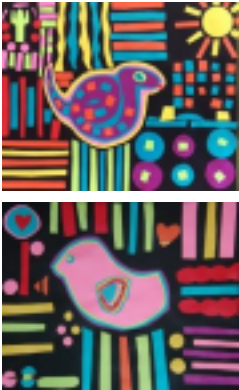


Lesson Plan

Based on this lesson from Carolyn Kendall
Art adapted to include K - 5th grades

Week of Oct 2nd, 2024(Week 1 of 5)

Mexican Folk Art: Mola

<p>Objectives/Standards</p>	<ul style="list-style-type: none"> • Students will learn about National Hispanic Heritage Month. • Students will gain appreciation of Mola Mexican folk art and how it communicates similarities and differences among various people. • Students will demonstrate knowledge of the elements of line, shape and color. • Students will demonstrate knowledge and skills to create works of visual art using problem solving, observing, sketching and constructing. <p>IL and National</p> <ul style="list-style-type: none"> • VA:Cr1.1.4 Brainstorm multiple approaches to a creative art or design problem. • VA:Cr2.2.4 When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others. • VA:Cn10.1.4 Create works of art that reflect community cultural traditions. <p>CC alignment SL.4.1 Engage effectively in collaborative discussions.</p>
<p>Procedure/Agenda</p> 	<p>Key Words: line, space, color, geometric and organic shapes, contour line, pattern, collage, folk art, Mola</p> <p>Major Concepts: The lesson will introduce students to Hispanic Heritage Month and Mexican folk art, Mola (social studies connection). Students will draw animals (or amphibians, birds) and create stories using bright paper to simulate the lines and shapes of Mola.</p> <p>Week 1:</p> <p>Discussion/Class Participation: Teacher will use a PowerPoint to facilitate a discussion on line, shape, color, Hispanic Heritage Month, Mexican folk art, and Mola (How are patterns used in Molas? Why is color important to Molas? What was the purpose for creating Molas?). Teacher will facilitate brainstorm on animals students could use and a story they could tell. Teacher will show students example.</p> <p>Modeling/Anticipated Difficulties: Teacher will play video on making Mola. Teacher will create animal stencil to give the students an idea of a size that would be good to start with.</p> <p>Independent Practice: Students will hand out materials. Students will plan their animal and create a stencil. They will use the stencil and 3 different colors to make their animal (each one larger than the next).</p> <p>Differentiation: Teacher will list brainstorm ideas on the board as well as pass out idea sheets for animals. Teacher will guide individuals struggling to create animal. Students may create any type from something with a simple shape to a more complicated shape. Teacher will print out animal for student if necessary.</p> <p>Student Understanding: Students will demonstrate creating animal stencil and multiple layers (each one larger).</p> <p>Closure: Teacher will let students know that next week they will continue with Mola. Teacher will have student helpers clean up supplies.</p> <p>Week 2:</p> <p>Discussion/Class Participation: Teacher will review elements and project. Teacher will ask students to recall warm/cool colors. Teacher will suggest that alternating warm/cool will create a nice contrast. Teacher will also show how contrast can also be a factor in how the images appear. Modeling/Anticipated Difficulties: Teacher will demonstrate adding paper details to the animal (lines/shapes). Teacher will model creating patterns by cutting small pieces of paper lines and shapes to fill in the background. Students may overlap shapes using the same technique for creating the animals.</p> <p>Independent Practice: Students will hand out materials. Students will add details to their animal and begin to add pattern to background.</p> <p>Differentiation: Students are creating a unique piece of art.</p> <p>Student Understanding: Students will demonstrate adding lines/shapes and pattern to</p>

	<p>their artwork.</p> <p>Closure: Teacher will let students know that next week they will continue with their Mola.</p>
	<p>Teacher will have student helpers clean up supplies.</p> <p>Week 3:</p> <p>Discussion/Class Participation: Teacher will review elements and project. Teacher will ask students to recall warm/cool colors. Teacher will remind that alternating warm/cool will create a nice contrast.</p> <p>Modeling/Anticipated Difficulties: Teacher will model creating patterns by cutting small pieces of paper lines and shapes to fill in the background. Students may overlap shapes using the same technique for creating the animals.</p> <p>Independent Practice: Students will hand out materials. Students will add details to their animal and begin to add pattern to background.</p> <p>Differentiation: Students are creating a unique piece of art.</p> <p>Student Understanding: Students will demonstrate adding lines/shapes and pattern to their artwork.</p> <p>Closure: Teacher will let students know that next week they will continue with their Mola. Teacher will have student helpers clean up supplies.</p> <p>Week 4:</p> <p>Discussion/Class Participation: Teacher will review elements and project. Teacher will remind that alternating warm/cool will create a nice contrast.</p> <p>Modeling/Anticipated Difficulties: Teacher will model creating patterns by cutting small pieces of paper lines and shapes to fill in the background.</p> <p>Independent Practice: Students will hand out materials. Students will add pattern to background. Differentiation: Students are creating a unique piece of art.</p> <p>Student Understanding: Students will demonstrate adding lines/shapes and pattern to their artwork.</p> <p>Closure: Teacher will let students know that next week they will finish their Mola. Teacher will have student helpers clean up supplies.</p> <p>Week 5:</p> <p>Discussion/Class Participation: Teacher will review elements and project. Teacher will review objectives. Students will participate in a gallery walk and discuss peer artwork.</p> <p>Modeling/Anticipated Difficulties: Teacher will model the proper way to have a discussion about peer artwork.</p> <p>Independent Practice: After the gallery walk, students will hand out materials. Students will finish adding patterns to their Mola. Early finishers may choose from extension projects. Differentiation: Students are creating a unique piece of art.</p> <p>Student Understanding: Students will demonstrate making a Mola inspired collage. Students discuss peer artwork. Students will self-assess project through artist statement form. Closure: Teacher will let students know they will begin new project next week. Teacher will have student helpers clean up supplies.</p>
Resources	<p>12"x15" black construction paper and bright paper in a variety of colors, animal idea sheets, pencils, scissors, glue, self-assessment sheets and rubrics for each student, Mola PP, teacher produced artwork, computer, screen, projector, document camera, mola video: https://www.youtube.com/watch?v=1fLgqq10D9c</p>
Assessment	<p>Students will be formatively assessed through observation and direct feedback as they practice learned activities. Students will complete a variety of assessments throughout the lesson as described above. Summative assessment of the project will be based on a rubric which includes: demonstration of objectives, demonstration of learned techniques, craftsmanship, creativity, and use of resources (including class time). Students will create a rubric, self-assess project and write an artist statement.</p>

Name: _____ Classroom #: _____

Evaluate

Project:					
----------	--	--	--	--	--

Artist Statement

How did you make your art? (What tools, materials, and techniques did you use?)

What is one thing you are proud of in your art? Why?

What is one thing you would change about your art? Why?

—

—

Evaluate

Project:					
----------	--	--	--	--	--

Artist Statement

How did you make your art? (What tools, materials, and techniques did you use?)

What is one thing you are proud of in your art? Why?

What is one thing you would change about your art? Why?

—

—