

# East Los Luv

## LESSON PLAN GUIDE

### COMMUNITY-BASED COLLABORATIVE MURAL

A public art project by Stephanie Mercado

[Eastlosluv.com](http://Eastlosluv.com)





## EAST LOS LUV

A community-based public art project and mural by Stephanie Mercado for the affordable housing complex to be located at 3rd & Dangler, East Los Angeles, CA.



### MISSION

To create a vibrant and eclectic mural that uplifts, empowers, and celebrates the surrounding

community's cultural contributions.

Increase representation of East Los Angeles residents through public art, and inspire the viewer through cultural affirmation and an artistic experience.



### VISION

To create a community-based collaborative mural that includes icons and symbols, cultural

references, family photos, and oral histories from locals. This mural will reflect the community through direct engagement and inclusion, resulting in a collage-based art work that highlights the diversity of East Los Angeles.



## PARTICIPATE

There are many ways to participate!

Share family photos, historic photos of East Los Angeles, or oral histories about your LA Experience.

Visit [eastlosluv.com](http://eastlosluv.com) to download themed coloring sheets and fill in the the prompts about what the East LA Community means for you.

Color your sheet and fill in the blank with your drawing, photo, or text, and share it with us via email or social media channels.

## FOLLOW EAST LOS LUV



@eastlosluv

## EAST LOS LUV PARTNERS



## CO-CREATE COMMUNITY

Join the discussion for an opportunity to have your family photo or concept included in the mural. There will be many ways for you and your family to participate including:

- Co-Create artist-led workshops (dates to be announced on [eastlosluv.com](http://eastlosluv.com)).
- Share your family photos or historic photos of East Los Angeles through [eastlosluv.com](http://eastlosluv.com) or via e-mail: [eastlosluv@gmail.com](mailto:eastlosluv@gmail.com).
- Download a coloring activity and send your completed artwork to [@eastlosluv](mailto:@eastlosluv).
- Follow [@eastlosluv](https://www.instagram.com/eastlosluv) on Instagram for free giveaways!
- Share this project with your friends, family, or teachers at local schools.

**FOR MORE INFO:  
EASTLOSLUV.COM**



SCAN ME

## COLORING ACTIVITY - SAMPLE

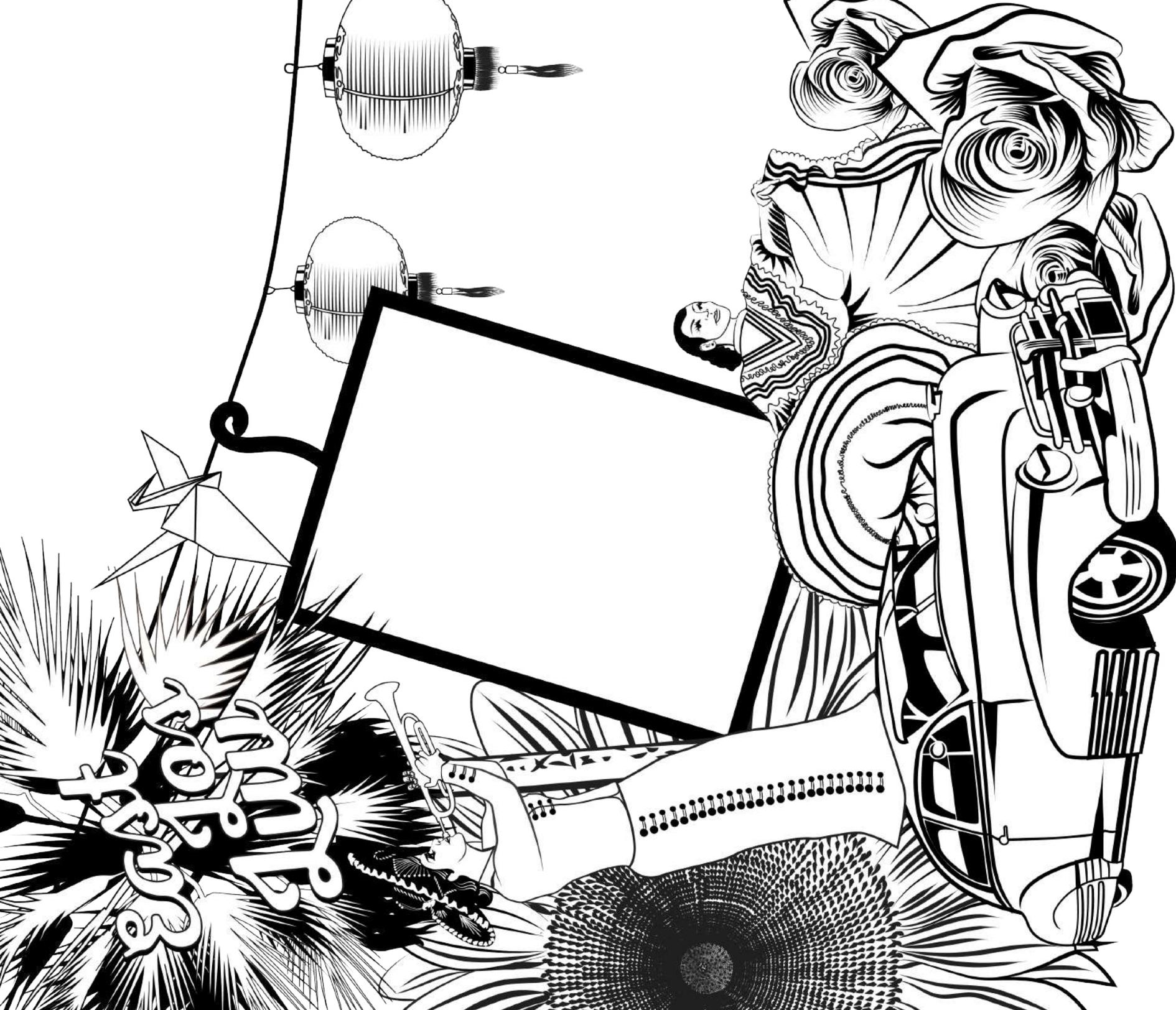


## THEMES & GOALS

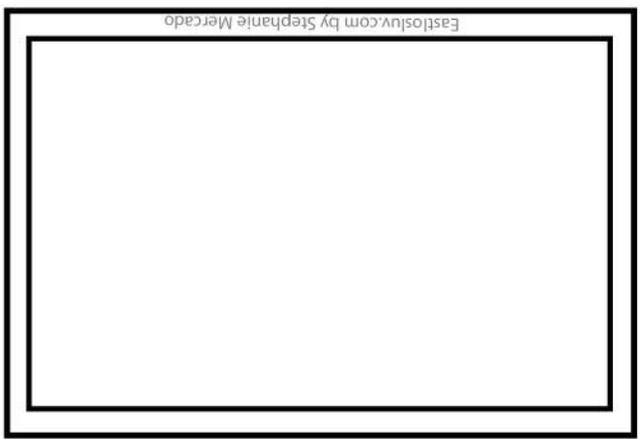
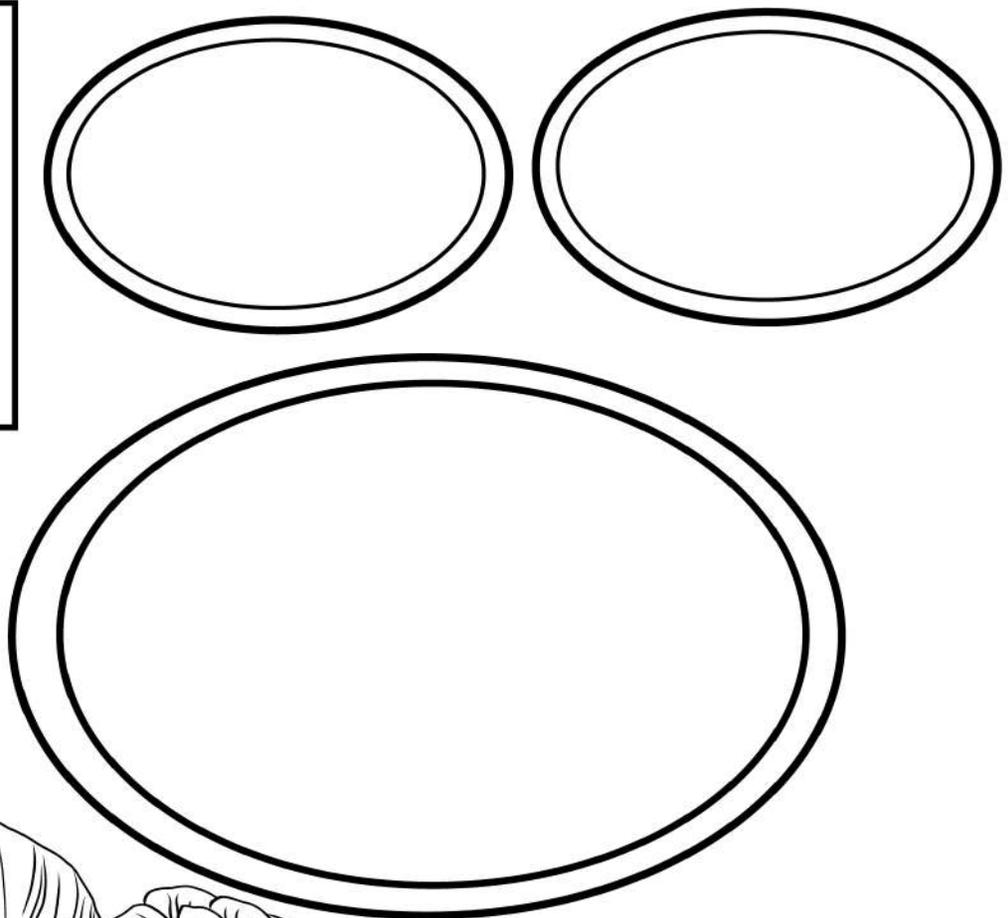
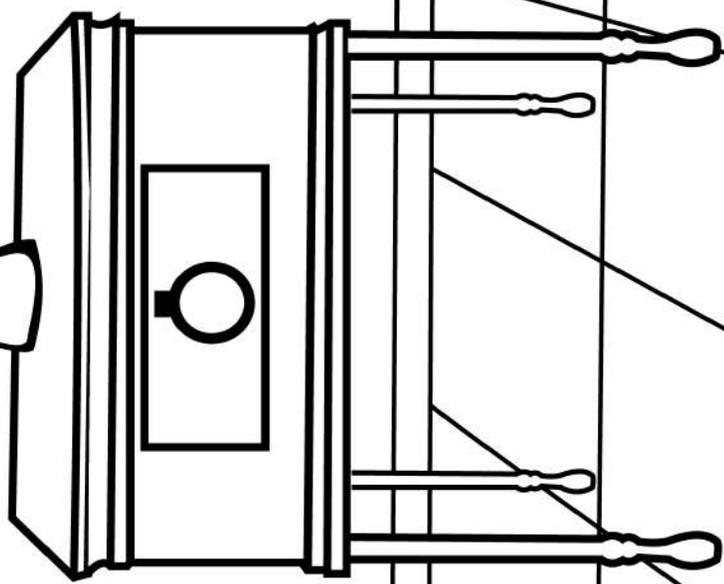
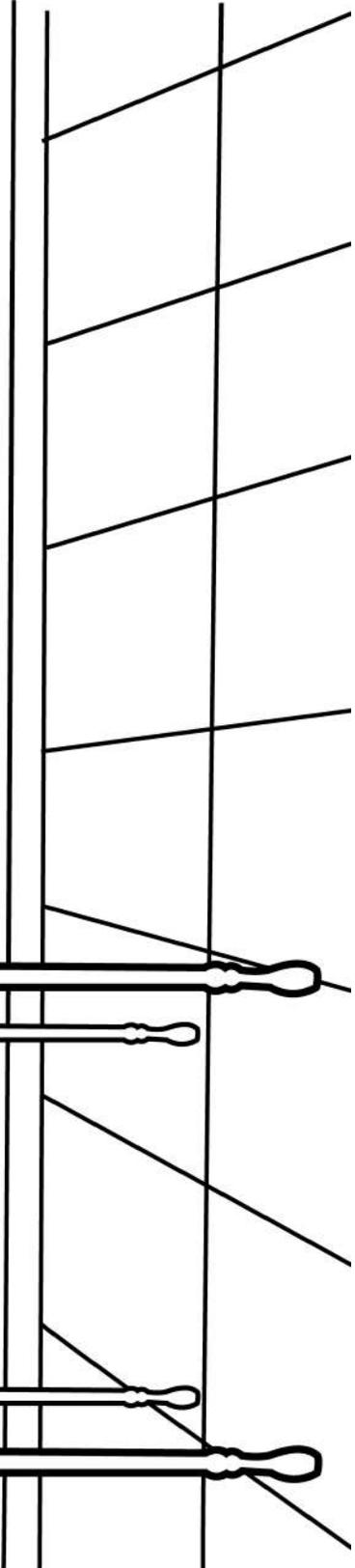
- Documenting culture
- Empowering students through cultural affirmation
- Story-telling
- Personal and familial narratives
- Identifying cultural contributions
- Honoring elders, family, and community
- Archiving one's life and community activities
- Celebrating the history and diversity of an area
- Gratitude
- Participating in the cultural identity of one's neighborhood
- Color relationships
- Image relationships
- Collecting imagery from different sources to develop narratives through collage
- Identifying meaningful words

## CO-CREATING CULTURE

- Themed coloring sheets to be released on [Eastlosluv.com](http://Eastlosluv.com)
- Coloring sheets will be interactive and include blank areas for participants to add their photos or hand-written text
- Completed activities can be shared via [Eastlosluv.com](http://Eastlosluv.com) or via email: [eastlosluv@gmail.com](mailto:eastlosluv@gmail.com)
- Staff and students may submit family photos and anecdotes for possible inclusion in the mural design
- Staff and students are encouraged to submit content that reflects the community of East Los Angeles and what East Los Angeles means to them



Color it your way. Draw or paste an image of what you love about East Los Angeles in the frame, or write in the blank areas.  
Eastlosluv.com a public art project by Stephanie Mercado



**COLORING ACTIVITY - SAMPLE**

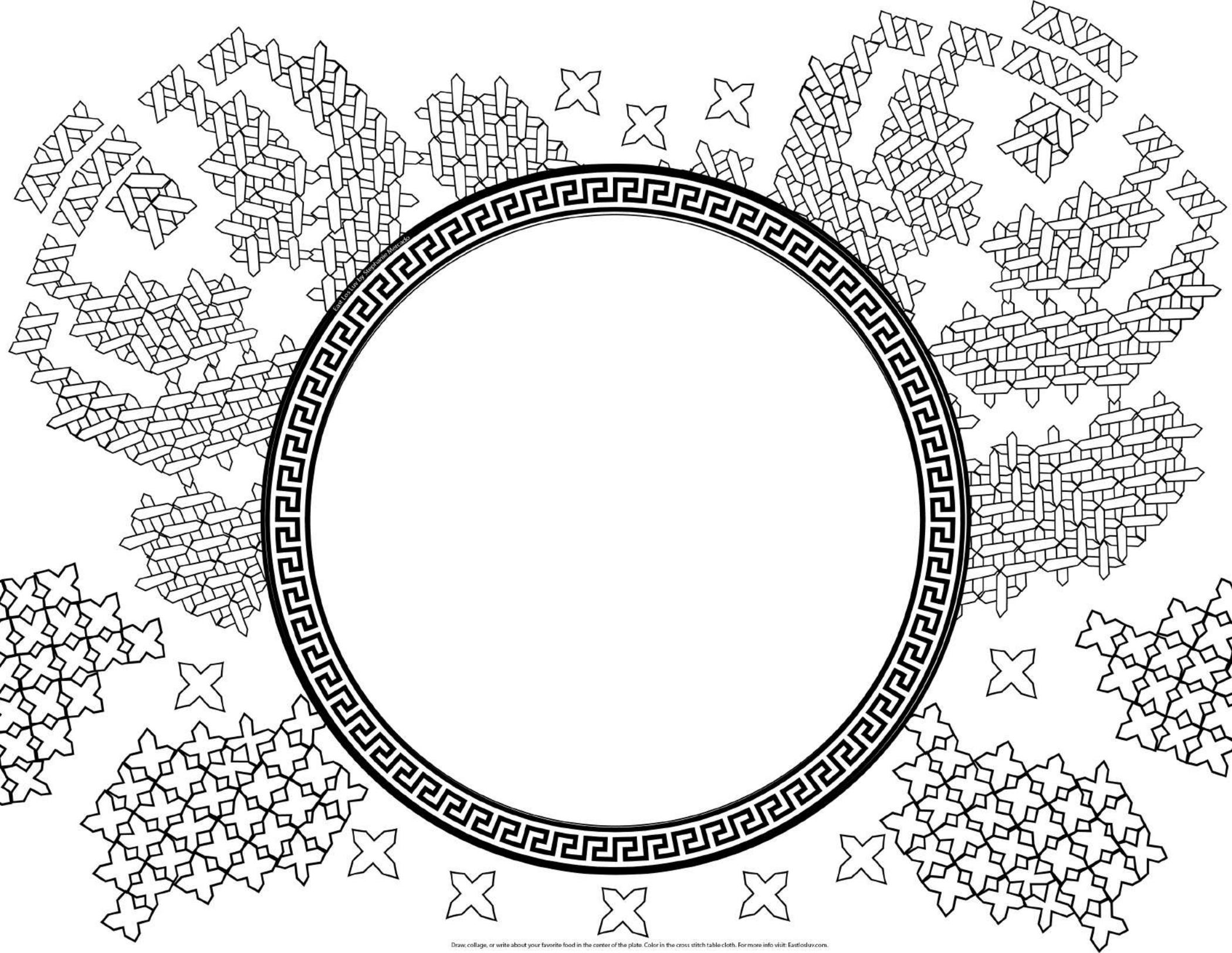


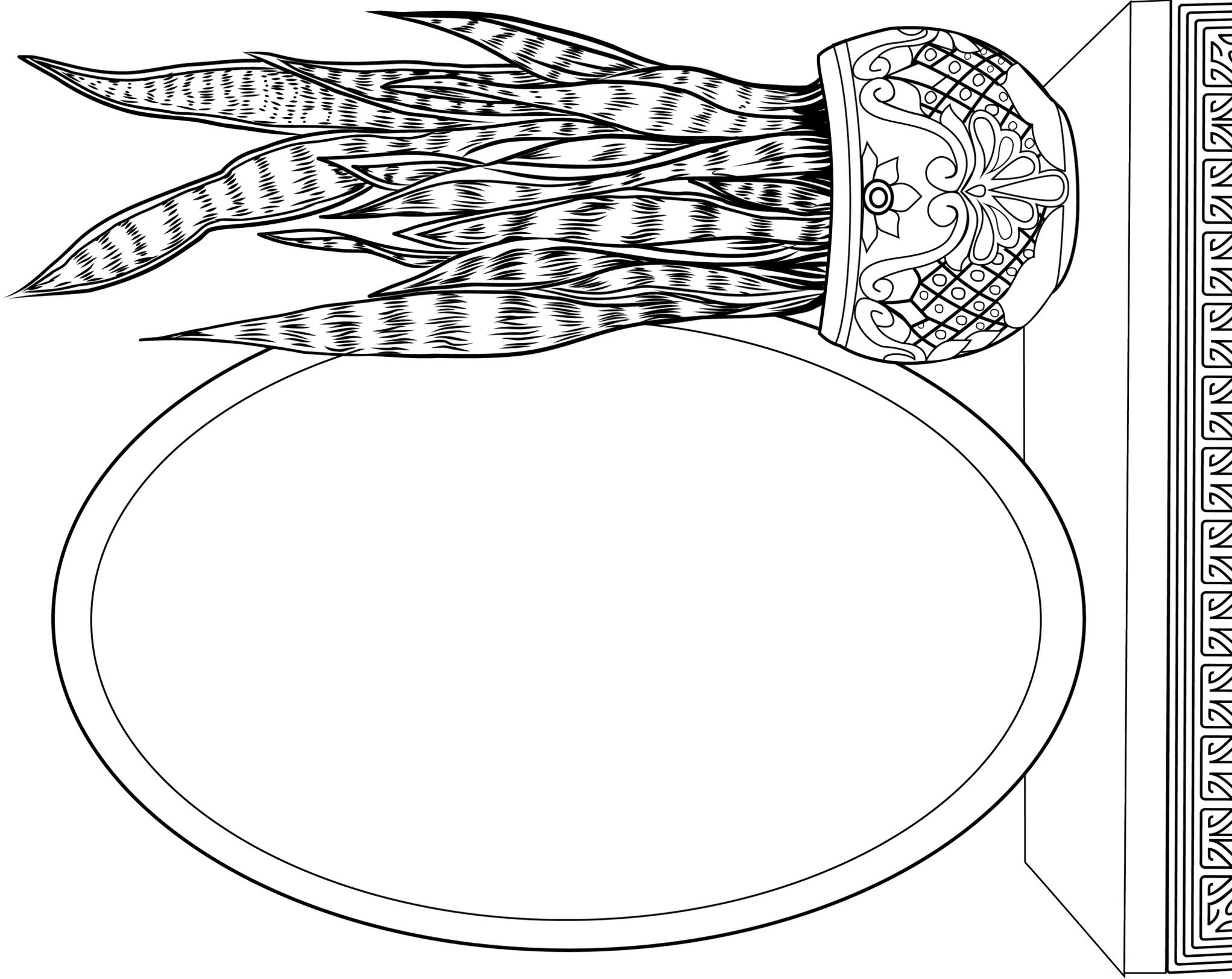


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**COLORING ACTIVITY - SAMPLE**







# EAST LOS LUV MURAL - LESSON PLAN

<b>Subject</b> Art/Social Studies	<b>Teacher</b> _____	<b>Grade</b> K-12th	<b>Date</b> _____
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## Overview

Students will be participating in coloring, collaging, and writing activities through themed coloring sheets. Each sheet prompts the student to think about their cultural experience. Completed activities can be shared with the artist for possible inclusion in the mural design. Please email images to [eastlosluv@gmail.com](mailto:eastlosluv@gmail.com).

Phases	Teacher Guide	Student Guide
<b>Objectives</b>	To create conversations around the communities in Los Angeles. Students will design colorful and personal pieces based on the understanding of their community.	Creating Dialogue: Where in Los Angeles do you live? Do these images look familiar to you? How? If not, why? What would you like others to know about your community? How will you convey that in your work? What is one image that you identify with your community? (Add it in the blank space.)
<b>Information</b>	Each coloring page is themed and calls on students to reflect on their culture, through icons, food, and settings. The vehicle references the rich history of lowrider culture. The Chinese lanterns and paper cranes refer to the Asian populations of East Los Angeles, vases and frames refer to the family and home decor.	<a href="https://goldenstate.is/going-low-slow-east-los-angeles/">https://goldenstate.is/going-low-slow-east-los-angeles/</a> <a href="https://lacountylibrary.org/eastla-local-history/">https://lacountylibrary.org/eastla-local-history/</a> Links are for informational purposes only and are not affiliated with the project. Feel free to supplement with your current lesson plans/resource.

Phases	Teacher Guide	Student Guide
Activity	Students will choose a coloring page in relation to the class discussion. Art materials can be chosen by the student or determined by the teacher.	Explain to students that this is their opportunity to have a voice in the way their community is perceived. It will serve as inspiration to the artist designing the mural and their original artwork could be featured in the final mural design.
Teacher's Notes		

**Resources**

- [Eastlosluv.com](http://Eastlosluv.com)
- [Stephaniemercado.com](http://Stephaniemercado.com)
- Social: [Instagram.com/eastlosluv](https://www.instagram.com/eastlosluv)

**Notes**

Please be sure to include teacher's contact information with artwork in the event a student's work is chosen to be a part of the community mural East Los Luv. Participating in the project gives the artist consent to use the imagery for educational and promotional purposes.

Week	Course	
Objective(s)	We are learning to: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	
Standards	<ol style="list-style-type: none"> <li>1. Generate and conceptualize artistic ideas and work.</li> <li>2. Organize and develop artistic ideas and work.</li> <li>3. Refine and complete artistic work.</li> <li>4. Select, analyze, and interpret artistic work for presentation.</li> <li>5. Develop and refine artistic techniques and work for presentation.</li> <li>6. Convey meaning through the presentation of artistic work.</li> <li>7. Perceive and analyze artistic work.</li> <li>8. Interpret intent and meaning in artistic work.</li> <li>9. Apply criteria to evaluate artistic work.</li> <li>10. Synthesize and relate knowledge and personal experiences to make art.</li> <li>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understandings.</li> </ol>	
Procedures	Remote (All learners)	In-person support
Model	Learning activity	Learning activity
Application	Practice or product	Practice or product
Resources	What will be provided for students to engage in lesson?	What will be provided for students to engage in lesson?
Closure	How will student engagement and work completion be assessed?	How will student engagement and work completion be assessed?

# National Core Art Standards Checklist

## CREATING

### Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Essential Question(s): What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process. Enduring Understanding: Creativity and innovative thinking are essential life skills that can be developed.

PreK	Document early stages of the creative process visually and/or verbally in traditional or new media	
K4	Engage in self directed play with materials.	
1	Engage in exploration and imaginative play with materials.	
2	Engage collaboratively in exploration and imaginative play with materials.	
3	Brainstorm collaboratively multiple approaches to an art or design problem.	
4	Elaborate on an imaginative idea.	
5	Brainstorm multiple approaches to a creative art or design problem.	
6	Combine ideas to generate an innovative idea for art-making.	
7	Combine concepts collaboratively to generate innovative ideas for creating art.	
8	Apply methods to overcome creative blocks.	

Understanding: Artists and designers shape artistic investigations, following or breaking with traditions in Enduring pursuit of creative

art-making goals		
PreK	Engage in self-directed, creative making.	
K4	Engage collaboratively in creative art-making in response to an artistic problem.	
1	Use observation and investigation in preparation for making a work of art.	
2	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.	
3	Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.	
4	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.	
5	Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.	
6	Formulate an artistic investigation of personally relevant content for creating art.	
7	Develop criteria to guide making a work of art or design to meet an identified goal.	
8	Collaboratively shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design.	

	<b>Anchor Standard 2: Organize and develop artistic ideas and work.</b>	
<p style="color: red;">Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?</p> <p>Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches</p>		
PreK	Use a variety of art-making tools	

K4	Through experimentation, build skills in various media and approaches to art-making.	
1	Explore uses of materials and tools to create works of art or design.	
2	Experiment with various materials and tools to explore personal interests in a work of art or design.	
3	Create personally satisfying artwork using a variety of artistic processes and materials.	
4	Explore and invent art-making techniques and approaches.	
5	Experiment and develop skills in multiple art-making techniques and approaches through practice.	
6	Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.	
7	Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.	
8	Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of art-making or designing	
<p>Essential Question(s): How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</p> <p>Enduring Understanding: Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p>		
PreK	Share materials with others.	
K4	Identify safe and non-toxic art materials, tools, and equipment.	
1	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	
2	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.	

3	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.	
4	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.	
5	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.	
6	Explain environmental implications of conservation, care, and clean-up of art materials, tools, and equipment.	
7	Demonstrate awareness of ethical responsibility to oneself and others when posting and sharing images and other materials through the Internet, social media, and other communication formats.	
8	Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and creative commons as they apply to creating works of art and design.	

Essential Question(s): How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

Enduring Understanding: People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

PreK	Create and tell about art that communicates a story about a familiar place or object.	
K4	Create art that represents natural and constructed environments	
1	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.	
2	Repurpose objects to make something new.	
3	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.	

4	Document, describe, and represent regional constructed environments.	
5	Identify, describe, and visually document places and/or objects of personal significance.	
6	Design or redesign objects, places, or systems that meet the identified needs of diverse users.	
7	Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.	
8	Select, organize, and design images and words to make visually clear and compelling presentations.	
	<b>Anchor Standard 3: Refine and complete artistic work.</b>	
<p><b>Essential Question(s):</b> What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p> <p><b>Enduring Understanding:</b> Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time</p>		
PreK	Share and talk about personal artwork.	
K4	Explain the process of making art while creating	
1	Use art vocabulary to describe choices while creating art.	
2	Discuss and reflect with peers about choices made in creating artwork	
3	Elaborate visual information by adding details in an artwork to enhance emerging meaning.	
4	Revise artwork in progress on the basis of insights gained through peer discussion	
5	Create artist statements using art vocabulary to describe personal choices in artmaking.	
6	Reflect on whether personal artwork conveys the intended meaning and revise accordingly.	

7	Reflect on and explain important information about personal artwork in an artist statement or another format.	
8	Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress	

## PRESENTING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Essential Question(s): How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

Enduring Understanding: Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation

PreK	Identify reasons for saving and displaying objects, artifacts, and artwork	
K4	Select art objects for personal portfolio and display, explaining why they were chosen	
1	Explain why some objects, artifacts, and artwork are valued over others.	
2	Categorize artwork based on a theme or concept for an exhibit.	
3	Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.	
4	Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.	
5	Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.	

6	Analyze similarities and differences associated with preserving and presenting two dimensional, three dimensional, and digital artwork.	
7	Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.	
8	Develop and apply criteria for evaluating a collection of artwork for presentation	
	<b>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</b>	
<p><b>Essential Question(s):</b> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p> <p><b>Enduring Understanding:</b> Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it</p>		
PreK	Identify places where art may be displayed or saved.	
K4	Explain the purpose of a portfolio or collection.	
1	Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.	
2	Distinguish between different materials or artistic techniques for preparing artwork for presentation	
3	Identify exhibit space and prepare works of art including artists' statements, for presentation	
4	Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.	
5	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork	

6	Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.	
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7	Based on criteria, analyze and evaluate methods for preparing and presenting art.	
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8	Collaboratively prepare and present selected theme based artwork for display, and formulate exhibition narratives for the viewer	
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<b>Anchor Standard 6: Convey meaning through the presentation of artistic work.</b>		
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**Essential Question(s):** What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding

PreK	Identify where art is displayed both inside and outside of school.	
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K4	Explain what an art museum is and distinguish how an art museum is different from other buildings	
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1	Identify the roles and responsibilities of people who work in and visit museums and other art venues.	
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2	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities	
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3	Identify and explain how and where different cultures record and illustrate stories and history of life through art	
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4	Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.	
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5	Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic	
6	Assess, explain, and provide evidence of how museums or other venues reflect history and values of a community.	
7	Compare and contrast viewing and experiencing collections and exhibitions in different venues.	
8	Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.	

## RESPONDING

### Anchor Standard 7: Perceive and analyze artistic work

Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments

PreK	Recognize art in one's environment	
K4	Identify uses of art within one's personal environment	
1	Select and describe works of art that illustrate daily life experiences of one's self and others	
2	Perceive and describe aesthetic characteristics of one's natural world and constructed environments	
3	Speculate about processes an artist uses to create a work of art	

4	Compare responses to a work of art before and after working in similar media	
5	Compare one's own interpretation of a work of art with the interpretation of others	
6	Identify and interpret works of art or design that reveal how people live around the world and what they value.	
7	Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued	
8	Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.	
<p>Essential Question(s): What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?</p> <p>Enduring Understanding: Visual imagery influences understanding of and responses to the world.</p>		
PreK	Distinguish between images and real objects.	
K4	Describe what an image represents	
1	Compare images that represent the same subject	
2	Categorize images based on expressive properties	
3	Determine messages communicated by an image.	
4	Analyze components in visual imagery that convey messages.	
5	Identify and analyze cultural associations suggested by visual imagery.	
6	Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.	
7	Analyze multiple ways that images influence specific audiences.	

8	Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.	
<b>Anchor Standard 8: Interpret intent and meaning in artistic work</b>		
<p style="color: red;">Essential Question(s): What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?</p> <p>Enduring Understanding: People gain insights into meanings of artworks by engaging in the process of art criticism</p>		
PreK	Interpret art by identifying and describing subject matter	
K4	Interpret art by identifying subject matter and describing relevant details	
1	Interpret art by categorizing subject matter and identifying the characteristics of form	

2	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form	
3	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood	
4	Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media	
5	Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed	
6	Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed	
7	Interpret art by analyzing artmaking approaches, the characteristics of form and structure, relevant contextual	

	information, subject matter, and use of media to identify ideas and mood conveyed.	
8	Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed	
	<b>Anchor Standard 9: Apply criteria to evaluate artistic work.</b>	
<p style="color: red;">Essential Question(s): How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p> <p>Enduring Understanding: People evaluate art based on various criteria</p>		
PreK	Select a preferred artwork	
K4	Explain reasons for selecting a preferred artwork	
1	Classify artwork based on different reasons for preferences..	
2	Use learned art vocabulary to express preferences about artwork	
3	Evaluate an artwork based on given criteria.	
4	Apply one set of criteria to evaluate more than one work of art.	
5	Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts	
6	Develop and apply relevant criteria to evaluate a work of art.	
7	Compare and explain the difference between an evaluation of an artwork based on personal criteria and an evaluation of an artwork based on a set of established criteria.	
8	Create a convincing and logical argument to support an evaluation of art.	

# CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Essential Question(s): How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?

Enduring Understanding: Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences

PreK	Explore the world using descriptive and expressive words and art-making	
K4	Create art that tells a story about a life experience	
1	Identify times, places, and reasons by which students make art outside of school	
2	Create works of art about events in home, school, or community life	
3	Develop a work of art based on observations of surroundings.	
4	Create works of art that reflect community cultural traditions.	
5	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making	
6	Generate a collection of ideas reflecting current interests and concerns that could be investigated in art-making	
7	Individually or collaboratively create visual documentation of places and times in which people gather to make and experience art or design in the community.	
8	Make art collaboratively to reflect on and reinforce positive aspects of group identity.	

	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	
<p>Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p> <p>Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>		
PreK	Relate Recognize that people make art.	
K4	Identify a purpose of an artwork	
1	Understand that people from different places and times have made art for a variety of reasons	
2	Compare and contrast cultural uses of artwork from different times and places	
3	Recognize that responses to art change depending on knowledge of the time and place in which it was made	
4	Through observation, infer information about time, place, and culture in which a work of art was created	
5	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.	
6	Analyze how art reflects changing times, traditions, resources, and cultural uses	
7	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses	
8	Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	