

# ARTS EDUCATION PROGRAM

# LESSON PLAN

## LEO CARRILLO CALIFORNIA HISTORY & ART PROGRAM

**PROJECT TITLE:** Fine-Tuning Guitar Art

**THEME:** Spanish Guitar

**AGE:** Fourth Grade

### **PROJECT INTRODUCTION:**

Students will learn about the history of the classical Spanish guitar that was a part of the lifestyle at the Leo Carrillo Ranch. Students will be introduced to the famous Mexican folksong “La Golondrina”, a melody played on the guitar and cherished by Leo Carrillo. Students will create and design their own Spanish guitar inspired work of art through mixed media using collage and illustration, personalizing their artwork with intentional images and meaning.

### **ART PROJECT INSPIRATION: SPANISH GUITAR**

The guitar is one of the most popular and widespread musical instruments played today. It is actually the second most played instrument, with the first being the piano. A person who makes guitars is called a “luthier”. A person who plays the guitar is called a “guitarist”. Guitarists play the guitar by plucking or strumming the strings with their fingers, fingernails, or a pick. There are several types of guitars: Classical, Electric, Steel, Flamenco, 12 String and many more.

It was the classical guitar, also known as the Spanish guitar that had a special presence at the Leo Carrillo Ranch. Music played on the Spanish guitar reminded Leo Carrillo of his family history and was very much a part of the life he experienced as a child growing up.

The word guitar was adopted into English from the Spanish word “guitarra” in the 1600’s. The country of Spain has had an extraordinary impact on the development of the classical guitar. Spaniards in Andalusia during the 1790’s took the guitar to new heights when they added a sixth string to it. The addition of the sixth string was the beginning of the world-renowned Spanish guitar. These guitars were smaller than today’s modern guitar and were often intricately decorated with inlaid designs on the front, making them magnificent works of art as well as functioning musical instruments.

Guitar maker Antonio de Torres, born in Spain in 1817, was a fast-fingered playing guitarist that modernized the classical guitar. His gifted eye looked at the guitar’s shape and decided it needed improvement. In the mid-1800’s Torres created a larger version of the guitar, increasing its size and scale length, while flattening the fret board and hollowing out the interior body to improve its sound. These enhancements were the first version of the modern guitar and are still used in modern guitar design today.

Today’s classical guitars are constructed of different types of wood, such as Brazilian Rosewood, East Indian Rosewood and Maple. They also have more frets (horizontal lines on the neck that change the pitch of the string) than earlier generations. Classical guitars have 6 strings made from nylon, whereas “acoustic” and electric guitars use metal strings. The nylon strings give the Spanish guitar a more warm and mellow tone.

Spanish guitar music is some of the world’s most famous music. It is graceful, elegant and it combines a virtuoso style with classical music inspired by both the Moors and the Romans. This beautiful style of music is known all around the world.

The Spanish guitar has had a profound impact on modern music and is commonly the main instrument in several genres of music including country, blues, soul, folk, jazz, mariachi, and flamenco. The guitar can be used to play melodies by itself or accompany other instruments and singers.



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Leo Carrillo appreciated the Spanish guitar and the beautiful music it produced. Carrillo was known for hosting magnificent fiestas at his ranch, with delicious food and plenty of musical entertainment. Spanish guitarists were often present playing traditional Mexican folk songs and music. These special celebrations at the ranch were one of the ways Leo Carrillo shared his love of his culture and heritage.

It was common to see Leo Carrillo portrayed as playing the Spanish guitar in movies that he starred in and in printed materials. See below:



Leo Carrillo starring in:  
**The Winning Ticket (1935)**



Leo Carrillo starring in:  
**The Girl of The Golden West (1938)**



Leo Carrillo entertains Jeanne Kelly on the set of:  
**Riders of Death Valley (1941)**



Guitar endorsement for:  
**Sears, Roebuck and Co. (1936)**

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### **"LA GOLONDRINA" – A Mexican Folk Song**

In 1861, Mexico was invaded by the Second French Empire. A young man named Narciso Serradell Sevilla, joined the Mexican army that was to stop the invasion of French forces. Although Mexico won a temporary victory at the Battle of Puebla on Cinco de Mayo, Sevilla was taken prisoner and sent to France.

In 1862, at the age of only 19 and while still exiled in Paris, Sevilla wrote a melody called "La Golondrina" which means "The Swallow". A swallow is a graceful swift-flying bird that has long pointed wings, a forked tail, and a large beak. The traditional Mexican folk song about the swallow resonated with many of Sevilla's fellow Mexican exiles because it has a warmth and comforting quality and it told of a migrating bird recalling its homeland. "La Golondrina" took on a life of its own and became the signature song of the exiled Mexicans, it is known as the Mexican "Home Sweet Home".

Sevilla was a Mexican musician and taught music and Spanish in Paris for many years. In 1867, Sevilla and several of his countrymen returned home to what is now the American Southwest. By the 1930's, the song "La Golondrina" became one of the most popular melodies in the Western Swing repertoire and is now considered a classic of this style of music.

There are currently over 1,000 individual recordings of "La Golondrina" and the original song has been featured in many Hollywood movies including the 1969 film The Wild Bunch.

"La Golondrina" was a special song to Leo Carrillo. The Mexican folk song reminded him of his mother as she often sang this tune to soothe and calm him when he was a very young child. Read the "La Golondrina" Spanish lyrics and/or English translation (FIG. A - attached), or enjoy listening to the song through this link:

<https://www.youtube.com/watch?v=52LQIF5rRoY&feature=youtu.be>

### **PROMPT QUESTIONS:**

1. Do you know what mixed media art is? Have you created a mixed media work of art before?
2. The Mexican folksong, "La Golondrina", was special to Leo Carrillo. What is something that is special to you? Why is that?
3. If you close your eyes and think of something special, what images do you imagine?

### **PROJECT MATERIALS:** (provided in Art Kit)

- 12X12 Dark Teal Cardstock
- 9X12 White Drawing Paper
- 6X9 Black Construction Paper
- Glue Stick
- Colored Pencil Set
- Pencil Sharpener
- La Golondrina Sheet Music (Q: 2)

### **Additional Project Materials** (to use from home/classroom)

- Scissors (use ones from home or classroom)
- Paper Towels

### **ART PROJECT VOCABULARY:**

**Mixed Media**- a visual art form that combines a variety of media in a single artwork

**Sheet Music**- printed music, as opposed to performed or recorded music

**Collage**- art made by sticking materials such as photographs, pieces of paper or fabric on to a backing

**Composition**- the placement or arrangement of visual elements in a work of art

**Shape**- a flat enclosed area of an artwork created through lines, textures, colors

**Color**- an element consisting of hues, of which there are three properties: hue, intensity, and value

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### ART MAKING INSTRUCTIONS (step-by-step):

**Step 1:** Before you begin creating your artwork, be sure to read the history and background information of the Spanish Guitar and the Mexican folksong "La Golondrina" for inspiration. Also, make sure to read and consider the prompt questions to help prepare your thoughts for the art making process.

**Step 2:** Begin with the white drawing paper and black pencil to draw an outlined shape of a guitar body. Refer to the inspiration sheet (FIG. B) to note the different parts of the Spanish Guitar and the different layout or composition ideas to consider. Think about if you want to draw the entire guitar body shape, or just part of it in your artwork. Draw the shape you choose LARGE, to fill most of the white paper (FIG. 1).

**Step 3:** Flip your guitar drawing on the white paper over and use the "La Golondrina" music sheets provided to collage the back side. Tear or cut the music sheets and glue them, overlapping, into place with the glue stick. Be sure to cover the entire area where the guitar is drawn on the backside (FIG. 2 & 3).

**Step 4:** Flip your collage over and use scissors to cut out the guitar shape along the line drawing of the guitar you had drawn (FIG. 4 & 5).

**Step 5:** On the teal colored cardstock, decide where you want your collaged guitar body positioned in your composition. Glue it into place onto the teal cardstock, making sure to glue down all the edges (FIG. 6).

**Step 6:** Use the black construction paper provided to draw and cut out the neck of the guitar, the hole of the guitar and the bridge of the guitar (if you want any of them to be a part of your design), and glue them into place (FIG. 7).

**Step 7:** Personalize your Spanish guitar: Think about something that is special to you, and the images that represent it. It could be a special place, a song, your hobbies, an event, an activity, your pets etc. Consider what story you want to visually tell about yourself. What do you want your viewers to know about you? How will the images you choose create feeling and meaning in your artwork?

**Step 8:** On the body of your guitar (in the collaged sheet music area), use your black colored pencil to draw and outline images that represent something special to you. Think about the placement of your images within the guitar body shape. Draw as many or as few images as you would like (FIG. 8 & 9). Color these images in with your colored pencils (color over the sheet music collage).

**Step 9:** If you show the neck, sound hole or bridge of the guitar in your composition (created from black construction paper) consider using your white colored pencil to add details to them (as seen in FIG. 9).

**Step 10:** Use your white colored pencil to draw and add design on the teal background paper surrounding your guitar collage; music notes, night sky, swirls, images that compliment your story etc. (FIG. 10).

**Step 11:** When you have time, take a photo of your completed work of art, and send it with your name and artwork title to the email below. At the end of our program (in March) we will be posting students finished artwork in an online slideshow exhibit for you to view. Email: [laurette.garner@carlsbadca.gov](mailto:laurette.garner@carlsbadca.gov)

### POST PROMPT QUESTIONS (Reflect and Share):

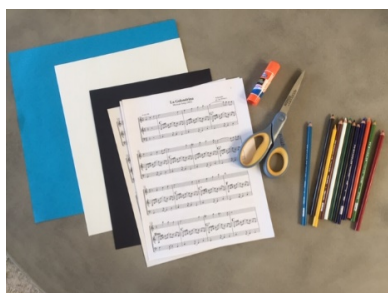
1. What do you want viewers to know about your work of art?
2. What were you thinking about when you were creating your work of art?
3. What detail do you like best in your artwork?
4. What words and phrases would you use to describe your guitar art?



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### ART EXAMPLE PHOTOS:



Art Supplies

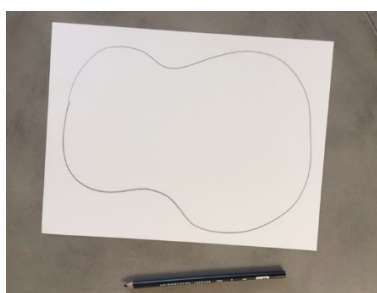


FIG. 1

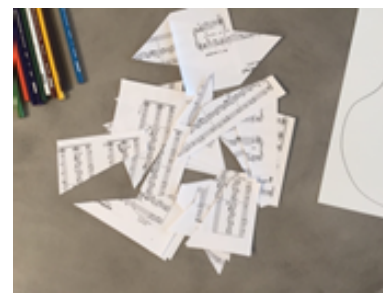


FIG. 2

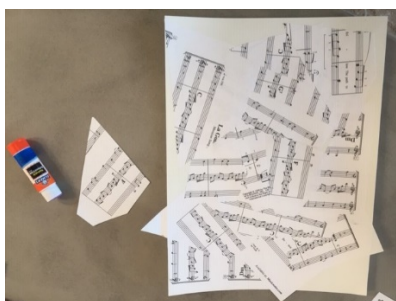


FIG. 3

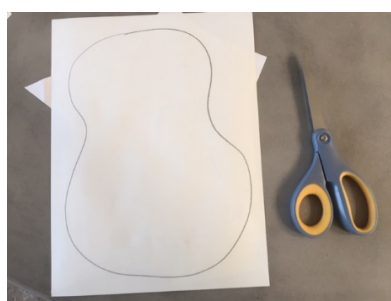


FIG. 4

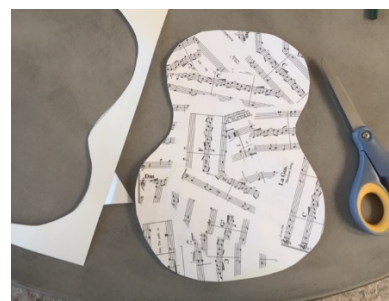


FIG. 5

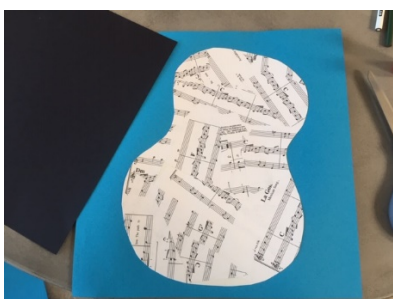


FIG. 6

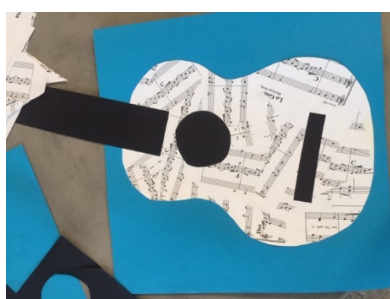


FIG. 7



FIG. 8

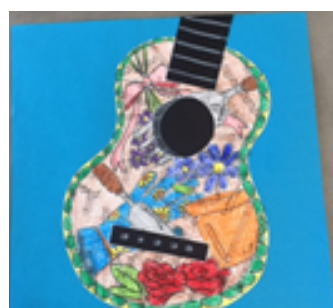


FIG. 9



FIG. 10

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**FIG. A**  
**“La Golondrina”**

Spanish Lyrics:

English Translation:

### **“La Golondrina”**

A dónde irá, veloz y fatigada,  
La golondrina que de aquí se va?  
Oh, si en el viento se hallara extraviada  
Buscando abrigo sin poderlo hallar!

Junto a mi lecho le pondré su nido  
En donde pueda la estación pasar.  
También yo estoy en la región perdido,  
Oh, cielo santo! y sin poder volar.

Dejé también mi patria idolatrada,  
Esa mansión que me miró nacer.  
Mi vida es hoy errante y angustiada  
Y ya no puedo a mi mansión volver.

Ave querida, amada peregrina,  
Mi corazón al tuyo acercaré,  
Oíré tu canto, tierna golondrina,  
Recordaré mi patria y lloraré.

### **The Swallow**

Where will it go  
Swiftly and fatigued  
You, o swallow  
That flies away from here  
For if in the wind  
You will be lost  
Seeking Shelter  
And will not find it

Here by my bed  
I will put your nest  
Where you can pass  
The season by  
For I dwell also  
In the land of the lost  
O Holy Heaven  
And can no longer fly

I'll leave as well  
My glamorous country  
And this house  
Who watched me being born  
My life today is  
Full of distress and wandering  
And I cannot  
Return home

Beloved bird  
Beloved pilgrim  
My heart  
Draws near to thine  
I will hear your singing  
O Tender swallow  
I will remember my homeland and cry

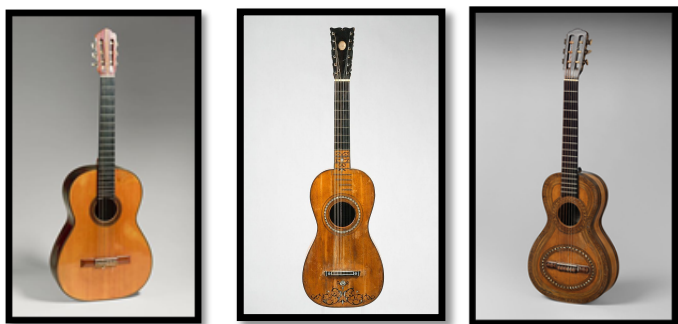
Source: <https://lyricstranslate.com/en/la-golondrina-swallow.html-2>

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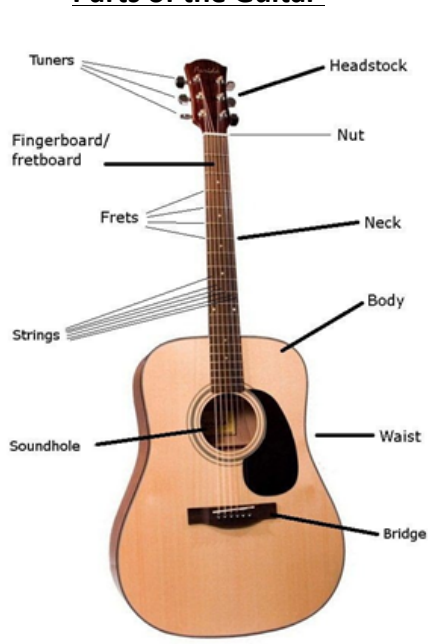
## LESSON PLAN

FIG. B

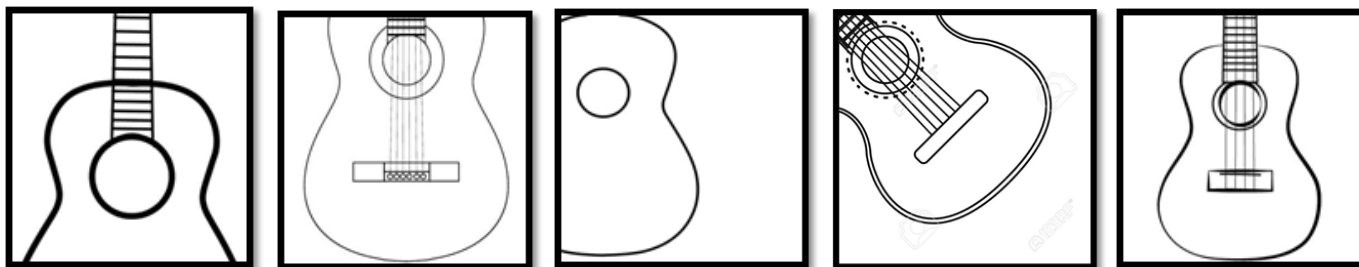
### Spanish Guitar Inspiration



### Parts of the Guitar



### Composition Ideas



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## ARTS EDUCATION PRACTICES AND STANDARDS

### ARTFUL THINKING:

Below are artful thinking routines applied in this lesson that extend and deepen a student's thinking in art as well as with a wide variety of topics.

#### 1. COMPARING & CONNECTING: Connect/Extend/Challenge

In this lesson students will consider how their artwork is connected to something they know about, the Spanish guitar and a chosen topic. The routine helps students make connections between new ideas and prior knowledge. It also encourages them to make a personal connection to an artwork or topic.

#### 2. OBSERVING & DESCRIBING: Color/Shapes/Lines

In this lesson students will think about and make observations of details throughout the art making process. They will be encouraged to use descriptive language to describe their work of art to assist in their writing component. Sample questions to encourage this type of thinking:

- What do you notice about your work of art?
- What colors, lines and shapes do you see?

### THE CALIFORNIA ARTS STANDARDS FOR VISUAL ARTS

1. CREATING: Generate and conceptualize artistic ideas and work. Imagine/Plan/Make

4.VA: Cr1.1 - Brainstorm individual and collaborative approaches to a creative art or design problem.

4.VA:Cr1.2 – Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

2. RESPONDING: Visual imagery influences understanding of and responses to the world. Perceive/Analyze

4.VA.Re7.2 – Analyze components in visual imagery that convey messages.

3. CONNECTING: Synthesize and relate knowledge and personal experiences to make art.

4VA.Cn10- Create works of art that reflect community cultural traditions.

### STUDIO HABITS OF MIND:

Below are thinking processes applied in this lesson to help foster artistic thinking to benefit the student in art and other content areas.

**1. ENVISION:** Imagining and Planning – When artists envision, they consider multiple dimensions based on the assignments parameters and visualizing what they might do.

Students are encouraged to picture their ideas for their artwork in their minds. They will think about what their art plan is and what their next steps are in their art-making process. As they progress through the creative process, they can learn that it is OK if their idea changes and they alter their plan as they work on their project.

**2. EXPRESS:** Finding Meaning – Students can put meaning into their artwork by including what is important to them and can discover the meaning as they create their work. Sample questions for this project that foster this type of thinking:

- Does your artwork tell a story?
- How is your artwork important to you?