

# Unit #70: Mexican Art & Folk Art

Content Area: **Fine and Performing Arts**  
Course(s): **English I, Contemporary Novel**  
Time Period: **September**  
Length: **number of days**  
Status: **Published**

## Unit Overview

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The Mexican art unit will study the art history, cultures, and techniques of Mexico. Student will study the influences of Mexican Art through painting, metal tooling, and yarn painting.

The Art Nouveau unit will study the art of France and the culture. The France unit will focus on Toulouse Latrec and his influences of the New Art style, techniques, and imagery. The unit will be watercolor paintings techniques.

The folk art unit will study the Americ folk artist Minnie Evans and her influnces and break through of an African American female artist. The unit will cover mixed media.

## Enduring Understandings

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Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.

Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.

Art reflects the time period, culture, geography, and status of a region's inhabitants.

Artists of different cultures express meanings and ideas in different ways.

Art is a personal or individual response to their environment.

Art elements and design principles can be used intentionally to elicit a specific response from the viewer.

## Essential Questions

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- \* What is Mexican art?
- \* How was Mexican art used as a means of communication?

- \* How does the historical responses affect the evolution of various artistic styles, trends, and movements?
- \* What is the historical significance, craftsmanship, cultural context appropriate for this unit?
  
- \* What is new art?
- \* How was Minnie Evans influenced by her art?
- \* How does the historical responses affect the evolution of various artistic styles, trends, and movements?
- \* What is the historical significance, craftsmanship, cultural context appropriate for this unit?
  
- \* How does the historical responses affect the evolution of various artistic styles, trends, and movements?
- \* How was Mexican art used as a means of communication?
- \* What is Mexican art?
- \* What is the historical significance, craftsmanship, cultural context appropriate for this unit?

## **Lesson Titles/Objectives**

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1. Amate Painting: Students will create an Amate folk painting influenced by Mexican folk art and culture using tempera paints and painting techniques.
  2. Metal Tooling: Students will create a design using metal tooling techniques with the influences of Mexican design elements.
  3. Mexican Yarn Painting: Students will create a yarn painting with teh influences of folk art and design.
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  - 2. Metal Tooling: Students will create a design using metal tooling techniques with the influences of Mexican design elements.
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## **Standards**

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VA.9-12.1.5.12acc.Cr	Creating
VA.9-12.1.5.12acc.Cr1	Generating and conceptualizing ideas.
VA.9-12.1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
VA.9-12.1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
VA.9-12.1.5.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
VA.9-12.1.5.12acc.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

VA.9-12.1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
VA.9-12.1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

## Indicators

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VPA.9-12.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.9-12.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.9-12.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.9-12.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.9-12.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.9-12.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
VPA.9-12.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.9-12.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.9-12.1.4.12.B.3	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

## Career Readiness, Life Literacies, & Key Skills

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

## Inter-Disciplinary Connections

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CCSS.ELA-Literacy.RST.9-10.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
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CCSS.ELA-Literacy.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
CCSS.ELA-Literacy.RST.11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
CCSS.ELA-Literacy.RST.11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

## **Closure**

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Students will complete a self assessment

Students will complete an exit ticket

Oral review or discussion on lesson

Students will be posed the question of the day to wrap up the daily activities. They will answer as a class and make sure to have the correct answer. This will review objective as well as clarify any information given to the lesson.

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## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Benchmark Assessments**

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Skills-based assessment

Reading response

Writing prompt

## Lab practical

### **Formative Assessment**

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Question of the day

Preliminary sketches

Daily walk arounds assessing students progress

Self critique of work in progress

Peer critiques

- Daily walk arounds assessing students progress
- Peer critiques
- Preliminary sketches
- Question of the day
- Self critique of work in progress

### **Summative Assessment**

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Project:

Amate Painting

Metal Tooling

Mexican Yarn Painting

Unit Quiz

- Amate Painting
- Metal Tooling
- Mexican Yarn Painting
- Unit Quiz

### **Warm-Up**

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\* Students will be asked the the daily " question of the day" or "task of the day" which be a warm up pertaining to the lesson.

\* Online video clip

\* Current events of the arts discussion

\* Art history literature

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- \* Current events of the arts discussion
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- Online video clip

## **Anticipatory Set**

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Video clip

Magazine article

Group discussion

Related articles

- Group Discussion
- Magazine Article
- Related Article
- Video Clip

## **Resources & Materials**

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All instructional worksheets and supplemental materials have been created by myself specifically for this course- each project along with all the resources to teach it have been developed in a confluent manner to teacher the students specific skills building upon one another as the course progresses.

Teacher samples created along with step by step documentation shown both in photos and electronically through document camera

Hands on demonstrations and procedural skills are taught in a “follow along” manner before students then take those skills and apply them to solving the problem they are faced with.

- Art Periodicals
- Powerpoint presentation
- Smartboard Interaction
- Various books, Articles and videos on specific art domains
- Video clip

## **Instructional Strategies/Learning Activities**

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\*Art History worksheet and reading

- \*Sketches of primitive art
- \*Drawing demonstration
- \*Powerpoint presentation
- \*Scratch art worksheet and reading
- \*Scratch art demonstration
- \*Sketches of Egyptian Art
- \* Painting worksheet and reading
- \*Painting Demonstration

- \* Painting worksheet and reading
- \*Art History worksheet and reading
- \*Drawing demonstration
- \*Painting Demonstration
- \*Powerpoint presentation
- \*Scratch art demonstration
- \*Scratch art worksheet and reading
- \*Sketches of Egyptian Art
- \*Sketches of primitive art

## Technology

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Demonstration camera on how to use dippity dye

Powerpoint Presentation in Mexican Art

Youtube video on Mexican Art and Folk Art

Google Classroom activities on Minnie Evans and Folk Art

Google Docs worksheets and videos

1:1 initiative

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.

TECH.8.1.12.B

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.D

Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.12.D.1

Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.