



# Lesson Plan

Carolyn Kendell  
Art 5<sup>th</sup> Grade

Week of Oct. 2, 2017 (Week 4 of 5)

## 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, shape and form.</li> <li>• Students will demonstrate using the principle of pattern.</li> <li>• Students will understand the process of making sculpture.</li> </ul> <p><b>IL and National</b></p> <ul style="list-style-type: none"> <li>• <b>VA:Cr1.15</b> Combine ideas to generate an innovative idea for art-making.</li> <li>• <b>VA:Cr2.2.5</b> Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.</li> <li>• <b>VA:Re8.1.5</b> Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.</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, geometric and organic shapes, pattern, folk art, Oaxacan Alebrijes (fantastic figures), exaggeration, form, 3-dimensional, slip, score</p> <p><b>Major Concepts:</b> The lesson will introduce students to Hispanic Heritage Month and the folk art of Oaxaca. Students will create a sculpture inspired by Oaxaca folk art (social studies connection).</p> <p><b>Essential Question:</b> Why do artists create 3-dimensional artwork?</p> <p><b>Week 1:</b></p> <p><b>Discussion/Class Participation:</b> Teacher will review graphic organizer from last week and put it on the document reader to have students finish writing the elements of art. Teacher will use a PowerPoint to facilitate a discussion on line, shape, form, Hispanic Heritage Month and Oaxacan folk art. Within PP, teacher will quiz students on line and ask them to categorize types of shapes. Students will take notes. Teacher will show actual Oaxacan Alebrije and ask students to brainstorm types of animals they could use for their project. Teacher will let students know they will learn what they need to do next week to allow their full art period for making their sculpture.</p> <p><b>Modeling/Anticipated Difficulties:</b> Teacher will model adding vocabulary to graphic organizer. Teacher will play video on making animals using clay. Teacher will model planning animal (will it be sitting, standing,...?) using idea sheets. Teacher will model building animal sculpture by pulling and stretching clay. Teacher will demonstrate scoring and slipping if students need to add to their sculpture. Teacher will emphasize that you need to score and slip because the clay shrinks as it dries and the pieces may fall apart.</p> <p><b>Independent Practice:</b> Students will hand out materials. Students will add vocabulary to graphic organizer. Students will plan their animal using paper in their folder below their notes. When finished, students will take out their graphic folder and fill in the section on line and form.</p> <p><b>Differentiation:</b> Teacher will list important vocabulary on the board so students may write it in their notes. Students have creative freedom in designing their animal. They will have idea sheets to use if they need help with coming up with animals. They may make use of exaggeration or combine features from more than one animal. Teacher will have sample folder up on screen so students may copy definition of line.</p> <p><b>Student Understanding:</b> Teacher will circulate to check on each student to ensure understanding. Teacher will guide individual students needing help.</p> <p><b>Closure:</b> Teacher will let students know that next week they will get their clay after a quick review. Teacher will have student helpers clean up supplies.</p> <p><b>Week 2:</b></p> <p><b>Discussion/Class Participation:</b> Teacher will review key words and project. Student may use their notes from the previous week during the discussion. Teacher will ask students what they recall about working with clay from the previous week.</p> <p><b>Modeling/Anticipated Difficulties:</b> Teacher will model writing name and room number on small paper. Teacher will briefly review clay by modeling sculpting, slipping and scoring. Teacher will</p>

	<p>model placing animal on paper and placing them in a box to dry.</p> <p><b>Independent Practice:</b> Students will use their plan to sculpt their animal. When finished they will place animal in the box, clean their area and wash their hands. They may take out their graphic folder and write the definition of shape.</p> <p><b>Differentiation:</b> Teacher will work with individual students as needed. Students are each creating a unique sculpture. Shape definition and graphic folder will be on screen so students may copy information.</p> <p><b>Student Understanding:</b> Teacher will circulate to check on each student to ensure understanding. Students will demonstrate following multiple instructions.</p> <p><b>Closure:</b> Teacher will let students know that next week they will paint their animal. Teacher will have student helpers clean up supplies.</p> <p><b>Week 3:</b></p> <p><b>Discussion/Class Participation:</b> Teacher will review key words and project. Student may use their notes from the previous weeks during the discussion.</p> <p><b>Modeling/Anticipated Difficulties:</b> Teacher will model painting the sculpture a base color, making sure not to leave lumps of paint. Teacher will demonstrate using a variety of lines, shapes and patterns to finish the animal. Teacher will model washing brush when finished.</p> <p><b>Independent Practice:</b> Students will paint the base coat of their animal. They may set it aside for a few minutes, plan their patterns/colors and work on their graphic folder. When paint is dry to the touch students may paint patterns. When finished they will place animal in the box, clean their area and wash their brushes.</p> <p><b>Differentiation:</b> Students are each painting unique patterns and choosing colors.</p> <p><b>Student Understanding:</b> Teacher will circulate to check on each student to ensure understanding.</p> <p><b>Closure:</b> Teacher will let students know that next week they will have a gallery walk and assess their work. Teacher will have student helpers clean up supplies.</p> <p><b>Week 4:</b></p> <p><b>Discussion/Class Participation:</b> Teacher will review key words and project. Teacher will let students know they may continue painting and display the objectives. Student will set their Oaxacan alebrije on their desk.</p> <p><b>Modeling/Anticipated Difficulties:</b> Teacher will model filling out the assessment form/artist statement.</p> <p><b>Independent Practice:</b> Students will continue painting their Alebrijes.</p> <p><b>Student Understanding:</b> Students demonstrate through their art project.</p> <p><b>Closure:</b> Teacher will let students know that next week they will finish their project. Teacher will have student helpers clean up supplies.</p> <p><b>Week 5:</b></p> <p><b>Discussion/Class Participation:</b> Teacher will review key words and project. Teacher will let students know they need to finish painting and will display the objectives. Student will set their Oaxacan alebrije on their desk. Near the end of class, teacher will ask students to brainstorm some of the objectives of the project. Students will participate in a gallery walk and discussion of peer art. If there is enough time at the end of class, teacher will begin PP for next project.</p> <p><b>Modeling/Anticipated Difficulties:</b> Teacher will model filling out the assessment form/artist statement. Teacher will show students how they can continue with their elements of art graphic organizer when finished. They may also finish notes from PP if needed.</p> <p><b>Independent Practice:</b> Students will participate in gallery walk and self-assess their art. Students will work on graphic organizer and/or finish PP notes.</p> <p><b>Student Understanding:</b> Self-assessing their art based on objectives they feel were important.</p> <p><b>Closure:</b> Teacher will let students know that next week they will begin a new project. Teacher will have student helpers clean up supplies.</p>
Resources	Air dry clay, animal idea sheets, liquid tempera paint, brushes, water cups, teacher produced example, Oaxacan folk art PP, paper for name/room, art folder, markers, graphic folders, self-assessment sheets and rubrics for each student, Oaxacan Alebrije sculpture, computer, screen, projector, document camera
Assessment	Students will be formatively assessed through observation and direct feedback as they practice learned activities. Summative assessment of the project will be based on a rubric which includes: demonstration of objectives, craftsmanship, creativity, and use of resources (including class time). Students will participate in a gallery walk, create a rubric, self-assess project and write an artist statement.

Name: \_\_\_\_\_ Classroom #: \_\_\_\_\_

**Evaluate**

Project:					
----------	--	--	--	--	--

**Artist Statement**

How did you make your art? (What tools, materials, and techniques did you use?)

---

---

What is one thing you are proud of in your art? Why?

---

---

What is one thing you would change about your art? Why?

---

---

---

**Evaluate**

Project:					
----------	--	--	--	--	--

**Artist Statement**

How did you make your art? (What tools, materials, and techniques did you use?)

---

---

What is one thing you are proud of in your art? Why?

---

---

What is one thing you would change about your art? Why?

---

---