


# Lesson Plan

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Art 5<sup>th</sup> Grade

Week of Oct. 26, 2015 (Week 6 of 6)

## Line and Shape: Mexican Folk Art Oaxacan Alebrijes

<p>Objectives/Standards</p>	<ul style="list-style-type: none"> <li>• Students will learn about National Hispanic Heritage Month.</li> <li>• Students will gain appreciation of Oaxacan Mexican folk art and how it communicates similarities and differences among various people.</li> <li>• Students will demonstrate knowledge of the elements of line and shape.</li> <li>• Students will demonstrate using the principle of pattern.</li> <li>• Students will demonstrate knowledge and skills to create works of visual art using problem solving, observing, sketching and constructing.</li> </ul> <p><b>IL and National</b></p> <ul style="list-style-type: none"> <li>• <b>VA:Cr2.2.5</b> Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</li> <li>• <b>VA:Re7.2.5</b> Identify and analyze cultural associations suggested by visual imagery.</li> <li>• <b>VA:Cn10.1.5</b> Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.</li> </ul> <p><b>CC alignment SL.5.1</b> Engage effectively in collaborative discussions.</p>
<p>Procedure/Agenda</p> 	<p><b>Key Words:</b> elements of art, line (emphasis on horizontal, vertical and diagonal), space, geometric and organic shapes, outline, pattern, folk art, Oaxacan alebrijes (fantastic figures), exaggeration</p> <p><b>Major Concepts:</b> The lesson will introduce students to Hispanic Heritage Month and the folk art of Oaxaca. Students will draw animals (or amphibians, birds), create patterns, and paint with bright colors.</p> <p><b>Week 1:</b>  <b>Modeling:</b> Teacher will hand out art folder and assign students colors for helpers. Should include first and last name on the top, classroom number and helper color. Teacher will use a PowerPoint to facilitate a discussion on line, shape, Hispanic Heritage Month and Oaxacan folk art. Within PP, teacher will quiz students on line and ask them to categorize types of shapes. Teacher will show actual Oaxacan Alebrije and ask students to brainstorm types of animals they could use for their project. Teacher will model writing name and class number on the back of paper. Teacher will model drawing the outline of an animal to fill the space on the page.  <i>Differentiation: Students will have a wide variety of animal, amphibian, bird shapes to use for observing and drawing. Students may also create their own animal.</i>            Teacher will let students know that the goal is to have animal drawn by end of class.</p> <p><b>Week 2:</b>  <b>Modeling:</b> Teacher will review key words and project. Students will take out paper in each group to identify lines and shapes drawn on the board. Students will be asked to define, pattern. Teacher will remind students to fill space with animal and give them 15 minutes to finish drawing animal. Teacher will model tracing over the outline of alebrije. Teacher will demonstrate using line and pattern within the alebrije using only marker (no pencil). Teacher will model how pattern may be used to emphasize the different parts of the alebrije. Teacher will let students know the goal is to have pattern completed in alebrije by the end of class.</p> <p><b>Week 3:</b>  <b>Modeling:</b> Teacher will review key words and project. Teacher will draw a variety of lines and shapes on the board. Students will come up in their groups and together they will identify by writing the answer under the line or shape. Teacher will model using paint brush and tempera cakes to paint alebrije. Teacher will let students know the goal is to have some of their alebrije painted.</p> <p><b>Week 4:</b>  <b>Modeling:</b> Teacher will review key words and project. Teacher will draw a variety</p>

	<p>of lines and shapes on the board. Using paper, students will identify lines and shapes in their groups. Teacher will remind students proper use of a paintbrush and that they are to paint inside the shapes they created. Teacher will let students know the goal is to have most of their alebrije painted. <i>Extension: If students finish painting they will work on Imagination Shape Workout sheet.</i></p> <p><b>Week 5:</b>  <b>Modeling:</b> Teacher will review key words and project. Students will take notes on line and shape. Teacher will model choosing background paper and cutting out alebrije. Teacher will demonstrate using foam spacers to place alebrije on background. Students will work on painting alebrije and when finished, choose background paper.</p> <p><b>Week 6:</b>  <b>Modeling:</b> Teacher will review key words and project. Teacher will ask students to create rubric and evaluate their art. Students will brainstorm four of the most important objectives and determine a scale to evaluate their art. They will record class decided objectives on a worksheet and evaluate project. They will turn this in with their final art. Students will finish painting alebrije and then choose background paper. Students who are finished may draw with how-to-draw books.</p>
Resources	<p>9"x12" white paper and construction paper in a variety of colors, animal idea sheets, black permanent markers, tempera cakes, brushes, water cups, teacher produced example, Oaxacan folk art PP, foam spacers, paper for assessment, art folder, markers, self-assessment sheets and rubrics for each student, Oaxacan Alebrije sculpture</p>
Assessment	<p>Students will be formatively assessed through observation and direct feedback as they practice learned activities. Students will complete a variety of assessments throughout the lesson as described above. Summative assessment of the project will be based on a rubric which includes: demonstration of objectives, demonstration of learned techniques, craftsmanship, creativity, and use of resources (including class time). Students will create a rubric, self-assess project and write an artist statement.</p>

