

ARTS EDUCATION PROGRAM

LESSON PLAN

THREE-PART ART: Main Lesson

PROJECT TITLE: Amate Animalitos

CANNON ART GALLERY EXHIBIT & THEME: *Frida Kahlo's Garden*

AGE RANGE: Grades 1-5

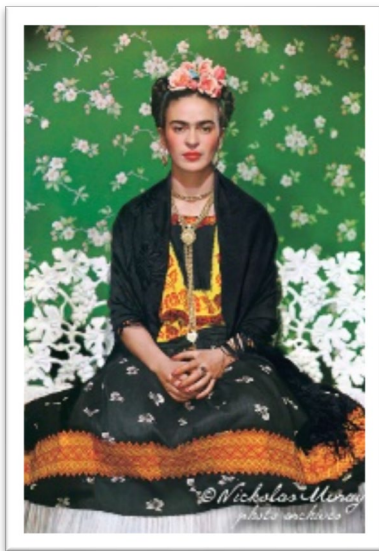
ART PROJECT INTRODUCTION:

Taking inspiration from Frida Kahlo's artworks and her favorite pets, students will imagine, compose, draw, and color their own spirit animal using brightly colored oil pastels on brown paper reminiscent of Amate paper, a traditional paper used by the Aztec people that was made from tree bark. Students will explore the artistic concepts of color, line, shape, and composition.

Exhibit: *Frida Kahlo's Garden*

Frida Kahlo (1907–1954) is considered one of the most significant artists of the twentieth century. The garden at Casa Azul (or Blue House), Kahlo's lifelong home in Coyoacán, Mexico City, was a creative refuge and a source of inspiration for the artist and her husband, Diego Rivera (1886–1957). This exhibition offers insights into the ways in which the garden at Casa Azul and the rich cultural history of Mexico nourished the creativity of one of the world's great artists. Funded by National Endowment of the Humanities and traveled by Exhibits USA.

Inspiration Artist: Frida Kahlo



Frida Kahlo on White Bench, 1939
Photo by Nikolai Muray

During her lifetime, Frida Kahlo painted many self-portraits and included her beloved pets in some of them. Frida loved animals and she treated her pets like they were her children. She kept many pets at Casa Azul and would draw and paint them throughout her career. Frida especially loved animals that were native to Mexico and important to Mexican culture. Some of her favorite pets were spider monkeys, parrots, Mexican hairless dogs, an osprey eagle, deer, and cats. Other animals that would wander her garden were peacocks, turkeys, and an armadillo!

Frida Kahlo also loved art that was traditional to Mexican culture, and artwork on amate paper dates back to the time when the Aztecs flourished in Mexico. Amate paper is paper made from tree bark and was invented by the Aztecs in the region of Mexico that is now known as Puebla, Mexico. Making amate paper and creating the art and designs to decorate the paper is a tradition passed down from generation to generation. Amate artisans often depict scenes of village life, demons, spirits, animals, and native plants in their artworks.

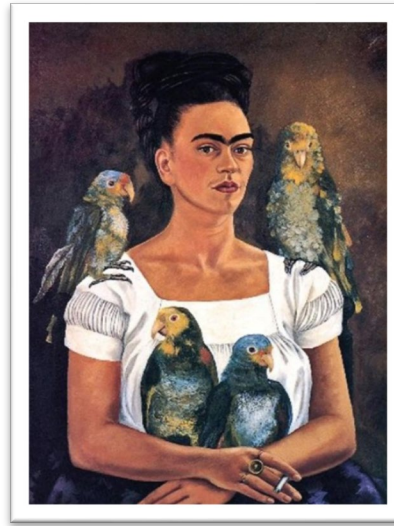
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Inspiration works of art:



Self-Portrait with Monkeys, 1943



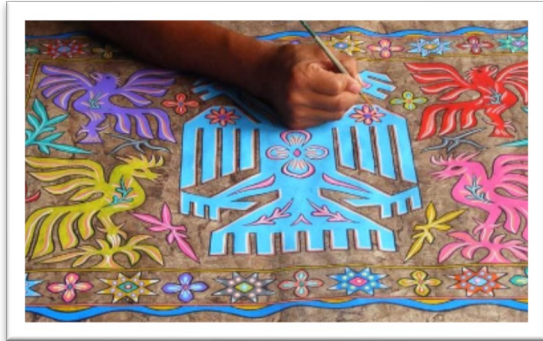
My Parrots and I, 1941

Examples of Amate artisans at work:



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PROMPT QUESTIONS:

1. What animal represents parts of your personality and or your physical self?
2. What things do you like about yourself and how do these things show other people who you are?

ART PROJECT VOCABULARY:

Self- Portrait- a portrait produced or created by an artist of himself

Composition- the way in which different elements of an artwork are combined, usually referring to the key subjects of the artwork and how they are arranged in relation to each other

Amate paper- a form of paper that has been manufactured in Mexico since pre-Hispanic times. Amate paper was extensively produced and used for both communication, records and ritual during the Aztec Empire, and is made from the pulp of the fig and mulberry trees after the outer tree bark is peeled and the inner bark is boiled and soaked in water overnight, then beaten with a smooth flat stone until it becomes pulp

Aztecs- Nahuatl-speaking people who in the 14th, 15th and early 16th centuries ruled a large empire in what is now central and southern Mexico, self-named Culhua-Mexica

Whimsical- style that is unusual and using imagination, not realistic or naturalistic

ART PROJECT MATERIALS:

Provided in Art Box:

- Tan Kraft paper, 8.5" x 11" Cardstock (Q:1 per student)
- Crayola Set of neon oil pastels (Q:10 sets per box, shared by the students)
- Pencil (Q:1 per student)
- Eraser (Q:1 per student)
- Black Permanent Marker, Fine Tip (Q:1 per student)
- Copied & Stapled Art Lesson Plan Packet for each Teacher (Including Pre, Main, & Post Activities) (Q:1)
- Amate Inspiration Sheet (Q:1)

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ART MAKING INSTRUCTIONS (step by step):

Step 1:

THINK & EXPRESS: Begin by deciding what bird or animal best represents you and your personality. This will be your spirit animal and will be the focal point of your artwork. Think about the qualities these creatures possess, not just it's physical aspects. For example, when you think of an elephant, you will think beyond what it's body look likes and think more about what elephants are known for, like it's strength, determination and caring nature.

Step 2:

ENVISION & DRAW: Using pencil, sketch your creature onto the brown paper either horizontally or vertically, artist's choice. Considering composition, remember to draw using large outlined shapes as the drawing will be filled in with pastels. The drawing style should be whimsical and not realistic (**FIG.1**). Add interesting pattern lines onto the bird or animal (**FIG.2**). Think about how lines and patterning can give movement and feeling to your artwork.

Step 3:

Continue using your pencil to add an interesting patterned border around the main drawing (**FIG. 3**). Consider using organic shapes from nature or geometric patterns. Think about how your lines, shapes, and patterns frame your spirit animal. Do they connect or relate to your chosen creature? Do they focus the viewer's eyes on your spirit animal?

Step 4:

DEVELOP CRAFT: Once your pencil drawing is complete, draw over your pencil lines with black marker using a variety of line widths, some thin and some thicker lines (**FIG. 4**). Add all areas of black marker now, because you won't be able to use black marker over oil pastel, it will ruin the marker.

Step 5:

ADD COLOR: Use your neon oil pastels to fill in your drawn outlines and elements of the border with bright and vibrant colors (**FIG. 5**). Experiment with the boldness of the colors next to each other and the fun pops of colors throughout your composition. Notice how the brown tone of your paper provides a warm background to the brightness of the colors you are using.

Step 6:

When you are finished filling your artwork with color, use your pencil to sign your name on the back of the paper and your artwork is complete!

POST PROMPT QUESTIONS:

1. Why did you choose this particular animal to represent you?
2. How do animals look different when we draw them whimsically rather than realistically?
3. How does adding bright colors make the artwork feel to you? Does it energize your creature? Give the composition movement?
4. How would you describe the way the colors you chose look against the tan paper?
5. What type of pattern did you use in the border of your artwork? Why?

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ART EXAMPLE PHOTOS:

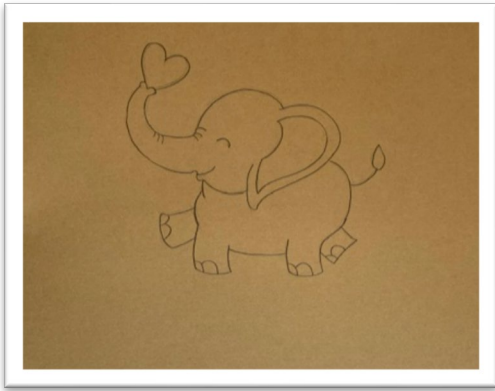


FIG. 1



FIG. 2



FIG. 3



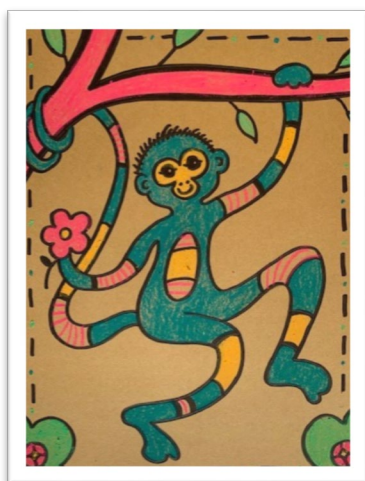
FIG. 4



FIG. 5

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FINISHED EXAMPLES:



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EDUCATIONAL RESOURCES FOR PARENTS AND TEACHERS

Studio Habits of Mind

EXPRESS: Making works that convey personal meaning and interpreting meaning in the works of others

Students are encouraged to express their own personality, and aspects of their spirit through the choice of bird or animal in their artwork. This emphasizes the personal connection between artist and subject matter, and students will realize that, as artists, they can determine what they want to convey and express through their artwork.

Sentence Starters:

- This work expresses something about me by showing...
- This artwork is unique to me because...

ENVISION: Imagining new artworks and steps to bring them to life

When deciding on the bird or animal that represents them, students will picture mentally what cannot be directly observed. They will think about more than the physical aspects of their chosen creature, to consider character traits and metaphors associated with their spirit animal. Students will think beyond the limits of realism by using patterning and colors from their imagination, and not having to represent the creature or its surroundings as it appears in nature.

Once students decide on their spirit animal, they will imagine possible next steps in creating their work of art. Throughout the artmaking process, students will experience how their ideas might change as they continue to observe and reflect on what is happening as they create.

I Can Statements:

- I can picture ideas in my mind for my artwork.
- I can get ideas for my artwork by planning.
- I can let my ideas change as I work.

DEVELOP CRAFT: Learning to use tools, materials and artistic conventions

Through practice, students learn technique and become aware of how technical skills make it possible for them to express themselves in their artwork. In this project, students will trace over their drawing with black pen, and then add color to their entire composition. They cannot add marker once oil pastel is used and will learn to follow steps in their art-making process. Mindful use of art materials heightens meaning in the artwork through design principles. Students are encouraged to experiment, practice and develop techniques with their art project materials (tan colored paper, neon oil pastels).

Sentence Starters:

- I was very careful when I...
- My work shows craftsmanship because...
- I improved my ability to _____(technique) by...

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California Art Standards for Visual Arts

CREATING- Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work

- 1.1 Creativity and innovative thinking are essential life skills that can be developed.
 - 3.VA:Cr1.1- Elaborate on an imaginative idea.
 - 5.VA:Cr1.1- Combine ideas to generate an innovative idea for art-making.
- 1.2 Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
 - 1.VA:Cr1.2- Use observation and investigation in preparation for making a work of art.
 - 2.VA:Cr1.2- Make art or design with various art materials and tools to explore personal interests, questions, and curiosity.

CREATING- Anchor Standard 2: Organize and Develop Artistic Ideas and Work

- 2.1 Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
 - 1.VA:Cr2.1- Explore uses of materials and tools to create works of art or design.
 - 2.VA:Cr2.1- Experiment with various materials and tools to explore personal interests in a work of art or design.
 - 3.VA:Cr2.1- Create personally satisfying artwork using a variety of artistic processes and materials.
- 2.2 Artists and designers balance experimentation and safety, freedom, and responsibility while developing and creating artworks.
 - 1.VA:Cr2.2- Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.
 - 4.VA:Cr2.2- When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
 - 5.VA:Cr2.2- Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

RESPONDING- Anchor Standard 8: Interpret Intent and Meaning in Artistic Work

- 1.VA:Re8- Interpret art by categorizing subject matter and identifying the mood and characteristics of form
- 2.VA:Re8- Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form
- 3.VA:Re8- Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
- 4.VA:Re8- Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
- 5.VA:Re8- 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.

CONNECTING- Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

- 1.VA:Cn11- Understand that people from different places and times have made art for a variety of reasons.