

Mexican Art

Grade Level: 7th

Lessons

1. History of Mexican Art
2. Alebrijes! Spirit Animals
3. Embroidery on Paper

Central focus of the Unit/Big Ideas:

- Demonstrate persistence in developing skills with various materials, methods, and artmaking approaches in creating works of art or design.
- Explain how a person's artistic choices are influenced by culture and environment, and affect the visual image that one conveys to others.
- Design a work of art inspired by a place where people gather in the community.

New York State Learning Standards for the Arts:

Creating	Presenting	Responding	Connecting
VA:Cr2.1.7a.		VA:Re7.1.7a.	VA:Cn10.1.7a.

Lesson # 1 - History of Mexican Art

Unit Title: Mexican Art

Lesson Plan #	Grade	Length of each period	Number of days
1/3	7th	90 min	1

Essential Questions:

1. What are some characteristics found in Mexican Arts?
2. What do you notice about the color palettes?
3. How do the artworks reflect important histories of Mexico?
4. What is folk art?

Lesson Objectives:

- Students will learn about different art styles in Mexican arts focusing in Oaxaca's folk arts.
- Students will learn the basic world history of Mexico by looking into artworks that represent that time period.
- Students will learn patterns, color palettes and other characteristics of Mexican arts.

Assessments:

- Pre-assessment: Students will take notes on the lesson.

Overview: Day 1: introducing rainforest Day 2:

Day 1: Students will be introduced to Mexican arts and history.

Materials –Artist/ Visual Text /Technology/ Resources:

Slides

Academic Vocabulary:

Folk art, Alebrije, Patterns

Student Support and Differentiation:

- Whole Class: Students will have access to the lecture slides online.
- Groups of students with similar needs: Students will share ideas and discuss the lessons as a group.
- Individual students: For ELL students, visual aids will be always provided. Students are welcome to use their own reliable sources about the lesson in their own languages.
- Students with IEP's or 504 plans: The lesson will be modified for students with IEP's or 504 plans on a case by case basis.

NYS Visual Arts Standards:

Creating	Presenting	Responding	Connecting
		VA:Re7.1.7a.	VA:Cn10.1.7a.

Art References
Lesson # 1



Oscar Soteno- Tree of Life



Patterns in Oaxaca art

Teaching Procedure/Task Analysis Lesson 1_Day 1

Time Allotment 90 min	Task
10 minutes	A. Motivation/Spark/Launch Play Mexican music as an introduction. *Key Questions: What are some characteristics you noticed about the Mexican Arts?
10 min	B. Presentation of Lesson Objectives Slides to show enlarged photos and texts for students to take notes.
8 min	C. Modeling/Demonstration Students will be taking notes.
25 min	D. Transition and Work Period (practice and application) Students will be taking notes.
7 min	E. Closure Clean up

Lesson # 2 - Alebrije! Spirit Animals

Unit Title: Mexican Art

Lesson Plan #	Grade	Length of each period	Number of days
2/3	7th	90 min	1

Essential Questions:

1. What are Alebrijes?
2. How can we make our own spirit animals?
3. What words represent your spirit?

Lesson Objectives:

- Students will choose words that describe their personalities.
- Students will combine animals together to make their own Alebrijes.
- Students will make multiple sketches to create the best version of Alebrijes.

Assessments:

- Pre-assessment: Students will brainstorm describing words of their personalities.
- Formative assessment: Students will make 3 sketches of their own version of Alebrijes.

Overview

Day 1 : Students will be working on their Alebrijes sketches.

Materials –Artist/ Visual Text /Technology/ Resources:

Paper to brainstorm on, pencils, erasers, handouts with examples of spirit animals.

Academic Vocabulary:

Characteristics, spirit animals, hybrids, textures

Student Support and Differentiation:

- Whole Class: Students will have access to the lecture slides online.
- Groups of students with similar needs: Students will share ideas and discuss the lessons as a group.
- Individual students: For ELL students, visual aids will be always provided. Students are welcome to use their own reliable sources about the lesson in their own languages.
- Students with IEP's or 504 plans: The lesson will be modified for students with IEP's or 504 plans on a case by case basis.

NYS Visual Arts Standards:

Creating	Presenting	Responding	Connecting
VA:Cr2.1.7a.		VA:Re7.1.7a.	VA:Cn10.1.7a.

Art References
Lesson # 2



Alebrijes

Teaching Procedure/Task Analysis - Lesson 2_Day 1

Time Allotment 90 min	Task
10 minutes	A. Motivation/Spark/Launch Brainstorm *Key Questions: What are some words that best describe your personalities?
10 min	B. Presentation of Lesson Objectives Slides on different kinds of Alebrijes. Examples of different kinds of animals that symbolize characteristics.
5 min	C. Modeling/Demonstration Students will be given demonstrations on teacher's examples.
55 min	D. Transition and Work Period (practice and application) Students will work on at least three sketches of Alebrijes.
10 min	E. Closure Choose one of the sketches as final.

Lesson 3 - Embroidery on Paper

Unit Title: Mexican Art

Lesson Plan #	Grade	Length of each period	Number of days
3/3	7 th	90 min	2

Essential Questions:

1. What are some basic embroidery stitches?
2. How can we embroider on paper?

Lesson Objectives:

- Students will draw their final choice of Alebrijes on a black paper with white colored pencils.
- Students will draw using different kinds of patterns.
- Students will learn basic embroidery stitches using paper as the base.

Assessments:

- Pre-assessment: Students will be given basic stitch guideline worksheets to practice embroidery stitches on paper.
- Summative assessment: Students will turn in their final artworks and fill out rubrics.

Overview: Day 1: introducing rainforest Day 2:

Day 1:

- Students will draw their final version of Alebrijes on a black piece of paper with white colored pencil.
- Students will learn basic embroidery stitches using paper as base.
- Students will embroider onto their final sketches to create patterns and outlines.

Day 2:

Students will finish up the project.

Materials –Artist/ Visual Text /Technology/ Resources:

Black papers, white colored pencils, erasers, push pins, felt sheet, thick needles, yarn, scissors, basic embroidery guideline handouts, practice guideline worksheets.

Academic Vocabulary:

Embroidery, stitches, puncture

Student Support and Differentiation:

- Whole Class: Students will have access to the lecture slides online.
- Groups of students with similar needs: Students will share ideas and discuss the lessons as a group.
- Individual students: For ELL students, visual aids will be always provided. Students are welcome to use their own reliable sources about the lesson in their own languages.
- Students with IEP's or 504 plans: The lesson will be modified for students with IEP's or 504 plans on a case by case basis.

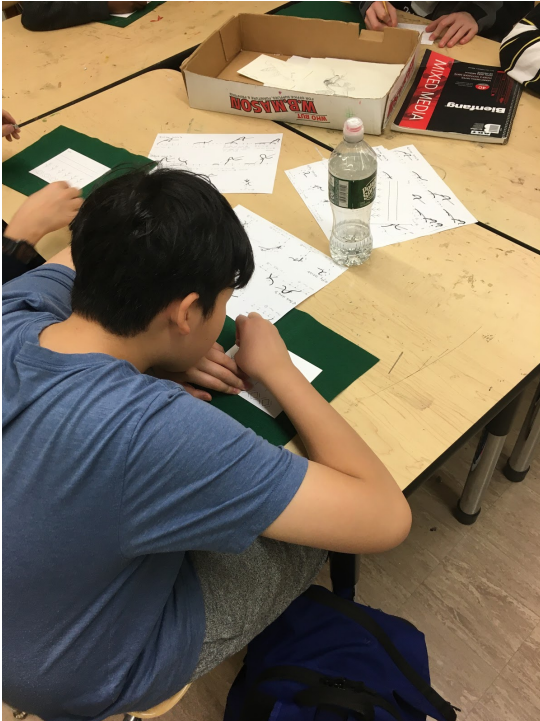
NYS Visual Arts Standards:

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Teacher's Work Sample



Student Work Samples



Teaching Procedure/Task Analysis - Lesson 3_Day 1

Time Allotment 90 min	Task
5 minutes	A. Motivation/Spark/Launch Have you done embroidery on paper? *Key Questions: What is embroidery?
10 min	B. Presentation of Lesson Objectives Instructor's sample work.
20 min	C. Modeling/Demonstration Demonstrations on how to embroider on a paper.
45 min	D. Transition and Work Period (practice and application) Students will work on their final sketches and move onto embroidery worksheets.
10 min	E. Closure Clean up.

Teaching Procedure/Task Analysis - Lesson 3_Day 2

Time Allotment 90 min	Task
10 min	C. Modeling/Demonstration Group / Individual demonstrations will be given if needed.
70 min	D. Transition and Work Period (practice and application) Students will work on their final sketches and move onto embroidery worksheets.
10 min	E. Closure Clean up. Share and discuss. Feel out rubrics.