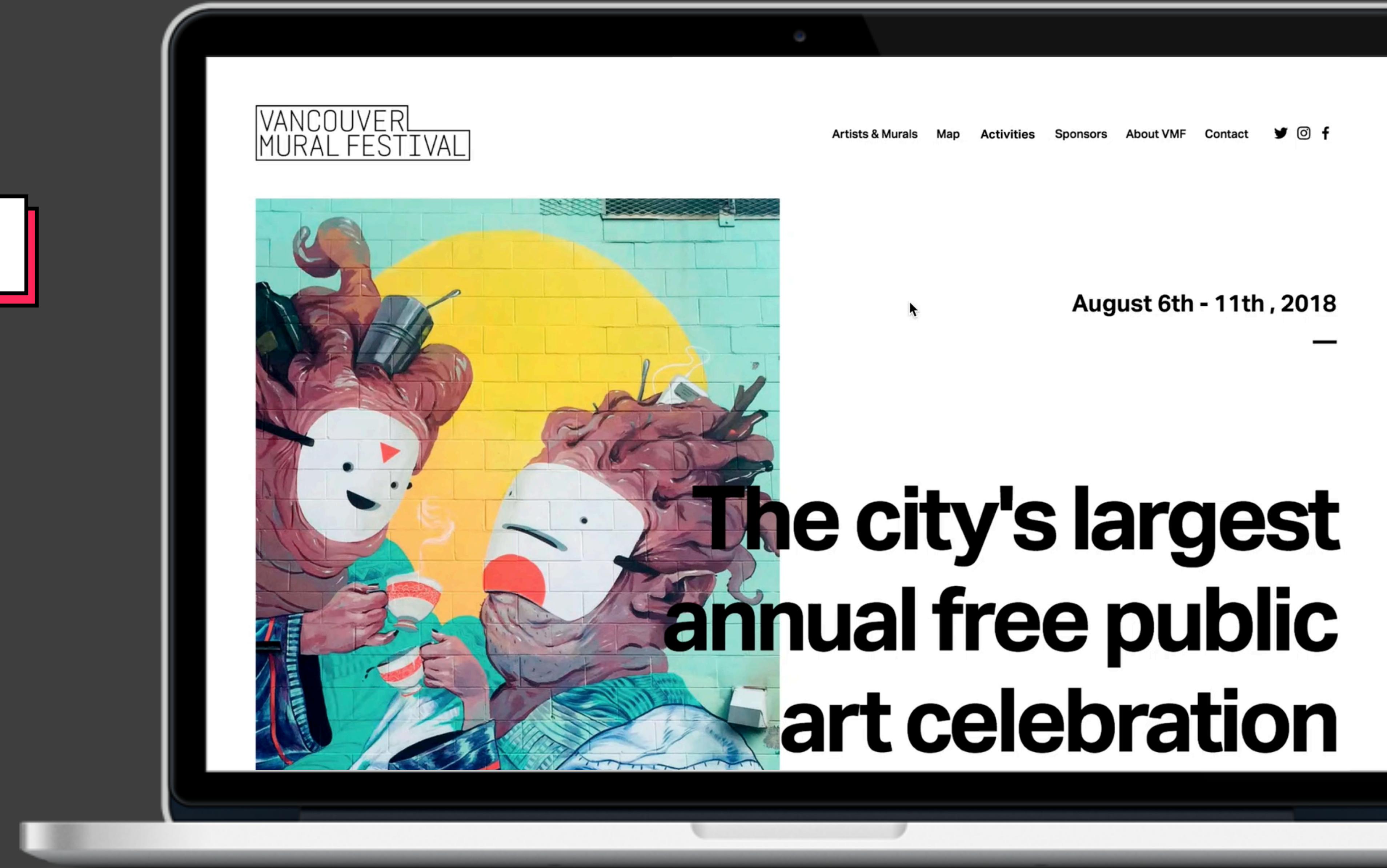
Easy Sorting

BC Curriculum for Arts

Descriptive Language

Suggested materials

**Extension**



The image shows a tablet displaying the official website for the Vancouver Mural Festival. The website features a black header with the festival's name in white. Below the header is a large, colorful mural of two clowns on a brick wall. To the right of the mural, the text "August 6th - 11th, 2018" is displayed. A large, bold, black text overlay on the right side of the screen reads "The city's largest annual free public art celebration".

VANCOUVER  
MURAL FESTIVAL

Artists & Murals Map Activities Sponsors About VMF Contact

August 6th - 11th, 2018

The city's largest annual free public art celebration

**Thank you!**