

Graciann Harrington
Unit on Mexican Art
September 2004

Goals: Students will be exposed to different types of artwork produced by Mexican artisans.

Students will learn Spanish vocabulary.

Students will use Spanish vocabulary to describe their own reproductions of the art examples and be able to use descriptive Spanish language to do so in simple sentences. Students will learn vocabulary to name and order foods, body parts, animals, colors, and size.

Lesson 1:

Content: art, culture, people, places and environment.

Materials: Items I purchased in Mexico, weavings, pottery, masks, toys, alajambre, bark paintings, carvings, paintings, and other realia from the Mexican Folk Art kit.

Set up a "museum" of Mexican art. Display realia obtained in Mexico and the realia of the district kit. These films below are available through PPS.

Order films from PPS:

VO9323,VH Artesanias : Mexican arts and craft: an excellent film showing different art works and artisans talking about their art and making it.

K02520,KT Mexican Folk Arts (case of realia)

Show film, Artesanias: Mexican arts and crafts (25 min)

Share realia, talk about the names of items. Look at pictures taken in Mexico.

Bring in the photographs and books about Mexico to have out for students to view and read.

Discuss the different articles with students and how they were made, what their purpose is and who makes them. While sharing articles, share the varied environments in Mexico and the urban vs rural lifestyles.

Lesson 2:

Materials: brown paper bags, bark paintings, paints

Bark paintings

Students make observations on what is in the scene on the bark paintings. I purchased two that have the rural settings and activities. One is more of a desert area while the other is a community and the activities going on in that community.

As we discuss what we see I will write down the names of things in the scenes. I will introduce Hay ,for there is or there are, and say it with the things they bring up. They will repeat it after I say it. For example: **Hay un burro. Hay una casa.** etc. I will ask what the color is (¿De qué color es?) and then describe again whatever they have initially described adding the color.

We will brainstorm all of the items that are in the pictures and practice saying to partners what they see using Hay and the noun. As we brainstorm we will make a list of useful words and also discuss why activities are depicted as they are. At the end of this lesson students are asked to bring in big brown shopping bags.

Lesson 2, Part II

1. Discuss other elements like the bright colors and the type of animals typical in Mexico.
2. Make a list of colors, forms, line, designs, patterns and animals.

3. To simulate bark used in the paintings. Students will soften grocery bags by wrinkling and rubbing them together.
4. After having softened the bags, student will design their own scene on white paper first. The white paper will be the same size as their piece of brown bag. I make the bag pieces about 7" by 11" so their design would be more manageable for them.
5. Once they design their painting they then transfer their design to the brown paper in pencil and outline in a narrow black marker. They will then paint their scenes on their "bark."

Final Activity and Assessment:

The final activity will be students taking an "art walk" along their displayed paintings and describing what they included in their paintings.

" En mi pintura hay..."

Vocabulary: las casas, el hombre, la mujer

La mula, el granjero ,el gallo

la,las nubes, las plantas de maíz, and other

words we brainstorm after making our paintings.

I will cover the masculine and feminine articles and endings for words.

Lesson 3:

Materials: newspaper, flour, water, wire and paint.

1. Show examples of alebrije. Discuss designs used and bright colors.
2. Students will chose an animals and make a wire armature to cover with papier-mache. We will use animal names. "Es un

burro..." Students will create a small papier-mache animal. Once they have created their animal we will take a closer look at the examples in our "museum" and discuss the types of designs and patterns used by the artists to decorate them. To learn to describe them we will review words for colors, words that describe shapes and other details. "Es un burro café con líneas onduladas y puntos blancos. La cabeza es roja con flores azules y verdes." I will give them the language and they will tell a neighbor.) Students will learn that adjectives follow nouns in Spanish.

3. Vocabulary: azul, amarillo, rojo, anaranjado, verde, morado, rosado, café, negro, blanco.

línea (larga, gruesa, delgado, ondulada etc.)

puntos, pequeño

Flowers—las flores

Body parts—cabeza, cuerpo (body), cola (tail), pata (leg), cara (face), oreja (ears), ojos etc.

Reinforce article agreement and masculine feminine and adjectives following nouns.

Lesson 4:

Order kits: African Art and Artifacts K02650

Japan Arts and Crafts Kit K02488

Show students the pictures of "Bug in a Rug" Explain their means of obtaining dyes. Discuss that artwork of indigenous people reflects their environment. Show artwork from different areas and discuss why there are differences. Look at artifacts from all of the artifact kits and discuss similarities and differences.

Homework assignment: If you were going to dye something, what could you use from your neighborhood without going to the store. Students experiment and bring in results.

Students will make weavings

Materials: yarn, cardboard, tongue depressors.

1. Students make cardboard weaving looms.

Instruction: Use a rectangular piece of cardboard from a box. Cut slits on both ends. Wrap yarn through slits to form vertical lines of yarn. Wrap yarn around a tongue depressor and attached one end to the lower left hand corner.

2. Weave string in and out to make a weaving. Students will use their weaving as a placemat at a fiesta we will have at the end of this art unit.

Lesson 5:

Content: history, different cultures, art, religion

Materials: Films, books, soft metal (aluminum), pencils and embossing tools, high quality cardstock.

Order Films: The Mystery of the Maya H00001 from PPS.
Ancient Maya V08406

Share the book: Pyramid, a DK Eye Wonder book. Pages 38-41.

Show films and read book together. On a large piece of white paper, draw some of the designs we see on the pyramids and in murals done by the Maya. We will discuss the significance of the designs as symbols of nature.

I will have pre-prepared templates for students to use to copy.

Students will make a replica of a design or a figure from one of the pyramids. They will do this by using the templates and then copying that design onto the metal. They will then emboss the design by using a hammer and an embossing tool. Once they have finished their design it will be mounted on a card made from a nice stock of paper to be used as a unique greeting card or to frame as a mini picture.

Lesson 6:

I will show the film *Doña Rosa, La Señora del Barro Negro*. We will discuss the techniques used and talk about where they got the clay and how people use the material that surround them when making items. We will look at how this is different from area to area. Compare the techniques and materials used in the weaving to the materials used in the pottery. Show them the difference between Talavera designs that were imported from Spain. Point out work done by Doña Rosa was more simplistic and was more often used for day to day purposes. Explain the changes brought about when the Spanish conquered Mexico.

Students will use clay to create a clay pot, trying to imitate the techniques demonstrated on the tape. The pots will be fired in the kiln.

Lesson 7

Students will cut out pictures of food from magazines and mount them on cardboard. We will have a lesson on naming different foods and how to order foods in a restaurant. *Tráíagame* and *quiero* or placing the *no* in front for a negative. We will practice in small groups learning the names of foods and how to order them. Students will learn the names of foods and I will add descriptions like *dulce*, *ágrío*, *picante* etc. I will accompany such descriptions with facial and body language clues to help with understanding.

Once we have practiced we will have our end of the unit fiesta. At the fiesta we will have a variety of foods like fruits, tacos, juices, tortilla chips and so on. Students will have to order from a mesero or mesera what foods they would like to have using quiero or tráigame. We will also learn me gusta(n), con and sin. Food names will vary depending on what is available.

Possible vocabulary: dulce, sal, ágrico, picante, bueno, malo, frutas, vegetales, tortillas, frijoles, salsa, queso, con, sin, fresco, postres dulce, jugo, carne. pollo , tráigame, me gusta and no me gusta etc.

Assessment will be based on teacher observation of student participation, improvement and successful completion of requirement for language acquisition.