Photo Murality

Based on the project **Block Party**, exhibited at United Photo Industries from September 3 – 26, 2015

Students will collaborate on creating a mosaic of faces that represent their "school block" representing how individuality can come together as community, and breaking down stereotypes, assumptions and ignorances regarding each other.

This lesson is inspired by the fact that many schools in NYC are co-located in one building, and this lesson could be a way of bringing together students who share the same space, but often don't interact. This lesson could be conducted in an after-school club, or as a collaboration with another class.

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Featuring photography by Anderson Zaca

Grade Level: 6th - 12th grade

Subjects: Photography, Visual Art, Math

Time Required: 3-5 class periods

Key Images:
- Video: Portrait Mural by Anderson Zaca
- Block Party Image Bank

Materials Needed:
- Printout: Face outline
- Glue, Scissors, Cameras, Printer, Butcher Paper, Index cards
- Exhibition space (such as the school cafeteria or hallway)

Standards Addressed:
CCSS.MATH.CONTENT.HSG.MG.A.3
CCSS.ELA-LITERACY.SL.9-10.1
CCSS.ELA-LITERACY.SL.9-10.5

Additional Resources:
photoville.com/edu

Students will be able to:
- Collaborate with peers to identify differences and commonalities between themselves
- Create a unified photographic mural representing their school community
- Practice the values of individuality, democracy, diversity and collaboration

Session 1: Intro & Icebreaker

Intro
1. Show your students a selection of photos from the Block Party Image Bank. You may also show a few immersive videos of block parties around NYC.
2. Ask them to pay attention to the people in these images, and ask them the following questions:
   - Name someone that stands out to you. What made you notice them?
   - What do you think they're like? Describe their personality with adjectives, and explain what you saw in the photo that led you to this conclusion.
   - What is the relationship between people in the photos? Does this remind you of any relationships in your life?
   - What is the mood of these photos? What are some themes these photos capture?

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Icebreaker

1. Ask your students to select a personal characteristic they are proud of - it can be a special skill or a part of their appearance they are proud of. Have them write this characteristic down on an index card.
2. Collect the cards, mix them up and have each student draw a card from the deck. Ask students to mingle and ask each other questions to try to guess the person who the characteristic belongs to.

Session 2: Activity

1. Divide your students into groups of 4 or 6. Explain that each group will collaborate to make a mosaic mural portrait. As they combine each of their favorite characteristics into one shared portrait, they will be exploring the idea of maintaining their individuality while coming together as a community.
2. Pass out the Face Outline handout. Students should draw a grid over the portrait. This could be as simple as a 3x3 grid, or as complex as a 10x10 grid, depending on how detailed they want to get.
3. The group must assign each block of the grid to a group member. For example, student 1 will photograph the top left quadrant (their left eye) and the bottom middle quadrant (their chin). Student 2 will photograph the top right quadrant (their right eye) and middle left quadrant (their cheek).
4. Pair students to take photos of one another. Students should take a detail shot of their assigned quadrant. For example, student 1 should have their left eye photographed by their partner, and student 2 should have their right eye and their chin photographed by their partner. Direct students to take at least 5 photos to choose from.

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Session 3: Activity (continued)

1. Ask students to refer to the grid on the Face Outline to puzzle together their mosaic mural portrait. (Depending on your resources, this step could be done physically with photo printouts, or digitally in Photoshop.)
2. Optional: When students assemble their mosaic mural, they may also trade pieces with other groups, so they interact with other students
3. Display these portraits in a shared space in the school such as a hallway, or the cafeteria where other students can see their work.
4. Have your students devise a way to collect community feedback about their exhibition, such as a guestbook, a comment box, or a social media hashtag.

Session 4: Reflection / Peer Feedback

1. Two weeks after the exhibition goes up, ask students to reflect on the exhibition.
   • What are people saying? What feedback are you hearing from your peers?
   • What surprised you?