Engaging Rural Students in a Community Project

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Engaging Rural Students in a Community Project

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Rural Students

Teaching art that is relevant to the students and the area one finds themselves working in can sometimes prove to be a challenge. Students and their interests in subject matter can vary depending upon their surroundings. I will share ways teachers can cater instruction towards rural students. Sometimes students in rural areas are in need of a better understanding of art and the importance it holds within the world today. Art is a cultural experience. It is an eye opener to social situations and has functions in fashion, dance and even food. I will conclude with sharing a unit plan, Rural Mural, that incorporates the ideas discussed in this unit. Students collaborate to develop and install a mural that reflects values of their community.

Get to Know Your Community

- Local History (founding of area, landmarks, etc.)
- Local Customs and Traditions
- Events
- Festivals
- Parades
- Provision and Value of Local Resources
- Respect of the Community and its Inhabitants
- Actively Involving Parents

Involve Your Community

- Local Historians
- Elderly Citizens
- Craftsmen
- both professional and amateur
- Cultural Experiences
  - such as food and events
- Local Sponsors
- Local Resources
- Art Openings or Exhibitions

Unit Overview

Students and their communities have a huge impact on one another. However, both the community and the students don’t always know how they benefit from one another. In this unit, students will look at exemplar artists, Diego Rivera, Olivia Gude and Robert Dafford’s work in order to inspire and generate ideas. Students will work in order to inspire and generate plans for ideas and directions for creating art and design. Students will then view the work of exemplar artists Olivia Gude and Diego Rivera to grasp an understanding of what the artist is asking, as well as the work of Robert Dafford, who created local images in Paducah, Ky. and Wisconsin. Students and their communities have a huge impact on one another. However, both the community and the students don’t always know how they benefit from one another. In this unit, students will look at exemplar artists, Diego Rivera, Olivia Gude and Robert Dafford’s work in order to inspire and generate ideas. Students will work in order to inspire and generate plans for ideas and directions for creating art and design. Students will then view the work of exemplar artists Olivia Gude and Diego Rivera to grasp an understanding of what the artist is asking, as well as the work of Robert Dafford, who created local images in Paducah, Ky.

Lesson 1: Classroom Community

On the first day of the lesson the teacher will ask students what they know about communities. The class will make a list on the board about what they believe a community is, and will then discuss their classroom community. Afterwards, the teacher will then explain their next project, the Rural Mural. It is a collaborative assignment in which students will work together to create and install a mural in the local community that documents or celebrates something about their community. The teacher will then prompt students to think about what their community offers and how it impacts them. Students will then view the work of exemplar artists Diego Rivera and Robert Dafford to grasp an understanding of what the artist is asking, as well as the work of Robert Dafford, who created local images in Paducah, Ky. Students will enter the class and will sit in their own groups. The class will move to the area that is to contain the mural and will use a projector to help them sketch it onto the wall first. Small teams of students will be assigned to be responsible for transporting and cleaning specific supplies and for completing specific areas of the painting. Once completed, the students will invite the local newspaper to capture an image of their work and will state upon their findings from their community and how they have incorporated it into the piece.

Lesson 2: Speaking About That

The teacher will be introducing local figures/head, such as the mayor, historians and local resource providers, as guest speakers so that they can discuss with students the history of their community and what they individually contribute. Students are to take notes on what they learn to hopefully use this in their mural. Before the speakers present, the teacher will prompt students to think about the following: What does this person do? What do they contribute to our community?

Lesson 3: The Grand Scheme of It All

Students will review their ideas sparked by the guest speakers in last class. Then the class will cover color theory and color schemes. This will assess their general knowledge of color and how they might use color when creating the mural. The class will agree on a list of approved areas, choose where to paint the mural near or within the vicinity of the school. Once this has been covered, students will begin to sketch out their ideas so that they might present them at the beginning of the next class.

Lesson 4: What Do You Like?

Students will present their ideas in the beginning of this class and will identify the similarities and differences seen within the presented images. Students will then select either the best pieces of several artworks, so that they may mesh them together in a combined image. Students will then use those final images and thoughts to collaborate together in groups on a final image. Once the class votes upon a completed design, students in their groups will be assigned different sections of the mural to paint.

Lesson 5: Planning and Painting

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References


Standards

VA:Ca1.1a: Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art and design.
VA:Cr1.1a: Through experimentation, practice, and perseverance, demonstrate acquisition of skills and knowledge in a chosen art form.
VA:Pr4.1.IIIa: Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
VA:Gr.1.1a: Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can affect social change.

VA:Re8.1.Ia: Use multiple approaches to begin creative endeavors.
VA:Re.7.2.Ia: Analyze how one's understanding of the world is affected by experiencing visual imagery.
VA:See.1.1a: Interpret an artwork or collection of works, supported by relevant and sufficient evidence, found in the work and its various contexts.

VA:Cn10.1.Ia: Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event.
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Follow these steps to complete the task:

1. Identify the main topic of the text.
2. Break down the text into smaller sections.
3. Summarize each section in your own words.
4. Combine the summaries into a cohesive paragraph.
5. Ensure the final paragraph is clear and concise.

The main topic of the text is teaching art to rural students and the importance of community involvement in the art-making process. The text discusses various strategies for engaging students in art projects that reflect their local communities, including guest lectures from community members, guest speakers, and collaborative mural projects.

Summary:

The text introduces the concept of teaching art to rural students and emphasizes the importance of community involvement in the art-making process. The text provides strategies for engaging students in art projects that reflect their local communities, including guest lectures from community members, guest speakers, and collaborative mural projects.

Conclusion:

In conclusion, the text highlights the significance of teaching art to rural students and the importance of community involvement in the art-making process. The text provides strategies for engaging students in art projects that reflect their local communities, including guest lectures from community members, guest speakers, and collaborative mural projects.

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