

Kenan Fellow Mural on Fayetteville/Cape Fear Region Project Overview

- The eight parts of the project are:
 - **Lesson 1 – Mural Project Organization and Research** - Identify and research historical and contemporary triptychs and murals based on media, style, and content. Identify and research methods to create this triptych mural based on media, style, and content. Identify and analyze pros and cons of each. Analyze the methods and identify the most feasible methods for implementation in the creation of the mural. Decide from this discussion what constitutes successful composition in a mural and which art styles would be appropriate for each section of the mural: past, present, and future. Generate ideas for the mural composition which incorporate media, style, and content.
 - **Lesson 2, 3, & 4 – Drawing the Past, Present, & Future** - Identify and research Visual Culture and how it affects our lives today. Research and gather information in sketch and photographic form for application in the Fayetteville/Cape Fear Region mural from the past, present, and future on the topics of events, celebrations, cultures, military, education, landmarks, landscape, cityscape, people, government, transportation, and religion. Analyze the material gathered and categorize into media groups of drawing, painting, and mixed media for each portion of the mural: past, present, & future. Decide what content based on topics to include in the mural drawing. Create a sketch for each section of the mural. Decide on the final composition of the mural for each section and produce a drawing to scale using a web 2.0 drawing tool and a grid, which can be enlarged onto the canvas.
 - **Lesson 5 - Enlarging the Drawings** – Identify and research credit lines on works of art. Create a credit line on each canvas. Identify and research methods for enlarging drawings onto larger canvases. Analyze the methods and identify the most feasible methods for enlarging images on the mural canvas. Create an enlargement on each canvas. Monitor proportion and scale of enlargement as the work progresses.
 - **Lesson 6 – Painting the Mural** – Identify and research the historical and contemporary art styles appropriate for each section of the mural: past, present, and future. Identify and analyze pros and cons of each. Decide from this discussion which historical or contemporary art style appropriately and effectively communicates the message of each portion of the mural: past, present, and future. Create a seamless composition which flows from one section to the next in the painting of each section of the mural.
 - **Lesson 7 – Critiquing the Mural** – Understand and apply Feldman's Four Step Critique Process to the mural. Describe, Analyze, Interpret, and Judge the artistic merit of each section of the mural and the mural as a whole. Create informational and analytical articles to be used in the press release, invitation, and credit line of the Mural Unveiling and Presentation Ceremony.
 - **Lesson 8 – Unveiling and presenting the Mural** – Identify and research the necessary components of hosting an Art Exhibit. Identify, research, and analyze the best methods for accomplishing the work involved. Decide on style of invitations, date, time, place, refreshments, guest list, admission/fundraiser, tickets, photographer, background music, work shifts, set-up, clean-up, ticket sales, etc. Use technology to create invitations and tickets, write final draft of press release, invitation, and credit line of the mural presentation, create guest list/database and line up work shifts for set-up, selling tickets, and clean-up.
- **Timeline for project:**
 - T-W 11/6-7: Students fill out forms and submit in Edmodo for input into group organization and working on one of the eight topics: events, celebrations, cultures,

military, education, landmarks, landscape, cityscape, people, government, transportation, and religion in a specific mural section: past, present or future.

- TH 11/8: Entry event and project overview with presentation by Mayor Chavonne and Bruce Daws.
- T 11/14-15: **Lesson 1 – Project/Mural Presentation and Organization:** Students will work in collaborative groups to research historic and contemporary murals and art styles in which to work on mural so that there are both successful mixed media composition combined with a seamless transition from one section of the mural triptych to another.
- F 11/16: Students will tour downtown Fayetteville and historic sites to gather research in the form of notes, sketches, and photographs on the past, present, and future of Fayetteville. Students will gather research in the form of notes, sketches, and photographs on indigenous plants at the Botanical Gardens to include in the landscape of the mural.
- M 11/19: Students will continue gathering information on their section and topic of the mural and start thinking of ideas for a sketch. Students will take home information to provide to their family and friends in an effort to interview and gather photographs and artifacts to use in the creation of the mural. Students will begin the process of researching outside of class to involve the community.
- T 11/20: Students will tour and research the Transportation Museum and Airborne Operations Museum by gathering research in the form of notes, sketches, and photographs on transportation and the military in Fayetteville's past, present, and future.
- M 11/26: Community research due in each class. Students will collaboratively in groups decide on what photographs and artifacts gathered to include in their section of the mural on their specific topic. Groups will begin to design a compositional sketch for their mural section: past, present, or future. Students will collaboratively decide on jobs to complete the drawing, enlargement, painting, and mixed media portions of the mural.
- T 11/27: **Lessons 2, 3, & 4: Drawing of the past, present, and future sections of the mural:** Students will complete mural sketches (Web 2.0 tools can be used.)
- W 11/28: Students will collaboratively present and decide on one sketch for each section of the mural. Selected students will begin the *enlargement of the sketch* on each of the three canvases.
- Th 11/29: **Lesson 5 – Enlarging the Sketches:** Canvas enlargements continue.
- F 11/30: Canvas enlargements completed.
- M 12/3 – TH 12/20: **Lesson 6 – Creating the Mural:** *Mural creation starts and continues* with the Mixed Media incorporation of drawing, painting, and adherence of a collage of photographs and lightweight artifacts.
- W 1/2 – F 1/4: Put final touches on the mural and frame. **Lesson 7 – Critiquing the Mural:** Plan the critique of the mural and send invitations to community artists. (This may be deleted if presentations overlap week of exams.)
- M 1/7 – F 1/11: **Lesson 8 – Unveiling and presenting the Mural:** Plan the student body presentation on the history, process, and production of the mural and the community presentation of the unveiling of the mural. Also, the *critique of the mural with community artists* will take place this week. (This may move to week prior due to exams.)
- M 1/14 – F 1/17: *Host student body presentation on the history, process, and production of the mural and the community presentation of the unveiling of the mural.* (If these presentations overlap the exam schedule, then the presentations will be made the week prior.)