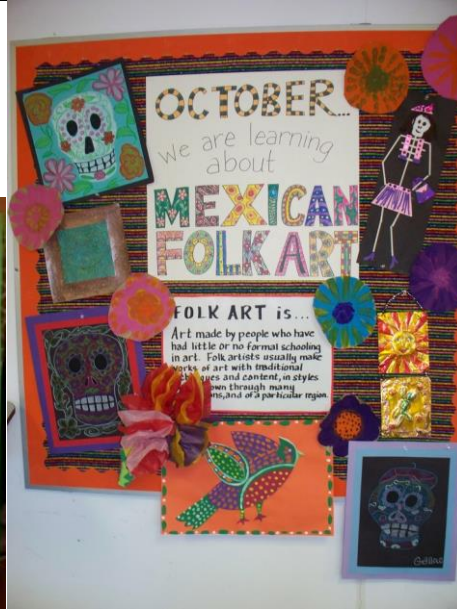


Name: Elizabeth Stepnoski

Lesson Title: Mexican Folk Art Birds & Butterflies

Grade level: 4th grade



**Content Objectives:** Students will be introduced to Mexican Folk Art to celebrate Hispanic Heritage Month. Students will successfully draw and paint a bird or butterfly including line and pattern designs using paint and crayon.

**Language Objectives:** Students will be able to use the vocabulary line, curvy, zigzag, loopy, castle, straight, bumpy, dotted, pattern, repeat, Mexican Folk Art and bold color.

**State Goals:** • Identify the element of line (25.A.1d)

- Use the vocabulary of line when describing a work of art
- Discuss and list expressive characteristics of lines
  - Plan and create a work of art that expresses a specific idea, mood, or emotion using defined elements, principles and tools
- Identify the element of color (25.A.1d)
  - Demonstrate knowledge and skills to create works of visual art using problem solving,

observing, designing, sketching and constructing (26.B.2d)

**Assessment:** Did the student successfully draw and paint a bird or butterfly including line and pattern designs using paint and crayon.

Teaching Resources needed to support the lesson:

- Teacher set of rules displayed on cart
- Green, orange, red or purple
- Pencil/ Eraser
- Construction paper crayons
- Examples of the lesson
- PPT Introducing Hispanic Heritage Month and Mexican Folk Art
- Tempra cakes paint/brushes
- Water and water cups

Teacher Activities

Student Activities

**Day 1**

Teacher greets the students and writes Art Jobs on the board. Teacher shows students a presentation and has a discussion while introducing Hispanic Heritage Month and Mexican Folk Art.

Teacher shows students an example of the lesson,

Teacher provides paper and demonstrates drawing the bird or butterfly and line patterns on it.

Students listen and participate in discussion.

Students will receive supplies and follow instruction.

**Day 2**

Teacher provides paint, brushes and water cups and demonstrates painting the bird and a border and adding dot patterns with crayon over the paint.

Teacher will lead a critique of the artwork and ask the students to complete an artist's statement.

Students receive supplies and follow instructions on completing the bird or butterfly.

Students will participate in critique and complete an artist's statement.