

PERSHING MURAL PROJECT CURRICULUM

Learning From the Past, Understanding the Present, and Discovering the Future



THE PERSHING MURAL ~ A NEBRASKA CULTURAL LANDMARK

Exploring Architecture: Creating a Mood Board

This lesson is part of the three-part study of Architecture in which the students will learn about the importance of Mood Boards that are used by architects to share ideas and concepts. The students will be invited to create their own Mood Board and write an artist statement to accompany it.

Included in this Lesson:

- Lesson Plan: Exploring Architecture: Creating a Mood Board
- Power Point: How to Write an Artist Statement
- Power Point: Architectural and Interior Design Terms

Nebraska Standards Addressed:

Present: FA8.2.2.a Analyze and present reflections of personal growth in an artist statement.

Connect: FA8.2.1.b Recognize personal voice and make stylistic choices to reflect personal identity.

Present: FA8.2.1 Students will use the creative process to investigate and communicate personal voice in artwork.

Connect: FA8.2.1.a Investigate ideas and materials to demonstrate planning and refining.

Respond: FA8.2.1.c Engage in the sensory experience and relate it to making expressive artwork.

Connect: FA8.2.1.e Investigate and demonstrate the relationship between technique, skill and craftsmanship.

Create: FA8.2.2 Students will understand and apply their knowledge of a variety of presentation and communication techniques.

Respond: FA8.2.1.f Demonstrate respect for accepted equipment and materials.

Respond: L.A.5.W.2 Use a recursive writing process to develop, strengthen, and produce writing appropriate to the audience

Create: EP6. Use English structures to communicate context-specific messages.

Objectives:

- Students will gain a better understanding of the profession of both a Project Architect and Interior Designer.
- Students will use recycled, found and/or purchased materials to communicate qualities of a real or imaginary place.
- The students will be able to identify the purpose of a Mood Board and create one.
- After completing the assignment, the students will be able to write artist statements for their Mood Boards.

Grade Level:

Written at 6th Grade Level (educators are encouraged to adjust the lesson to meet needs of Pre-K to 12th Grade)

Materials Needed:

Background paper – Examples - Construction paper (12" x 18", or 2 sheets of 9" x 12" taped together), matt board, poster board, foam core, etc., scissors, glue or glue sticks

Note: Students should be encouraged to bring materials from home such as: pictures from magazines (home and lifestyle magazines have lots of photos of houses), newspapers, catalogs, recycled books, calendars, maps, wallpaper books, photos, tape, paint chips, fabric swatches, images online--“the sky is the limit.”

Time Requirement:

4 – 6 (50-minute class sessions)

Vocabulary:

Project Architect: Responsible for overseeing the architectural aspects of the development of a design including the production of construction documents (plans).

Interior Designer: An individual who creates pleasing, harmonious safe, practical indoor spaces that reflect the client’s personality.

Mood Board: Collection of design elements – color palette, fabrics and furniture considered for a room to help visualize the design in advance. Ultimately, it's all about seeing a variety of ideas, deciding how they work together, and providing a jumping off point for the finished design.

Aesthetics: Creating a design that is well balanced creating visual harmony, making it beautiful, pleasing and interesting in appearance. Aesthetics takes into consideration the visual relationship determined by light, shadow and contrast.

ADA: Americans with Disabilities Act is a federal civil rights law that prohibits discrimination against people with disabilities in everyday activities. ADA guarantees that people with disabilities have the same opportunities as everyone else. *Note: Design aesthetics are front and center in both a Project Architect’s or Interior Designer’s creative process in some accommodating the needs of individuals with physical disabilities (ADA requirements).*

Client: A person who employs (commissions) the services of an individual in a professional field for guidance or advice.

Commission: A specific job hired by a client (employer) to create something specific with a deadline for completion. A commission often begins with a detailed drawing (cartoon) or Mood Board which the Architect or Interior Designer shares with their employer who may make changes.

Cartoon: Refers to a full-scale, detailed drawing on paper.

Balance: A unifying principle of design; distributing the apparent weight of the elements so that the work does not appear about to topple over from being heavier on one side than the other.

Color Palette: In design, it refers to a particular range, quality, or use of color

Balance in Color: 60% main color, 30% secondary color, 10% accent color.

Cutting Edge: The very latest, most stylish, invigorating, or advanced.

State of the Art: The most recent stage of technological development.

Introduction

Architects and interior designers create mood boards to develop a concept and share ideas. They agree that it can be difficult to explain to their clients what a Commission (Project) will look like before it has been created. Therefore, "A picture is worth a thousand words."

When Architect Michelle McCullough, AIA, of Moment Architecture designed the Pershing Mural supporting structure and surrounding grounds she needed to supply some kind of visual for her clients. Using technology at her disposal, she was able to supply the Pershing Mural Historic Preservation Committee, her client, with the following renderings to help them envision the finished project.



Understanding that creating the design for the Mural Project was a unique commission, under less unusual circumstances Architects and Designers will use other tools to convey their vision to their clients. To prevent any unexpected/negative surprises, a Mood Board (collage) is often created which offers clients a better understanding of a what a Commission will look like in advance by illustrating the design on paper. Additionally, it can work the other way around as clients can also create a Mood Board to let Architects/Interior Designers know their likes and dislikes.

Direct Instruction:

Some good links to explore:

Toptal Designs, "Use Your Inspiration: A Guide to Mood Board.
<https://www.toptal.com/designers/visual-identity/guide-to-mood-boards>

Interior Style Hunter, "What is a Mood Board & how to Create a Mood Board.
<https://interiorstylehunter.com/what-is-a-moodboard-and-how-to-create-one/>

At the beginning of this lesson, students should be told that after they have created their Mood Board, they will be asked to write an Artist Statement explaining what inspired their composition focusing on the client (their personality, likes, dislikes, hobbies, professional and personal interests, where they live, etc.) that offers a rationale in regard to why specific choices/objects/colors, etc. were selected. In addition, each student will be asked to present the Mood Board they created to their classmates.

After informing students about the assignment, let them know that various magazines and materials will be available for their use. Encourage them to bring any of the following items from home: magazines (home and lifestyle magazines) catalogs, recycled books, calendars, maps, wallpaper books, fabric swatches, color samples available in paint stores, and online images.

- 1) After explaining the definition of a 'Mood Board' and their importance to Architects, Interior Designers, and their clients, students will be asked to create a 'Mood Board' for a particular room, real or imaginary, any place in the world or beyond.
- 2) Students will peruse the materials supplied by the teacher or brought from home.
 - a) Some will have a client in mind from the very beginning.
 - b) Others will develop/be inspired by reviewing the materials and ultimately make a decision about the interior space they decide to create and client they hope to please.
- 3) Students should identify who their client is and list what they know about them (personality, likes, dislikes, phobias, preferences, hobbies, cultural considerations, needs, etc.).
- 4) Next students will identify the one room (real or imaginary) the client has selected for their design.

- 5) Students should cut out a variety of pictures they like and have potential along with other materials they have selected and save them in a folder.
- 6) Ask the students to look through their folder and put together interesting combinations keeping in mind their client, the principle of a balance and their use of color (60% main color, 30% secondary color, 10% accent color).
- 7) Students should lay out the pictures and materials with possibilities on the background paper. When they are happy with the composition created, students should glue them in place. They may leave some of the background paper showing, or it can be covered completely.
- 8) After students have completed their Mood Boards, they should write an Artist Statement describing the client who commissioned its design that offers a rationale in regard to why specific choices/objects/colors, etc. were selected.
 - a) This statement should be in first person.
 - b) This statement should be at least three paragraphs in length.
 - c) Students should use correct spelling, grammar, and punctuation in completing their statement.
- 9) Students will take turns presenting their Mood Boards to the class, offering an opportunity to talk about the choices they made and allowing time for classmates to ask questions.

Class Discussion Questions:

- Why do you think developing Mood Boards is a helpful tool in working with clients in the design process
- How did you go about determining your client and the room/space you would use for this project?
- Since you could choose any client and any room in the entire world, why did you make the selections you did?
- Did you have a vision for your Mood Board before you began selecting materials or did the materials “speak” to you and help you form your vision?
- Were there any materials you gathered for your Board that you found unusual or intriguing?
- What factors went into the choice of colors you used on your Board? Did you follow the 60%/30%/10% ratio?

- How many drafts of your Mood Board did you create before you were satisfied with the end product?
- Was the vision you had at the beginning of the assignment the same as the end result or did you change course along the way?
- What did you learn about being flexible in the creative process and letting the vision and materials take shape organically?
- Were there any challenges in writing your artist statement?
- Was the artist statement helpful in defining and refining your vision and “selling” your Mood Board to your client? How so?

Evaluation:

The students will be evaluated on:

- 1) Use of class time
- 2) Craftsmanship
- 3) Creativity
- 4) The artist statements they have written which should be at least two paragraphs in length and utilize correct:
 - a) Grammar
 - b) Punctuation
 - c) spelling
- 5) Class Participation (respectful listening and participation during their classmates’ final presentations)

Note: As an additional activity that ties in directly with the Pershing Mural, students will be asked to conceptualize and create a Mood Board depicting a visitor’s center connected to the Mural installation. The visitor’s center should offer information about the Mural, include visuals and provide history and context for the Mural.

Closure:

This lesson offers students a creative learning approach to the professions of both Architects and Interior designers. It allows each student the opportunity to explore and select aesthetic, innovative options in designing an interior space, keeping in mind the personality and interests of the client they hope to please. Just as Architects and Interior Designers must focus on the function and usability of their creations, they also must take into

consideration what is pleasing and comfortable for those who will be using the space.

Resources

Zelanski, Paul and Fisher, Mary Pat, *Design Principles and Problems*, Holt, Rinehart and Winston, New York, 1984

How to Introduce Architecture to Your Kids and Why It's Important, info@petitarchitect.com
Mood Boards, learn@kinderart.com

What is an Architect?, The Sokanu Team, contact@sokanu.com

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