



SCU•Presents Arts for Social Justice Program
Street Canvas Lesson Plan

PROJECT TITLE: *Street Canvas*

This project was made possible through a generous gift from the National Endowment for the Arts Grant

TEACHER: Jerald Enos

Jerald Enos is an Assoc. Professor and member of the Faculty at Santa Clara University where he serves as Resident Scenic Designer. Along with his design work he seeks to use art as a way of raising awareness around issues of Social Justice.

PROFESSIONAL ARTIST: Karen McNulty

Karen McNulty is a noted Scenic Artist who deals with large-scale murals and scenic elements. Her years of work have been shared in the academic and professional community throughout the State of California. She is highly respected for her professional commitment to educating young artists and helping them develop a professional career of their own.

PROJECT SUMMARY: To address issues social, economic and cultural issues through Art.

GOAL: To enable and empower young people to convey a message through the visual art form of painting and to challenge the viewer to think about their community and the issue they face.

OBJECTIVE: To guide the students through a discussion in identifying issues that are of concern to them, their families, their community that can be a focus for their individual art work. They are encouraged to gather images or to speak with people who they feel will contribute to their project. After a series of collage, drawing(s), painting techniques they are ready to move to their individual 3' x 6' canvas and paint.

MATERIALS: Charcoal and Graphite pencils, six framed canvases (3'x6'), acrylic paint, scenic brushes, paint pans and pallets, 11x17 drawing pads, loose pin hinges

ATTACHMENTS: None

KEY VOCABULARY: IDEA TO IMAGES, TO COLLAGE, TO SKETCHES, TO TRANSFERING TO CANVAS AND PAINTING.

	Suggested Time	Procedures	Materials	Additional Notes
Day 1	2:00– 3:30	<ol style="list-style-type: none"> 1. Discussion for the scope of the project. Showing images of related projects (<i>Precita Eyes</i> and murals found within San Francisco). 2. Discussing possible ideas for topics. 3. Asking the students to go out and take pictures of inspiration – things that may inspire them to address a certain issue 	Charcoal and graphite pencils, and 11x17 drawing pads	1. Meeting took place in a Del Mar High School Art Room
Day 2	1:30– 3:30	<ol style="list-style-type: none"> 1. Group & individual discussion of possible themes or ideas to address individual theme or focus of their project. 2. Look at and discuss the pictures that the students took or the words that the students found. 3. After discussion, sketch what comes to mind 	Charcoal and graphite pencils, and 11x17 drawing pads	1. Meeting took place in a Del Mar High School Art Room
Day 3	Full day event	<ol style="list-style-type: none"> 1. Off Campus Field Trip to the <i>Precita Eyes Murals</i> in San Francisco. “<i>This tour begins at our Center (2981 24th Street, near Harrison) with an informative slide talk covering the history of murals, the contemporary mural movement in San Francisco, and the mural painting process. After the presentation, your muralist guide takes you on a 6 block walk through Balmy Alley and along 24th Street, including St. Peter's Church and the digital murals at Galeria de la Raza. This tour takes about 2 hours and 15 minutes.</i>” – <i>Precita Eyes Website</i> 		1. For more information on <i>Precita Eyes</i> , visit precitaeyes.org
Day 4	2:00-3:30	<ol style="list-style-type: none"> 1. Drawing and sketching class. 2. Finalize individual themes and mural designs 3. Scaling of their drawings to the canvas. 	Charcoal and graphite pencils, and 11x17 drawing pads	<ol style="list-style-type: none"> 1. Each canvas was 3’x6’ 2. There were a total of 6 canvases; each canvas was secured to each other by loose pin hinges, making a total of 3 pairs. 3. Meeting took place in a Del

				Mar High School Art Room
Day 5	2:00-3:30	<ol style="list-style-type: none"> 1. Guest Professional Artist, Karen McNulty arrives to assist in the creation of the murals and offer professional insight 2. Review and teach basic painting techniques for a large scale mural project. 	Acrylic paint, scenic brushes and containers (paint pans and pallets). The acrylic paint color and size of scenic brushes depends on the individual mural that you are creating.	<ol style="list-style-type: none"> 1. Each canvas was 3'x6' 2. There were a total of 6 canvases; each canvas was secured to each other by loose pin hinges, making a total of 3 pairs. 3. Meeting took place in a Del Mar High School Art Room
Day 6	1:30-4:30	<ol style="list-style-type: none"> 1. Guest Professional Artist, Karen McNulty arrives to assist in the creation of the murals and offer professional insight 2. Painting session 	Acrylic paint, scenic brushes and containers (paint pans and pallets). The acrylic paint color and size of scenic brushes depends on the individual mural that you are creating.	<ol style="list-style-type: none"> 1. Each canvas was 3'x6' 2. There were a total of 6 canvases; each canvas was secured to each other by loose pin hinges, making a total of 3 pairs. 3. Meeting took place in a Del Mar High School Art Room
Day 7	1:30-4:30	1. Painting session – offering guidance and support to the students as they explore ways to address their social justice theme through their mural.	Acrylic paint, scenic brushes and containers (paint pans and pallets). The acrylic paint color and size of scenic brushes depends on the individual mural	<ol style="list-style-type: none"> 1. Each canvas was 3'x6' 2. There were a total of 6 canvases; each canvas was secured to each other by loose pin hinges, making a total of

			that you are creating.	3 pairs. 3. Meeting took place in a Del Mar High School Art Room
Day 8	1:30-4:30	1. Painting session – offering guidance and support to the students as they explore ways to address their social justice theme through their mural.	Acrylic paint, scenic brushes and containers (paint pans and pallets). The acrylic paint color and size of scenic brushes depends on the individual mural that you are creating.	1. Each canvas was 3’x6’ 2. There were a total of 6 canvases; each canvas was secured to each other by loose pin hinges, making a total of 3 pairs. 3. Meeting took place in a Del Mar High School Art Room
Day 9	2 hours	1. Final Presentation and display of murals at Del Mar High School. 2. The murals were revealed to a group of about 100 students/faculty from the school. This presentation acted both as a display, but also as a platform to discuss the issues with the community and inspire others to get involved and create change.		The entire Del Mar High School and Santa Clara University communities were invited to this presentation – as well as any family or friends of the artists.

SOCIAL JUSTICE ISSUES ADDRESSED THROUGHOUT PROJECT:

We looked at issues of social injustice as it relates to the education, economic conditions, fair wage, gender discrimination, immigration, terrorism and racial profiling in their community. The culmination of this project will be a display of their work at their local High school, the District office of Education and Santa Clara University.

STUDENT THEMES:

1. Del Mar High School Student, Enrique Murcio: “Originally from Mexico, I have experienced discrimination first hand, and now I see that a hostility is growing towards people of middle eastern descent. This is the reason I decided to participate in this project, to highlight an injustice produced by fear and anger. With international terrorism on the rise, it is easy to point fingers, but we have to remember that labels will not solve the problem. This

piece means a lot to me because prejudices have impacted me directly. I think it is a big injustice for people to be alienated because they are different. This piece was created to fight the stereotypes that have been stapled on the chest of innocent people all around the world. I want people to think twice about what they say and how they act.”

2. Del Mar High School Student, Alisson Sanchez: “Immigration is seen as an issue in today's world. Everyday I see news about people being labeled as "illegal," and it devastates me to hear that people can't live in a country of their choice. Everyone deserves the right to choose where they want to live in order to fulfill their aspirations. I have been Influenced by personal family issues, current events, and traveling to Mexico. I have used the world map tattoo, the passport, and the dreamcatcher to convey the theme of immigration and the hope of pursuing a better life. Whether people are seeking family and unity, peace, or education for a brighter future, immigrants should not be stopped or limited by paperwork or passports.”
3. Del Mar High School Student, Andrea Citalli Gonzalez: “I participated in creating this art piece simply because I enjoy creating art. During the thinking process, there were a lot of ideas to incorporate into this piece, but sometimes simplicity is key. In the design, there is a rosebud that eventually blooms, which represents growth. There is a focus on growth because it can be applied universally. There will always be issues that exist, and the piece emphasizes that these growing issues are a part of progress. The piece helps unify the issues that are brought forward in the entire piece. As a whole, the piece brings awareness to several issues that don't receive sufficient attention.”
4. Del Mar High School Student, Alyssa Hinkley: “I painted this mural to showcase the problem of teenagers being ignored and not having a voice. The girl in the painting is weighed down and gagged to show she can't do or say anything because no one will take what she does and says seriously. We have all heard the phrase, “You're just a kid.” But we ‘kids’ know more than most people think. No one takes teenagers seriously because of their age. I chose to paint about this because I have felt like people didn't listen to me because I am a teen. Not being taken seriously because of age, which is something you can't control, is an awful feeling. Sometimes the best, most creative ideas come from a young mind, but those ideas pointless if no one listens to them. This issue is also one that isn't talked about a lot, so the mural is an attempt to get that message out.”
5. Del Mar High School Student, Paulina Ochoa Ochoa: “I chose to become part of this journey in order to communicate the importance of following your dreams to success. This opportunity to create an art piece in regards to social justice arose from an interest in drawing, painting, and sculpting. Since sophomore year, creating art by manipulating both 3 and 2-dimensional hemispheres opened my eyes to explore my creativity. Normally, 2-dimensional hemispheres do not provide depth, but with the magic of paint, the illusion of movement and liveliness can be created. In this image, the American Dream is conveyed through the Latin American

perspective with color, detail, and texture. Although color, detail, and texture add dimension and interest to the image, that is not the message. The overall social issue of immigration, success, and discrimination provides a significant alteration to the United States. Not many individuals have a clear understanding of the causes and effects of this particular journey, but in this image, the word is spoken for everyone.”

6. Del Mar High School Student, Daniela Domingo Nunez: “I’m quiet, sometimes reserved, and my art reflects my point of view of the world. I chose the topic of migration for my piece because it is the story of my family. My family came from Mexico. I was participating in a regular day with my family as I worked on my project. My piece means to me that borders are artificial. Borders are different over time; they can change. One thing that doesn’t change is people wanting to provide a better life for their family. This is important to me because it represents my family culture and where my family came from and how some of my family struggled to come to the U.S. I feel proud of where my family’s heritage and how they wanted a better life not just for themselves, but for me and my other family members.”

FUTURE PLANS:

After the completion of this project, we are hoping to continue spreading the messages that are presented in these murals. We are planning on displaying these murals in the Mayer Theatre Lobby at Santa Clara University during the performances of “Chicago” in the Spring 2016, and we are also planning on eventually displaying these murals in the district offices. As people look at these murals, we hope to inspire them to create social justice related art of their own and to go out and create positive change in the world.

FOR MORE INFORMATION, CONTACT THE ARTS FOR SOCIAL JUSTICE PROGRAM COORDINATOR,
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