

1. Lesson Title:

Painting Your Future / Pintando Tu Futuro

2. Objectives:

Academic Objective(s):

- Students will reflect on their future aspirations and how they can serve their communities.
- Students will explore career pathways and articulate personal goals for the future.

Artistic Objective(s):

- Students will create individual paintings inspired by their dreams and aspirations.
 - Students will contribute to a collaborative mural that represents the collective vision of their community.
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3. Standards:

Academic Standards:

- TEKS Social Studies 113.15 (3rd Grade): (b)(2)(B) identify examples of good citizenship.
- TEKS English Language Arts and Reading: 110.15(b)(17) Writing/Expository and Procedural Texts.

Arts Standards:

- National Core Arts Standards (Visual Arts):
 - VA:Cr2.1.3a: Create personally satisfying artwork using a variety of artistic processes and materials.
 - VA:Re9.1.3a: Evaluate an artwork based on given criteria.

4. Vocabulary:

Academic Vocabulary English:

- Aspiration
- Community
- Career
- Future

Vocabulario Académico:

- Aspiración
- Comunidad
- Carrera
- Futuro

Artistic Vocabulary English:

- Mural
- Color mixing
- Composition
- Texture

Vocabulario Artístico:

- Mural
- Mezcla de colores
- Composición

- Textura
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5. Materials/Resources Needed:

- Brushes
 - Paint (tempera, acrylic, or watercolor)
 - No-spill water cups
 - Paper towels
 - Watercolor paper or canvas boards (square format)
 - Aprons or paint shirts
 - Command strips or other display materials
 - Paint water disposal container
 - Visuals of community murals for discussion
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6. Lesson Introduction (5–10 minutes):

Introduce the concept of murals and their role in building community and telling collective stories. Show examples of murals from the local area or online, especially those that portray everyday people or future visions. Ask students:

“How do murals show who belongs to a community?”

“What do you want to be when you grow up, and how can you help your community?”

Explain that their paintings will come together to form a mural of the community’s future.

7. Guided Practice (15–20 minutes):

1. **Reflect:** Guide students to brainstorm and write or draw ideas about what they want to be in the future and how that role helps others.

2. **Discuss:** Talk about the value of all kinds of work—teachers, artists, nurses, construction workers, chefs, etc.
 3. **Demonstrate:** Introduce basic painting techniques such as sketching, color mixing, and adding texture.
 4. **Support:** Circulate as students begin sketching and painting, helping them visualize and depict their aspirations with care and creativity.
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8. Independent Practice (15–20 minutes):

Students will:

- Paint a personal vision of their future self in a career or role of service to others.
 - Use artistic techniques learned during guided practice.
 - Complete their artwork on square paper or canvas to contribute to the collective mural.
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9. Closing (5–10 minutes):

Bring students together to assemble their paintings into a large mural. Display it in a central or high-visibility area. Facilitate a class discussion:

- “What do you notice about our mural?”
- “What do these dreams say about our community?”
- “How is our mural similar or different from the ones we looked at?”

Celebrate the diversity of dreams and the power of art to build connection.

10. Assessment:

Academic Assessment:

- Short reflective writing or oral share-out: “What job did you paint and why?”
- Optional career planning worksheet (depending on grade level).

Artistic Assessment:

- Use a rubric to evaluate creativity, clarity of visual representation, use of color and space, and connection to the mural’s theme.
 - Participation in the group critique or class discussion.
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11. Differentiation Strategies:

- Provide visual supports and career cards with images and words.
 - Allow verbal storytelling or partner work for students with emerging writing skills.
 - Offer adaptive painting tools for students with fine motor challenges.
 - Encourage use of mixed media (e.g., drawing + painting) for students who prefer more control.
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12. Reflection (Post-Lesson):

- Did students effectively communicate their aspirations through painting?
 - Were they able to link their individual roles to the broader idea of community?
 - Did the mural foster a sense of belonging and shared vision?
 - What parts of the lesson sparked the most engagement or pride?
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Notes:**Additional Extensions:**

- Repeat the project annually and give paintings to families at graduation as keepsakes.
- Partner with a community space to display the mural publicly.
- Have students write and perform short skits based on their future selves.
- Turn the paintings into a class picture book showing the steps between now and their imagined future, bridging *Aspirational Capital* with *Navigational Capital*.

Age Range:

Appropriate for all ages; especially meaningful as a cross-grade collaboration project.

Community Cultural Wealth Objectives:

- This lesson centers **Aspirational Capital** by inviting students to dream beyond current circumstances.
- Encourages reflection on how students can serve and uplift their communities in the future.