

El arte



Lesson Plan

*A study of nine Spanish and
Latin American artists and their work*

Diego Velázquez

Salvador Dalí

Pablo Picasso

Francisco de Goya

El Greco

Diego Rivera

José Clemente Orozco

Frida Kahlo

Fernando Botero

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Introduction

The art unit is one of the highlights of our curriculum, year after year. It provides just enough information and devotes just enough time to each artist so that the students feel they know them at the end and can identify each artist's works and style. They are so pleased with themselves when they find that they can actually take this information with them into their lives outside the classroom. They love it when they find that other people, including their parents, are impressed by their knowledge.

One of the great things about this lesson is that it is extremely flexible. If your time is limited, or something unexpected happens, it is possible to eliminate almost any of the days, any of the artists, or any of the specific works mentioned, and, with only minor adjustments, the unit will still work just as well. Do as much as you can do and let the rest go. The students will enjoy it, regardless, and will learn a lot no matter what. The only thing I would not skip is the group quiz at the end. This activity, more than any other, really pulls it all together for them and helps them realize how much they have learned.

A complete list of supplemental materials is included at the end of the lesson plan. There is some advance preparation, so please look over that list before you start so you can plan enough time to prepare.

The best way to present the various paintings is by way of laminated copies that the students can handle and manipulate. It helps them focus and holds their interest. It is also possible to present the paintings via Power Point, transparencies, slides or any combination thereof, depending on what works best for you, however you may then have to adjust the group quiz at the end to work with your presentation method.

You will want to have students take notes each day on the information presented. They will then complete the informational pages on each artist for homework from their notes. They should not take notes directly onto the informational pages for two reasons: 1) they will then only take notes on the questions posed on each page and will ignore other information; 2) taking notes and then writing the same information over again in a different format helps them remember it. Emphasize that they are responsible for and will be evaluated on all the presented material, most of which is not covered in their books, so they must take good notes.

The information provided about the artists and their work is enough to get you started, and you could teach this unit just fine without anything else. It is not, obviously, a complete source of information, and you should certainly add your own personal store of information and opinions whenever possible.

Day	Lesson Plan	Materials & Homework (Please refer to list in the back of this plan for complete descriptions and instructions.)
1	<p>Las meninas, Diego Velázquez (Vocabulary: 20 minutes; Las meninas: 20 minutes)</p> <p>Put up poster of <i>Las meninas</i></p> <ul style="list-style-type: none"> ▪ Present vocabulary in Student Packet ▪ Quick vocabulary drill with flashcards ▪ Remind students to take notes. ▪ Begin the discussion by asking <i>¿Quién ha visitado alguna vez un museo de arte? ¿Cuál? ¿Quién es tu artista favorito?</i> Call on several students for each question. ▪ See supplemental document “Detailed Q/A Script for <i>Las meninas</i>” for the full question and answer script. ▪ If time remains at the end of the question and answer, have them start on <i>Las meninas</i>, page 4 of the Student Packet. 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ Poster of <i>Las meninas</i> ▪ Student packet ▪ Vocabulary flash cards <p>HOMEWORK</p> <ul style="list-style-type: none"> ▪ Make individual flashcards for vocabulary. ▪ Complete page 4 of student packet.
2	<p>La familia presidencial, Fernando Botero (35 minutes)</p> <ul style="list-style-type: none"> ▪ Practice individually with vocab flashcards for 5 minutes ▪ In small groups: Distribute a copy of <i>La familia presidencial</i> to each group. Make sure all students understand how to complete a Venn diagram. Students discuss and compare <i>Las meninas</i> to Botero’s <i>La familia presidencial</i> and complete Venn diagram in Student Packet. <i>¿Cómo son similares? ¿Cómo son diferentes?</i> ▪ Call on students/groups to share their observations. Once they have pointed out the obvious similarities and differences, be sure they also note and discuss Botero’s interesting use of volume (not only people but also objects are “fat”). Also, the lack of expression on the faces and his use of light and color. Have them speculate on why he might do this. It’s not necessary for them to get the “right” answer, only that they think about it and try to articulate their thoughts. ▪ <i>¿Cuál de las dos pinturas te gusta más? ¿Por qué?</i> ▪ Give background info on Botero. Remind students to take notes. <ul style="list-style-type: none"> ○ Colombia, 20th century ○ Huge fan of Velázquez. Thought Velázquez was the best painter in history (he was not alone in this opinion) 	<p>MATERIALS</p> <ul style="list-style-type: none"> ▪ 6-8 copies of <i>La familia presidencial</i> ▪ 6-8 copies of <i>Las meninas</i> (or have them refer to poster) <p>HOMEWORK</p> <ul style="list-style-type: none"> ▪ Complete Venn Diagram, page 5 of student packet.

National Standards

Standards Targeted:

- 1.1 *Interpersonal Communication*
- 1.2 *Interpretive Communication*
- 1.3 *Presentational Communication*
- 2.2 *Products of Culture*
- 3.1 *Furthering Connections*
- 4.2 *Culture Comparisons*
- 5.2 *Life-long Learning*

Reflection:

- 1.1 Students work cooperatively in groups to discuss artists and paintings.
- 1.2 Students listen to and take notes on information presented by teacher.
- 1.3 Students write a composition about a particular painting.
- 2.2 Students are asked to hypothesize on cultural perspectives reflected in paintings.
- 3.1 Students study about artists and their work in the target language.
- 4.2 Students hypothesize about the cultural perspectives and compare those to their own reactions.
- 5.2 Students begin to develop their own tastes in art for future enrichment.
Students who travel abroad can communicate with other speakers of the language about the art.
Students can recognize and communicate about the significance of the art when it appears in the media.

El arte



Español 3



Objetivos

- ❑ describir una obra de arte
- ❑ dar tu opinión sobre una obra de arte
- ❑ describir las características del realismo, del surrealismo, y del cubismo
- ❑ explicar la importancia de « Las meninas »
- ❑ identificar el arte de los artistas de la lección
- ❑ explicar sus influencias culturales

Contenido

Vocabulario	3
<i>Las meninas</i>	4
<i>Las meninas y La familia presidencial</i>	5
Salvador Dalí	6
Pablo Picasso	7
Diego Velázquez	8
Francisco de Goya	9
El Greco	10
Diego Rivera	11
José Clemente Orozco	12
Frida Kahlo	13
Fernando Botero	14
Los estilos	15
La presentación y el proyecto	16



El vocabulario

el/la artista _____

la obra de arte _____

la pintura _____

el cuadro _____

el mural _____

el retrato _____

el autorretrato _____

la naturaleza _____

muerta

la época _____

la etapa _____

el siglo _____

la figura _____

la forma _____

la imagen _____

la paleta _____

el pincel _____

la luz _____

la sombra _____

apagados _____

vivos _____

el centro _____

el fondo _____

el primer plano _____

abajo _____

arriba _____

junto a _____

al lado de _____

reflejado _____

el estilo _____

el movimiento _____

el cubismo _____

el realismo _____

el surrealismo _____

la inspiración _____

la imaginación _____

la influencia _____

el subconsciente _____

el sueño _____

el tema _____

el mensaje _____

el punto de vista _____

abstracto _____

Las meninas

1. ¿Quién es el artista? _____ ¿Cuándo vivió? _____
2. ¿En qué museo se encuentra esta pintura? _____
3. ¿Qué puedes ver en la pintura?

¿Qué puedes ver?	¿Dónde?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

4. ¿Quién es la niña rubia en el centro? _____
5. ¿Quiénes son las dos niñas junto a ella? _____
6. ¿Quién es el artista a la izquierda? _____
7. ¿Quiénes son las personas reflejadas en el espejo al fondo? ¿Dónde están esas personas con relación a la pintura misma?

8. ¿Qué tipo de colores usa Velázquez? _____
9. ¿Dónde hay luz y dónde hay sombras en esta pintura?

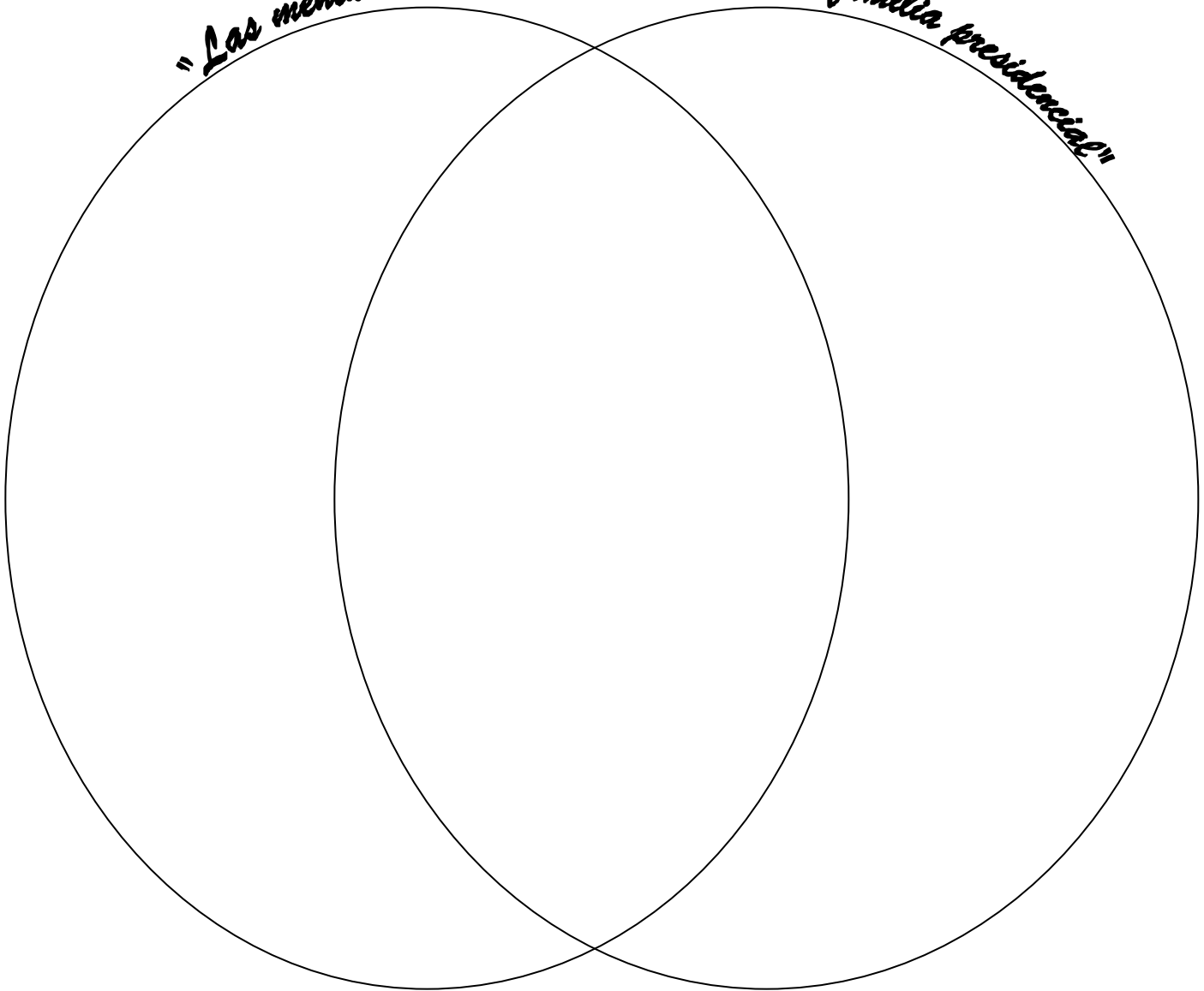
10. ¿Cuál es el estilo de esta pintura? _____
11. ¿Por qué parecían diferentes las pinturas de Velázquez a la gente de esa época?



Compara las dos pinturas

"Las meninas"

"La familia presidencial"



¿Por qué piensas que Botero pintó una pintura tan similar a *Las meninas*?



Presentación

Prepara una presentación de 1 minuto máximo que describe lo siguiente:

- Tu artista favorito
- Por qué es tu artista favorito
- La obra que más te gusta de este artista
- Por qué te gusta esa obra
- Algunas características del artista que puedes ver en la obra
- Muestra una copia de la obra durante tu presentación.

Proyecto

Crea una obra de arte original según una de las siguientes posibilidades. Tamaño máximo: 8 ½" x 11"

1. Tu propia versión de *Las meninas* (o una parte de *Las meninas*). Puede ser en cualquier estilo.
2. Una obra de arte de cualquier tema en uno de los estilos siguientes:
 - el realismo
 - el surrealismo
 - el cubismo
 - Botero

Incluye una "cita del artista" (quote) de dos o tres frases que dice algo sobre la obra. Por ejemplo:

"Mi inspiración es..."

"Mis obras reflejan..."

"La cosa más importante en mis obras es ____ porque..."

" ____ influye mucho en mi arte porque..."