Visual Arts

1. What’s the Big Idea? Questions for creating art and design that can affect social change:

Spanish-Speaking Culture
Can you Create a work of art based on an art form invented and used in the cultural history and context of Mexico, a Spanish speaking country?

Visual Arts
The basis of this assignment is based on the Alebrijes which are wooden carvings of two or more animals originating outside of Mexico City, Mexico in the 1930’s by Pedro Linares. The assignment is to draw and paint an alebrije making the two animals from different continents. Can you design such an animal and describe it’s ways to get along with “itself”?

Spanish Language
Can you learn Spanish words to be used to communicate and identify the names of the colors, and to count the number of “prey” that the animals eat?

The materials needed include:

A slide show of Alebrijes made in Mexico
Tag board
Tempera Paint quart size
Brushes small, medium and large
Sharpie Markers

3. How will Spanish Language be incorporated?
Spanish language will be incorporated in music for listening while making art work.
Spanish words for colors will be used as students describe one another’s art works.

Spanish names for the names of the animals will be used.

Spanish words for one through ten in counting will be used for the counting of the “Prey” of the animals.

4. What might the presentation of understanding look like? How will student work be assessed?

The presentation of the project will be enhanced by a power point slideshow of cultural examples of Alebrijes. During this presentation, teacher will lead a discussion on the use of the Art Elements and Principles.

Then at least two examples of the project will be shown as exemplars, with two animals in their natural habitat.

Assessment 1: Write a reflection or short story on how the two animals in your Alebrijes would coexist.

Assessment 2: the final painting of the student’s alebrijes would be evaluated according to the rubric given for the art project.

Assessment 3: Vocabulary search and find for Spanish words for colors used, and animals used.

5. How will this address Interculturality and other aspects of Global Competencies?

Interculturality and Global competency will be addressed through the requirement that each animal come from another continent for one another. The animals will have to learn to coexist by sharing the same space and making cooperative decisions regarding walking/running habits, eating habits, sleeping habits and habitat preferences.

Creating this project will address intercultural language issues by learning names of colors and animals to strengthen communication.
6. List some standards that this lesson/unit supports? (WL, Arts, SS) [short description – not just codes]

**HS Accomplished**

**VA:Crt.2.HSII**
Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

**VA:CII3- Elaborate on an imaginary idea**

Performance Standard **VA: Crt.HSIII-** Following or breaking established conventions to plan the making of multiple works of art based on theme, idea or concept.

**VA:Crl.I.HSIII**
Visualize and hypothesize plans for ideas and directions for creating art and design that can affect social change.

7. **Ideas for leading Professional Development based on Take-Away from this Academy:**
This project could be presented in an in-service for teachers, incorporating the Alebrijes project, the writing assignment reflecting on how the two animals could co-exist and additionally learning Spanish vocabulary for colors and numbers.

8. **Plans for collaboration with other teachers who teach other subjects:**

I am making plans with the Spanish teacher in my school at Western Hills High School. We are going to combine our respective art and Spanish classes for the 6th hour class period for 3 to 5 days, using the project described here in this lesson worksheet. We will then present the results of this workshop or combined class project in a special art exhibit to be shown in conjunction with the special Music and Band program Performance for Thanksgiving.
Backward Design Lesson Plan

Unit: Visual arts and Spanish Cultural Integration

Grade Level: 9-12

Stage 1: What will students know and be able to do at the end of this lesson?

Objectives: Students will learn the history of the Alegrijes and will be able to make a plan for drawing and painting an alebrijes with two animals each being from a separate continent.

Vocabulary: Students will look up the names of their two animals in Spanish and learn these words. They will also practice learning how to count to ten in Spanish. Spanish words for colors will also be introduced.

Structures: The lesson will be introduced with a Powerpoint to demonstrate the alebrijes and how they appeared in Mexico. Then the project will be introduced with a rubric. Students will draw their two animals by looking at images found on the internet of their two animals. Then they will draw their animals’ habitat.

Culture: The Mexican culture of the 1930’s will be introduced through the introductory slide show along with some music from that place and time.

Stage 2: How will you know that students can do that?

Assessments: On day one, I will see their preliminary sketches of their two animals in their habitat. On the final day, I will evaluate the final project or painting using the rubric given at the outset. Students will also write a story of the two animals and how they work together to solve their differences.

Stage 3: What instructional activities will be used?

Activities:

- Opening/Activity 1 Slideshow. Music. Reading of an exemplary short story of an alebrijes combining two animals, each from different countries written by an author.

- Activity 2 Rubrics handed out to students. Art Project described. Rubric presented. Students find their two animals, draw and create the habitat in a preliminary or final drawing.
• Activity 3: Students create their painting of the Alebrijes

• Closing/Activity: Students will share their paintings with one another and their reflection piece incorporating how the animals will coexist and the Spanish vocabulary of colors, animal names and number of one to ten.

Stage 4: What Standards does this address in Arts, World Languages, and Social Studies (cultural studies)?

Visual Arts Standards:

VA: Crt.2.HSIII
Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

VA-C113- Elaborate on an imaginary idea

VA:Crl.1.HSIII- Visual and hypothesize plans for ideas and directions for creating art and design that can affect social change.

Performance Standard- VA:Crt.2.HSIII- Choose from a range of materials and methods of traditional and contemporary artistic practices following or breaking established conventions to plan the making of multiple works of art based on an idea or concept.

Spanish: World-Readiness Standards for Learning Languages

COMMUNICATION
Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes

• Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

• Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

• Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES
Interact with cultural competence and understanding

• Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

• Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS
Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations

- Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

Develop insight into the nature of language and culture in order to interact with cultural competence

- Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

- School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Social Studies: 11.10 SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES: Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Cycles of economic prosperity and recession as well as economic inequities prompted debates over the role of the federal government in regulating the economy and providing a social safety net. (Standards: 1, 4, 5; Themes: TCC, SOC, GOV, CIV, ECO) 11.10b Diverse groups and organizations sought to bring about change in American society through a variety of methods.

GLOBAL CONNECTIONS

Social studies teachers should possess the knowledge, capabilities, and dispositions to provide instruction at the appropriate school level for the study of Global Connections and Interdependence.
Alebrijes Writing Rubric Designed by the students in Spanish I and Fashion Design
Janis Kirstein and Dawn Smith Western Hills High School

You may choose the format for your writing to accompany your Alebrijes painting. Your format choices are:

Dialogue between your two or more fantasy alebrijes
Poetry
Narrative

Task: Write about the conflicts encountered by your two animals in your Alebrijes and how your animals resolve these conflicts.

Grading Rubric:

1. Story line must be interesting and compelling to a high school reader
2. Your characters must be from at least two of your painted Alebrijes
3. Your piece must be creative and original
4. Your animals must be from two different continents
5. You must have a conflict and resolution

For an A: 1,2,3,4,5
For a B: 4 out of 5 aspects
For a C: 3 out of 5 aspects
For a D: 2 out of 5 aspects
For an F: only one aspect
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3</th>
<th>Score 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Working With Others</strong></td>
<td>Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.</td>
<td>Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.</td>
<td>Usually listens to, shares with, and supports the efforts of others. Does not cause &quot;waves&quot; in the group.</td>
<td>Almost always listens to, shares with, and supports the efforts of others. Tries to keep working well together.</td>
</tr>
<tr>
<td><strong>Time and Effort</strong></td>
<td>Class time was not used wisely and the student put in no additional effort.</td>
<td>Class time was not always used wisely.</td>
<td>Class time was used wisely. Student could have put in more time and effort.</td>
<td>Class time was used wisely. Much time and effort went into the planning and design of the painting.</td>
</tr>
<tr>
<td><strong>Creativity</strong></td>
<td>The Alebrije is a copy of an Alebrije seen in source material or one made by another student (80% or more of elements are copied).</td>
<td>Some aspects of the Alebrije unique, but several elements are copied from source materials or other students.</td>
<td>Most of the Alebrije elements are unique, but 1 element may be copied from source material.</td>
<td>Totally original design, no element is an exact copy of designs seen in source material.</td>
</tr>
<tr>
<td><strong>Attractiveness</strong></td>
<td>The Alebrije looks thrown together at the last minute. It appears that little design or planning was done. Craftsmanship is poor.</td>
<td>The design and construction were planned. The item has several flaws and the background looks unconsidered.</td>
<td>The Alebrije shows that the creator took pride in his/her work. The design and construction looks planned. The item has a few flaws. There is an attempt to show the animals’ environment.</td>
<td>The Alebrije shows that the creators took great pride in his/her work. The design and construction look carefully planned. The item is neat and carefully planned and constructed. The background shows the animals’ environment.</td>
</tr>
<tr>
<td><strong>Details</strong></td>
<td>Many Alebrije details are too small or are not clear.</td>
<td>Most Alebrije details are easily identified when the painting is seen close-up.</td>
<td>Most Alebrije details are easily viewed and identifiable from across the classroom.</td>
<td>Alebrije details are all easily viewed and identifiable from across the classroom.</td>
</tr>
</tbody>
</table>
**Summative Assessment**

I can understand what is an Alebrije.

I can design my own writing rubric.

I can write a creative piece about my Alebrijes and their conflicts and resolutions.

I can create a painting/drawing of an Alebrije with another partner or individually.

**Step 1**
- Get together in groups of two or remain single.
- Both persons in the group must work together to create an Alebrije painting.
- Students must present one preliminary sketch.

**Step 2**
- Students must pick their materials to create the painting
• Students complete their large drawings
• Students must work together to finish Step 4
• Students must add details to their painting/drawing.

Step 5
• Students must write a creative piece about the conflicts and resolution of these conflicts of their Alebriges animals.
• The student can answer 3 questions correctly about how the Alebrije relates to the culture or story being studied.
• the painting.

Step 3
• Students must start with drawing.
• Students must finish with painting, drawing, and/or ink.
Two as One, but Different

There was an animal, an alebrije, that roamed the forest floor, a feline and peacock merged together as one. The two constantly bickered over who should be the dominant one, but no decision could be made. An internal struggle raged on in the mind of Katze the cat, and Paon the peacock. Soon the two would realize what their combined strength could do.

"What is your problem?" Is what Katze would always ask. "It's not like your stupid feathers do anything! It's my hissing that scares them off."

Paon replied with a sarcastic tone. "Well, you're afraid of water, and run up trees when something that barks comes by. You can't even get down a tree without my help!"

On and on, the two argued during their free time. They both had their own way to fend off predators; Katze's hiss that sounded similar to that of a serpent's paired with her sharp claws, and Paon's tail feathers, which can raise up with a white diamond pattern to make it seem like dozens of eyes are staring at you. It was a terrifying experience for those who challenged them.

Now, enough about what they look like.

It was just another normal, argument filled day for the two. They lay under a tree with a single dirt patch. Katze was laying, Paon's tail feathers rested on the ground in a sleek fashion. Katze was cleaning herself, and Paon decided to have a little fun.

"Hey Katze, what's that in front of you?" Paon teased.

"Hm? What are you talking about?" Katze replied, tongue pausing as she looked forward. With that, Paon forced the feathers to puff up in a quick fashion.

"BOO!" Paon explained. Well that was easy, he thought.

Katze hissed and jumped a few feet into the air, letting out an agitated meow. She turned and clung to the tree they called their home. "DON'T DO THAT!"

Paon let out a hearty laugh, getting some great enjoyment out of her reaction to his antics. How could she fall for that so many times? "Look at that. The great Katze, afraid of a bird."

"Whatever...It caught me off guard." It was obvious by the tone of her voice that she was embarrassed.

Katze let go of the tree as the pair floated down before landing on the dirt patch once more. Katze looked around carefully to make sure there was no one else nearby. Once she made sure the coast was clear, she curled up and closed her eyes, and even Paon took the time to rest.

But their slumber wouldn't last long.
"So...A constrictor? That's very concerning, especially in the forest. I believe you, if you can describe it...You wouldn't climb into a tree like that if you didn't have a valid reason, since you don't like heights."

"Yeah...Obviously. Now, I think that snake took our resting spot. It'll probably eat our food as well if we are not careful. We should probably stop him before it's too late."

"We? As in, the both of us? You're wanting to work together for once? This is news to me." Then came Paon's signature chuckle."Well, if we really want to scare it off, we should probably come up with a better method. Maybe...Stun it, then strike?"

"That...Sounds like a plan. My hissing and claws, and your feathers. Maybe we will look like a poisonous cobra if my teeth are sharp enough."

With that, the two walked off to their resting spot. As expected, the wicked snake was laying on the dirt patch, curled up and looking off to the side.

"Ready?" Paon whispered.

"Ready." Replied Katze.

With that, the tail feathers were raised. Katze got into a menacing posture as she slowly walked towards the snake. The snake's attention was caught, and it seemed to be startled. Katze opened her mouth to expose her sharp teeth, making the constrictor scared. It raised its head and hissed. It was dazed.

Dazed long enough to let them strike.

Katze extended her claws and leaped up, digging them into the eyes of the snake. The snake flailed its body and yelled out in pain. Blood dripped on the floor before Katze pulled back and pounced on the body of the snake. She dug her nails into the snake and pulled them back, ripping apart the snake and causing it to bleed profusely.

The final move? Katze forced the head down with her claws as the snake tried to open its mouth. She leaned down and bit hard on it's neck, hard enough to snap it. Once it was snapped, she tossed the body into nearby foliage, and cleaned her paws. The snake had no chance.

"Woah...That worked...?" Paon was amazed. He didn't expect the snake to fall for such a trick.

"It did, didn't it. We taught that disgusting thing a lesson."

They both got a good laugh out of it. *Maybe we can get used to this,* they thought. *We should do that more often. Working together felt...Great!*

From that day on, they worked together in order to protect themselves from the evil of the forest.
There was a snap of a branch, along with a low hiss. Katze heard this and immediately perked up.

"Paon...Did you hear that?" Katze whispered.

"Hm...What are you talking about..?" Paon replied in a groggy manner. He was obviously tired. Another snap, followed by a longer hiss. Katze backed up slowly and stared out into the woods. What creature was watching them? She didn't know.

"Look at that...The silly little Fecock."

It was a snake, and a giant one at that. It was a constrictor to be feared. Katze was backed against the tree, eyes glowing.

"Paon. Wake up!" Katze was in a frenzy. She knew she needed to scare it off, but at this rate, it might not be so easy. "Paon!"

No response. Paon was not listening to her. Oh well.

Katze hissed, raising a paw with her razor sharp claws extended. She swiped at the snake, which struck back. It startled Katze; she wasn't able to fight such a monster.

"It isss futile, little one. You have no chance against me..." The snake cackled at her attempt to harm it.

"Attacking may be futile...But running isn't!" Katze made a big leap, digging her claws into the tree and climbing up. She made sure to run along the branches and top into another tree. She did this until the snake was out of sight.

"Paon..." She huffed and puffed to catch her breath, before staring down at the ground. She was too high in the air to jump down safely. "Tail feathers, please."

Paon grumbled something before his tail feathers spread out. With that, she hopped down and spread her limbs so they floated to the ground in a safe manner. Once they were on the ground, Katze walked to an empty log in order to hide in it.

"Paon, why didn't you help me..?"

"Oh, but the great Katze should be able to fend off predators herself, no? Or did you bite off more than you could chew?"

"Paon. This isn't time for your sarcasm. I – we almost died to a snake because I couldn't scare him off, even when hissing and swiping my claws at him."

"A snake? What type of snake, exactly?" Paon's curiosity was piqued.

"I'm not too sure...It was big and yellow, and had menacing red eyes, like you were looking into the fires of Hell itself." Even describing the snake scared Katze.
The Biwi (Bat and Kiwi)

Bat: “I want to go around and catch bugs to eat. I’m really hungry.”

Kiwi: “I would but I can’t fly and HATE bugs. Also it’s the middle of the night!”

Bat: “I have wings I could help you fly. We could join together, it’ll be fun!”

Kiwi: “I’m a little scared of heights, maybe we can try it.”

Bat: “Come on! I won’t fly high at first. Then if you’re comfortable we can go around and find some delicious bugs.”

Kiwi: “I guess that would be fine.”

Bat: “Okay Great! Let’s go.”

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The Bat and the Kiwi come together as one to solve their problem. They become the “Biwi.” The bat gives the kiwi, which can’t fly, wings and there on their way. Kiwis (from Australia) like fruit and being near water. Bats (from America) like bugs and sometimes fruit they are also nocturnal. They have conflicts when it comes to sleeping patterns, movement, and food preferences. They then go around finding bugs for the bat and fruit to share. The kiwi has always wanted to fly since he can’t. The bat helped the kiwi get his wish. At first sharing a body felt weird and they were stumbling around and flying into trees and other things.
Bat: “This is weird.”

Kiwi: “I know we keep hitting stuff. Let’s rest for a second and figure this out.”

Bat: “Okay let’s try to take a few steps first.”

*Takes step and falls over*

Bat: “dang it. Let’s try again.”

*Makes one step then slowly a second...

Kiwi: “were getting the hang of this! Let’s try flying now.”

Bat: “okay!”

*They jump and stay in the air and continue to fly. *

Bat: “We can go get food now.”

Kiwi: “Great I’m starving.”

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They are successful with flying and finding food and learn to live with each other’s conflicts and resolve them.