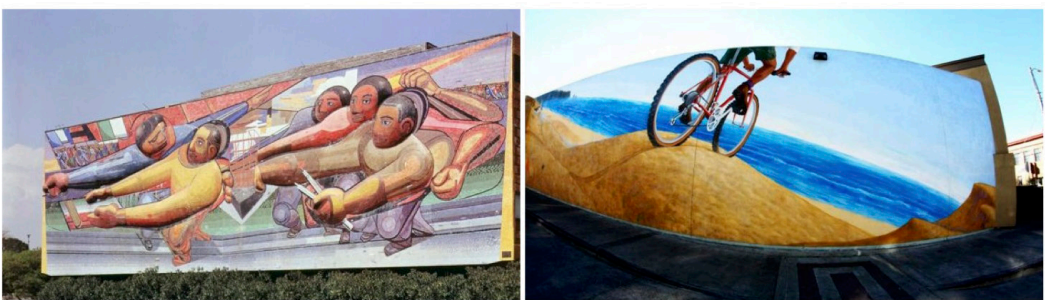


Our 7th-grade Spanish students spent much of the fall in a deep study of Mexico, immigration, and the way traditional and modern muralists participate in storytelling through public art. Early in the term, Veronica and Silvia led the students in an exploration of the famed muralists Los Tres Grandes — Jose Clemente Orozco, David Alfaro Siqueiros, and Diego Rivera. After completing their individual research projects, the entire 7th-grade Spanish class spent a gorgeous Tuesday morning exploring murals and street art in San Francisco's Mission District. Upon returning to class, the teachers invited educator and San Francisco-based muralist Yuka Ezoe, from Precita Eyes, to lead the students in a discussion of the themes they observed in the murals in the Mission and to begin conversations about the themes, artistic styles, and ideas that the students would like to incorporate into their own collaborative group mural.

Early Individual Research

In October, each student focused on researching and writing a biography of a major muralist, choosing a representative mural to share with the class. One goal was to discover the cultural significance of historical murals and then attempt to bridge the themes and artistic style to the current muralist movement in Bay Area. To do so, students were asked to find and compare a modern mural in the Bay Area (or one from Oaxaca, Mexico) to compare against the work of the artist they researched. Included in the presentations they gave in class was a discussion of these murals.




Similarities de los Murales

- Ambos de los murales son pintados en muy lleno de color estilos
- Ambos representar el camino de un objeto o persona

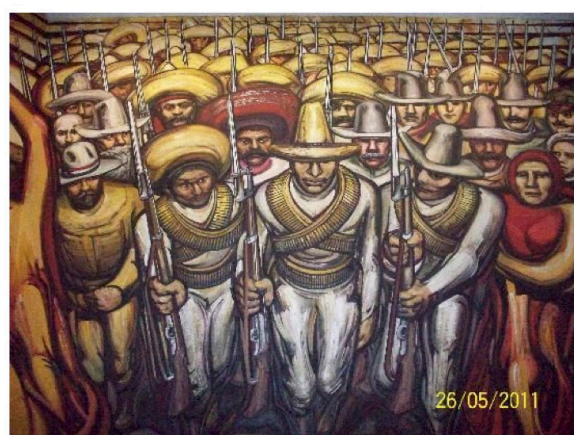
El mural en San Francisco

- Mi mural se llama, "People's Power," en San Francisco
- El mural es muy similar a el arte de Diego Rivera porque el mural es trata de libertad
- El mural es trata de libertad en las filipinas y el dictador de las filipinas



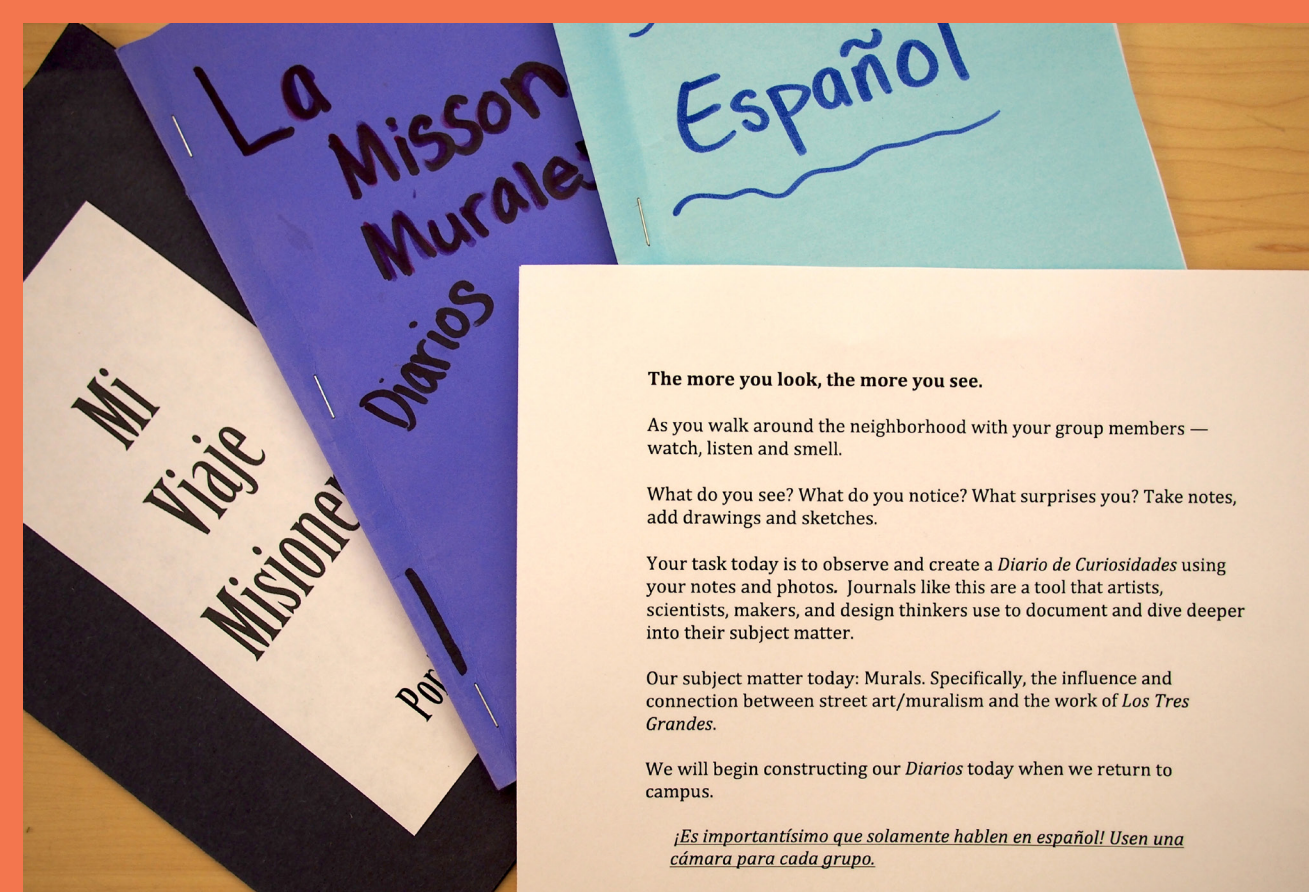
Influencias a sus Murales

El vio numerosas pinturas religiosas cuando él era joven. Por esta razón, su estilo fue similar a Michelangelo. Su estilo es realismo social. Por eso, numerosas de sus murales son sobre el ambiente social donde él vivió.



Journaling in the Field

While exploring the murals in the Mission, students were asked to gather photos and observations for a *Diario de Curiosidades* to be compiled and constructed upon returning to Nueva. Students spent time sketching, documenting, and reflecting upon the images and themes that resonated with them during the day.



La Misión Murales Español

El more you look, the more you see.

As you walk around the neighborhood with your group members — watch, listen and smell.

What do you see? What do you notice? What surprises you? Take notes, add drawings and sketches.

Your task today is to observe and create a Diario de Curiosidades using your notes and photos. Journals like this are a tool that artists, scientists, makers, and design thinkers use to document and dive deeper into their subject matter.

Our subject matter today: Murals. Specifically the influence and connection between street art, tourism and the work of Los Tres Grandes.

We will begin constructing our Diarios today when we return to campus.

¡Es importante que solamente hablen en español! Usen sus cámaras para cada grupo.

Immigration, Race, and Politics

"Some of the themes I noticed in SF were immigration, race, and politics. There was an especially interesting one where Mexican and Latino communities were being broken apart by white people moving into the neighborhoods. In both this one and some of the murals I have seen by Siqueiros the artist shows an issue that is happening in the community." — Charlotte B.

Political Expression

"While visiting the Mission in San Francisco, I saw a variety of murals. Although each mural was unique in a different way, I saw one constant theme throughout all of the artworks. That was the message of political expression. From discrimination to protesting against governments, in every piece a political message was expressed. Also, I noticed that most of the pieces were read from the middle outwards. However, some were read left to right." — Mira D.

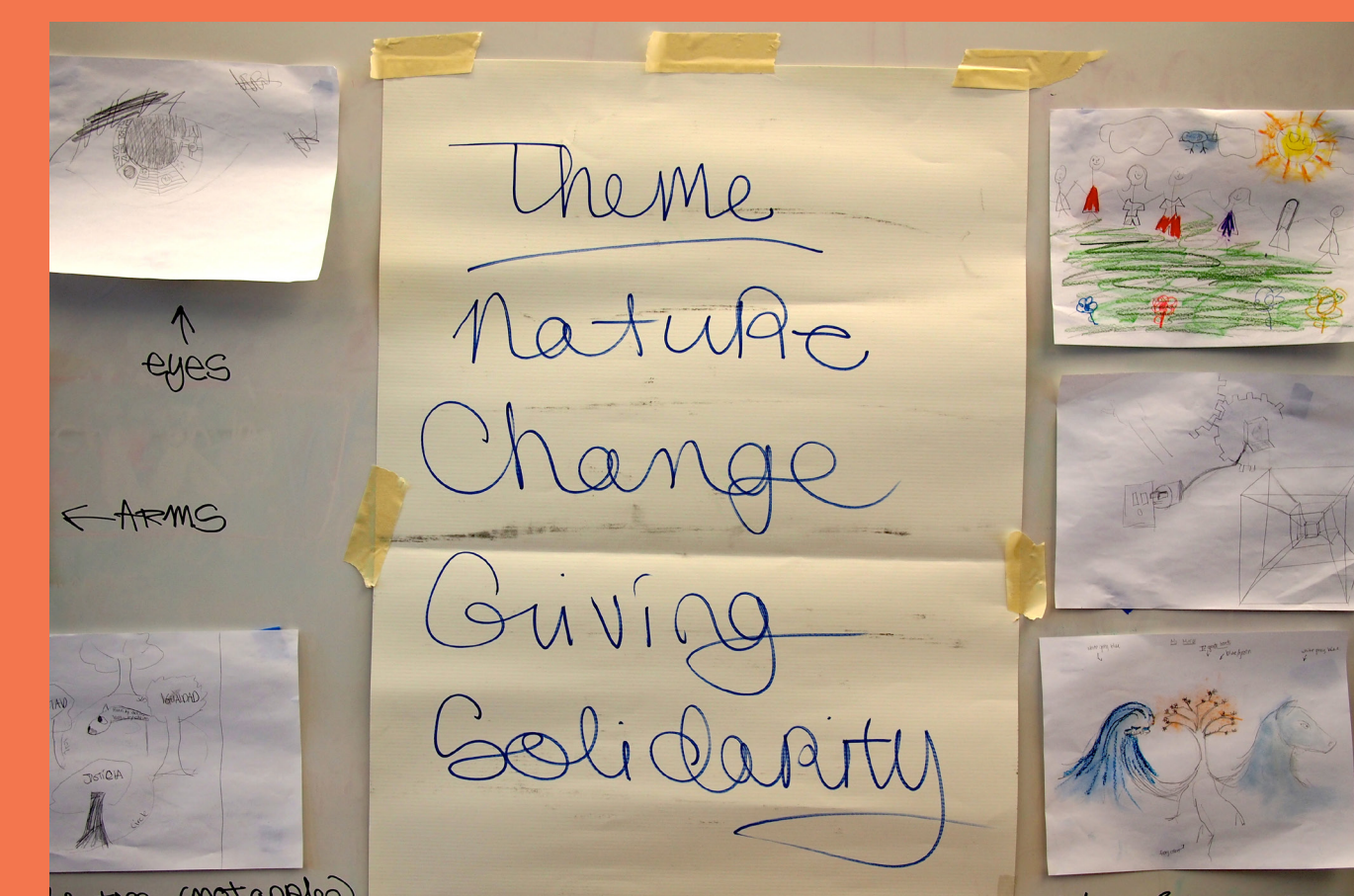
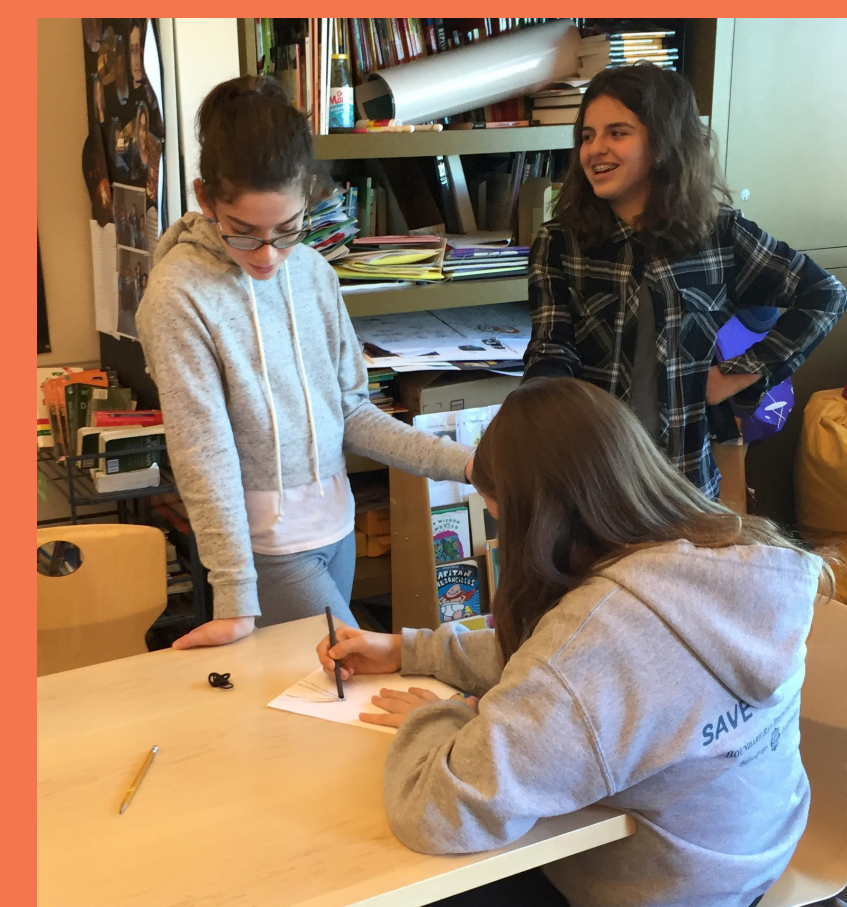
Similar to Tres Grandes

"A lot of the murals we visited had political statements, whether about gentrification or immigration. These were similar to the Tres Grandes, who also talked about politics." — Yoav R.



Processing and Synthesizing as a Group

Up to this point, the students had only studied the work of individual muralists. Back in the classroom, they were tasked with creating a community mural — a piece that would attempt to capture the ideas, values, and perspectives of two full classes of 7th-grade Spanish students. Lead by Yuka, the class brainstormed ideas about how the themes they wanted to include in their own mural could be expressed through images. In small groups they made drawings of the what they wanted the mural to be. Over the course of the workshop, they got to see how malleable ideas and art can be.



Keeping an Open Mind

"I think that with something like a group mural it is important to keep an open mind and be flexible so that you can change and bend your own ideas to incorporate someone else's ideas." — Charlotte B.

Combining Our Ideas

"Our group combined all our ideas. That worked for us because the ideas we had were about technology and change. When we mixed them we got how technology is changing things. This became the mechanical butterflies." — Ellie G.

"Yes, and..."

"I think that because Nueva is such a flexible school, we were able to say 'Yes, and...' and mold our ideas according to what other people in our class wanted." — Adrienne P.

Diversity of Ideas

"You celebrate diversity of ideas by talking about different ideas and listening to others' opinions." — Coby W.



A Collaborative Effort

The moveable mural created by the 2016–2017 7th-grade Spanish students is their collective representation of the change, growth, and diversity of our community.

