Agostino Iacurci Mini Wall Mural Project

Italian street artist Agostino Iacurci paints using a vocabulary of flat shapes, blowing up the geometric forms to an enormous scale to compose larger-than-life illustrative works outdoors.

Primarily focusing on characters, Iacurci’s murals adapt to the contour’s of a building’s surface, converting apartments and even prison yards into storybook pages of sorts. Iacurci’s style brims with whimsy and humor, but the shapes he renders coalesce into somber characters who appear to express a sense of disillusionment and foreboding at times.

STEP ONE: RESEARCH the history of Agostino Iacurci murals by visiting the school network:
S://Mr.Arnett/AVI3M/4M/Sculpture/Agostino Iacurci Mini Wall Mural/intro.htm

STEP TWO: ANSWER the questions on the Agostino Iacurci handout.(attached)

STEP THREE: DRAW 3 CONCEPTUAL DESIGNS of possible Agostino Iacurci inspired wall murals
CONSIDER: Colour, line and accuracy in shape detail design and balance in pose.

STEP FOUR: GET APPROVAL from the teacher on one of your designs and then begin sketching out your design on your mini plaster wall.

STEP FIVE: PAINT your Agostino Iacurci inspired mini wall mural.
CONSIDER: Colour, line, shape and detail and pattern.

STEP SIX: REFLECT by answering the following questions on the attached sheet.
1. What do you think was the most successful part of your sculptures and why?
2. What do you think was the least successful part of your sculptures and why?
3. If you had to do this project again, what changes would you make to your sculptures and why?

Agostino Iacurci’s murals
1. Who is Agostino Iacurci? (1)

2. What kind of art does Agostino Iacurci create? (1)

3. What materials does Agostino Iacurci use? (1)

4. What is the subject matter depicted in Agostino Iacurci's work(s)? (1)

5. What type of painting style does Agostino Iacurci's apply to murals? (1)

6. How does Agostino Iacurci's murals being located outside affect who can enjoy seeing them? Explain. (1)
Select one of Agostino Iacurci’s wall murals and identify the formal, expressive and technical qualities of the work.

Formal Qualities: (How are the elements and principles used: (Line, Shape, Form, Texture, Balance, Rhythm, Pattern, Contrast, Emphasis, Value, Space, Movement, Colour, Variety, Proportion, Unity)

Expressive Qualities: (mood/feeling):

Technical Qualities: (how was it created):

Connections to historical Agostino Iacurci mural(s) studied:

Describe the stages of the design process (research, conceptual sketches, experimentation, revision(s)) followed in the creation of your Agostino Iacurci inspired mini wall mural.

REFLECT by answering the following questions:
1. What do you think was the most successful part of your sculpture and why?
2. What do you think was the least successful part of your sculpture and why?
3. If you had to do this project again, what changes would you make to your sculpture and why?
## Agostino Iacurci Mini Wall Mural Project Evaluation

<table>
<thead>
<tr>
<th>Name: ____________________________</th>
<th>Knowledge/Understanding</th>
<th>Thinking/Inquiry</th>
<th>Communication</th>
<th>Reflective Questions</th>
<th>Application</th>
<th>Creative Process: Demonstration of Skill Development</th>
<th>Uses elements &amp; principles of design &amp; painting &amp; sculpture techniques to produce an effective artwork— Agostino Iacurci inspired Mini Wall Mural</th>
<th>Detail and Accuracy: Shape and Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level 0</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 3</td>
<td>Level 4</td>
<td>Level 0</td>
<td>Level 1</td>
<td>Level 0</td>
</tr>
<tr>
<td><strong>Demonstrates understanding of the elements &amp; principles of design in the painting (e.g., shape, balance, color)</strong></td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>0</td>
<td>Student demonstrates limited understanding of the elements &amp; principles of design in the painting. 0.25</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design in the painting. 0.75</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the painting. 1</td>
<td>Student demonstrates limited understanding of the elements &amp; principles of design in the painting. 0.25</td>
<td>Student demonstrates effective use of the e &amp; &amp; ps of design &amp; painting &amp; sculpture techniques to produce art works of limited effectiveness. 1</td>
<td>The shape of the works is somewhat balanced and/or incorporates little/no detail. 1</td>
</tr>
<tr>
<td><strong>Concept: Agostino Iacurci inspired Mini Wall Mural painting</strong></td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>0</td>
<td>Concept and context is clearly and/or weak. Meaning or ideas conveyed are not on par with student grade level. 0.25</td>
<td>Concept and context is clearly and/or weak. Meaning or ideas conveyed are on par with student’s grade level. 0.75</td>
<td>Concept and context is clearly and strong. Meaning or ideas conveyed above expectations for grade level. 1</td>
<td>Student explains use of painting techniques in the Agostino Iacurci handout with limited clarity. 0.25</td>
<td>Somewhat coherent and somewhat complete. 0.50</td>
<td>0</td>
</tr>
<tr>
<td><strong>Agostino Iacurci Wall Mural handout</strong></td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>0</td>
<td>Student answers research questions with limited clarity. 0.25</td>
<td>Student answers research questions with considerable clarity. 0.75</td>
<td>Student answers research questions with a high degree of clarity. 1</td>
<td>Student explains use of painting techniques in the Agostino Iacurci handout with clear and valid. 0.75</td>
<td>Student answers research questions with considerable clarity. 0.75</td>
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<td><strong>Explain use of painting techniques in the Agostino Iacurci inspired Mini Wall Mural handout</strong></td>
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<td><strong>Reflective Questions</strong></td>
<td>Incomplete.</td>
<td>0</td>
<td>Poor, yes/no answers/limited incomplete. 0.25</td>
<td>Somewhat coherent and somewhat complete. 0.50</td>
<td>Clear and substantial answers. 0.75</td>
<td>Student explains use of painting techniques in the Agostino Iacurci handout with limited clarity. 0.25</td>
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<td><strong>Creative Process: Ability to solve a series of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts. Preliminary Sketches (3)</strong></td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>0</td>
<td>Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5</td>
<td>Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial &amp; shows some alternative ideas. (0.5-1) 1</td>
<td>Preliminary sketches are mostly complete. Concepts are complete. Planning is evident &amp; shows some divergent thinking is evident. (1-1.5) 1-1.75</td>
<td>Preliminary sketches are completed. Concepts are complete. Planning is considered &amp; shows considerable flexibility in thinking. (2) 2</td>
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<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>0</td>
<td>Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 1</td>
<td>Student demonstratesconsiderable effectiveness in demonstrating the creative process and following procedures. 7-8</td>
<td>Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10</td>
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<td><strong>Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5-6</strong></td>
<td>Student demonstratesconsiderable effectiveness in demonstrating the creative process and following procedures. 7-8</td>
<td>0</td>
<td>Student demonstrates effective use of the e &amp; &amp; ps of design &amp; painting &amp; sculpture techniques to produce art works of limited effectiveness. 1</td>
<td>Student demonstrates effective use of the e &amp; &amp; ps of design &amp; painting &amp; sculpture techniques to produce art works of considerable effectiveness. 3-4</td>
<td>Student demonstrates a high degree of using the e &amp; &amp; ps of design &amp; painting &amp; sculpture techniques to produce highly effective art works. 5</td>
<td>Student demonstrates effective use of the e &amp; &amp; ps of design &amp; painting &amp; sculpture techniques to produce art works of considerable effectiveness. 3-4</td>
<td>Student demonstrates a high degree of using the e &amp; &amp; ps of design &amp; painting &amp; sculpture techniques to produce highly effective art works. 5</td>
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<td>The shape of the works is somewhat balanced and/or incorporates some detail. 2</td>
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A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;

A1.1 use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of art works (e.g., in small groups, use brainstorming, research, concept webs, and/or mind maps to generate original and imaginative ideas; filter their
ideas to select a suitable one to serve as the basis for their art work; use notes and/or thumbnail sketches to help them develop clear and flexible plans that show attention to detail; revise their plans on the basis of peer- and self-assessment.

A1.2 use experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting, printmaking, and mixed media (e.g., experiment with a variety of materials/media, techniques, and tools to find ones that are appropriate for their planned art work; reflect on their preliminary work and on feedback from their peers before revising their art work.

A1.3 document their use of the creative process in a portfolio (e.g., include evidence of their conceptual, creative, and technical skills; include thumbnail sketches, checklists, and/or graphic organizers to show evidence of experimentation, reflection, and revision), and refer to this portfolio to reflect on how effectively they have used the creative process.

A2. The Elements and Principles of Design: apply elements and principles of design to create artworks for the purpose of self-expression and to communicate ideas, information, and/or messages.

A2.1 use various elements and principles of design to create art works that express personal feelings and/or communicate emotions to an audience (e.g., create a mixed-media self-portrait that uses colour, line, and shape in the style of Frida Kahlo to convey their personality and elicit emotions from the audience).

A2.2 apply elements and principles of design as well as art-making conventions to create art works that communicate ideas, information, or messages, and/or that convey a point of view on an issue (e.g., use colour, line, shape, contrast, and emphasis when creating a graffiti piece that addresses an issue in their local community; incorporate symbolisms to communicate a message about an environmental issue).

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

3.1 explore and experiment with a variety of materials/media, including alternative media, and traditional and/or emerging technologies, tools, and techniques, and apply them to create art works.

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works.

B1.1 identify and describe their initial reactions to a variety of art works, and explain the reasons for their reactions (e.g., the aspects of the work and/or their personal experiences that contributed to their first impressions of its mood, subject, intent).

B1.2 identify and describe the elements and principles of design used in their own art works and the works of others, and describe their effects (e.g., how line, colour, and shape are used to create emphasis, mood, and/or movement).

B1.3 explore and interpret a variety of art works, both historical and contemporary, to identify and describe their purpose and style, the materials used, and the meanings the works convey.

B1.4 use a variety of strategies (e.g., peer- and self-assessment, formal critiques, feedback and reflection following public displays) to identify and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works.

B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect personal values.

B2.1 identify and describe the function of various types of art works in past and present societies.

B2.2 identify and describe ways in which various art works reflect the societies in which they were created.

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts.

C1.1 use appropriate terminology related to elements and principles of design when creating and analysing art works.

C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works.

C1.3 identify and describe the stages of the creative process and the critical analysis process (e.g., how reflection relates to the other stages of the creative process).

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works.

C2.2 demonstrate an understanding of several conventions used in visual art works (e.g., exaggeration, metaphor, simile, symbols, synectics; conventions associated with heroic, narrative, naturalistic, and satirical works).

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.

C3.2 demonstrate an understanding of safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts, and apply these practices when creating and/or presenting art works (e.g., use appropriate precautions when dealing with hazardous materials; adopt protective measures when using sharp tools; keep their work space clean and free of physical and other hazards; demonstrate respect for classroom facilities, tools, equipment, and technological devices).