

UWM Lesson Plan Template
(adapted from PSOA Art Education Area)

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Lesson Title:	Mi Amate Arte, inspired by Amate Folk Artist and contemporary artist Jet Martinez	# of Sessions	8-10
Level/Grade/Age:	Elementary/2 nd and 3 rd /7-9		

BIG IDEA

(Describe how the big idea is important to this age group in relation to student assets and the content area):

Culture and Identity

Hispanic Heritage month is celebrated Mid-September through mid-October. This celebrates the history, culture and contributions from Americans whose ancestors came from Spain, Mexico, the Caribbean, Central and South America. Students will investigate, analyze folk artist and contemporary artist Jet Martinez, by seeing these examples, it will help them stimulate ideas for their own design. Students will gain understanding skills in art, and history.

Essential questions:

What is culture?
 What is Identity?
 What do these countries have in common and how are they different from each other?
 What do they celebrate?

OBJECTIVES AND NATIONAL STANDARDS: <http://www.nationalartsstandards.org/>

Art	Other Subjects
<p>Creating VA:Cr1.1.2a Brainstorm collaboratively multiple approaches to an art or design problem. VA:Cr1.1.3a Brainstorm multiple approaches to a creative art or design problem.</p> <p>Producing VA:Pr5.1.2a Distinguish between different materials or artistic techniques for preparing artwork for presentation. VA:Pr6.1.3a Identify and explain how and where different cultures record and illustrate stories and history of life through art.</p>	

<p>Responding VA:Re.7.1.2a Perceive and describe aesthetic characteristics of one’s natural world and constructed environments. VA:Re.7.1.3a Speculate about processes an artist uses to create a work of art.</p> <p>Connecting VA:Cn10.1.2a Create works of art about events in home, school, or community life. VA:Cn10.1.3a Develop a work of art based on observations of surroundings.</p>	
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ACADEMIC LANGUAGE TO BE INTRODUCED THROUGHOUT LESSON:

Academic language to be used: http://edglossary.org/academic-language/	Folk Art, Elements and Principles of Design , Identity, Symbols, Pictographs
Where academic language will be practiced (<i>i.e. through writing, speaking, art making</i>):	Students will use their sketch books

LANGUAGE FUNCTION USED THROUGHOUT LESSON:

Type of language function: http://www.eldstrategies.com/languagefunctions.html	Investigate, Observe, Plan, Create, Interpret, and reflect
Emphasis of language function (<i>describe the main purpose of using this language function for your lesson</i>):	
Where language function will be practiced (<i>i.e., through writing, speaking, art making</i>):	Learning Intentions

UNIT or LESSON OVERVIEW:

<p>1:Introduction to Amate Folk art history, and Jet Martinez 2:Learning proportions about how to draw birds and animals in students sketch books. 3:Color theory 4:Have student plan out their design, they must have:</p> <ul style="list-style-type: none"> • Repeated Border Pattern • Bird or animal or both • Scenery of nature <p>5. After Student has designed this in their sketch books, they are given their butcher paper that they have prepared by crumbling several times and sprayed with water and left to dry for one day for its texture. Student then slowly ripped the edges so to give it a more aged look. 6. Student then redraws image from their sketchbook, after this they were given paint.</p>

UNIT or LESSON DETAIL (provide for each lesson session):

Motivation/introduction:	Presentation on Amate Folk artist including contemporary Jet Martinez
Art Making:	<p>Supplies: Sketch book, pencil Butcher paper Tempura paint Paint brush</p> <p>Teacher instruction: -Teacher will present PowerPoint -Discuss about the original use of the bark paper -Bring an original Amate Folk art Painting for students to touch bark. -Begin displaying the requirements students must have in their sketchbook before getting the good paper.</p> <p>Objective: Develop a working concept of what it means to be an artist and create paintings. -Develop new ways of thinking, seeing, creating -Building confidence through exercises that help explore new ideas</p> <p>Students at work: -Student will use their sketch book to write and plan their idea out -Sketch drawing will be redrawn on the brown butcher paper -After it was drawn , they get to paint.</p> <p>Closure: Critique of students work. What worked, what didn't work, and what could the teacher do better?</p>

ADAPTATIONS:	Display step by step process
RELEVANT THEORIES:	
ASSESSMENTS:	<p>Initial (formal/informal): Drawing techniques in sketchbook Color mixing Progressive/Formative (formal/informal): Visual Thinking Strategies -What is going on in this picture? -What do you see that makes you say that? -What more can you find? Final/Summative (formal/informal): Art rubric</p>

EVIDENCE

- If you have implemented this lesson, please include **reflections** on how it went and/or **samples** of student work (artifacts).

TEACHER REFLECTIONS ON IMPLEMENTATION

Include student reactions, what worked/what didn't work, how you would revise the lesson, etc.

Need to practice more with students on Space, proportions, and color theory. Practice sheets.

STUDENT WORK SAMPLES (ARTIFACTS)

May also be sent as a separate file

