

Amber Wood – Curriculum Development Project

Mexican Muralists and Frida Kahlo

Overview

This unit is designed for students in Spanish III to learn about the art, lives, and influence on Mexican society of Frida Kahlo and the three most famous post-revolutionary muralists of Mexico: Diego Rivera, David Alfaro Siqueiros, and Jose Clemente Orozco. Most activities are in Spanish, at the intermediate level of proficiency. However, the activities can easily be adapted for other levels and can be used in English.

Essential Questions

- What role does public art serve?
- How does art educate people about history?
- How can art be used as a political vehicle?
- How important is it to know about the personal life of an artist when interpreting his/her work?
- Does art have to be aesthetically pleasing?

TEKS for LOTE

The Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE) are content and performance standards for Texas foreign language students. Eight Guiding Principles form the foundational basis of the standards, which are then organized around five interrelated Program Goals, referred to collectively as "The Five Cs": Communication, Cultures, Connections, Comparisons, and Communities. The tables below explain what students at the intermediate level should be able to do in the target language. All 5 C's will be addressed in this unit.

Program Goal: Communication

	The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.
(A)	engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs;
(B)	interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations; and

(C)	present information and convey short messages on everyday topics to listeners and readers.
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Program Goal: Comparisons

	The student develops insight into the nature of language and culture by comparing the student's own language and cultures to another.
(A)	use the language at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;
(B)	use the language at the intermediate proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and
(C)	use the language at the intermediate proficiency level to demonstrate an understanding of the influence of one language and culture on another.

Program Goal: Connections

	The students uses the language to make connections with other subject areas and to acquire information.
(A)	use resources (that may include technology) in the language and cultures being studied at the intermediate proficiency level to gain access to information; and
(B)	use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

Program Goal: Cultures

	The student gains knowledge and understanding of other cultures.
(A)	use the language at the intermediate proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and
(B)	use the language at the intermediate proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

Program Goal: Communities

	The student participates in communities at home and around the world by using languages other than English.
A)	use the language at the intermediate proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and
(B)	show evidence of becoming a lifelong learner by using the language at the intermediate proficiency level for personal enrichment and career development.

Introduction to the Unit

1. **Assess Prior Knowledge:** Photocopy the paint pallet on p.6. Students write any questions related to the arts in Spanish that they would like to ask their classmates. These can be personal opinions and/or factual questions. They should use a variety of interrogative words. Students will then circulate around the room asking their questions. When completed, students will volunteer to share some of the questions they asked and the responses they received.
2. **Spanish Vocabulary Related to the Arts:** Introduce vocabulary on p.7 to students. This will be helpful when discussing the arts.

Study of Mexican Muralists

1. **Internet Research:** Students complete an Internet activity in Spanish to learn more about the muralists. This activity is found at the following Web site, which is maintained by Prentice Hall. It includes both questions and links to websites that students will visit.
<http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcprefix=jed&wcsuffix=0210>
Students can also read about how the Mexican Revolution gave way to a mural renaissance at the following Web site:
<http://www.wfu.edu/history/StudentWork/fysprojects/kmason/second.htm>
2. **Biographies:** Students read biographies about Rivera, Siqueiros, and Orozco and answer questions. The readings are in Spanish and are appropriate for students in level 3 or higher. Each reading is approximately 2 pages long and is followed with questions that the students answer about the artists. All of these readings are found in a book entitled Accent on Art: Spanish & Mexican Art by Lonnie Dai Zovi. It can be purchased from www.applauselearning.com.

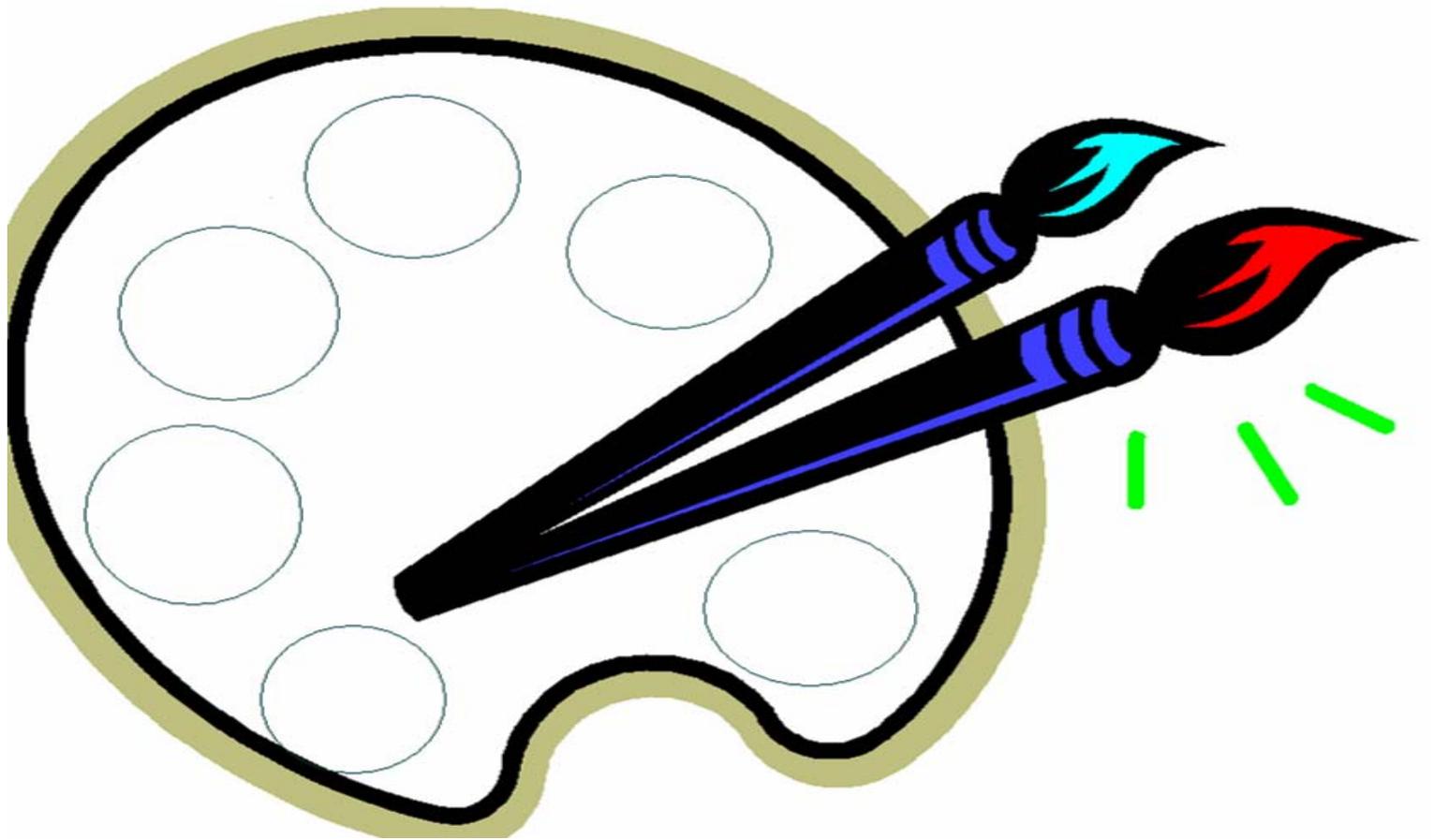
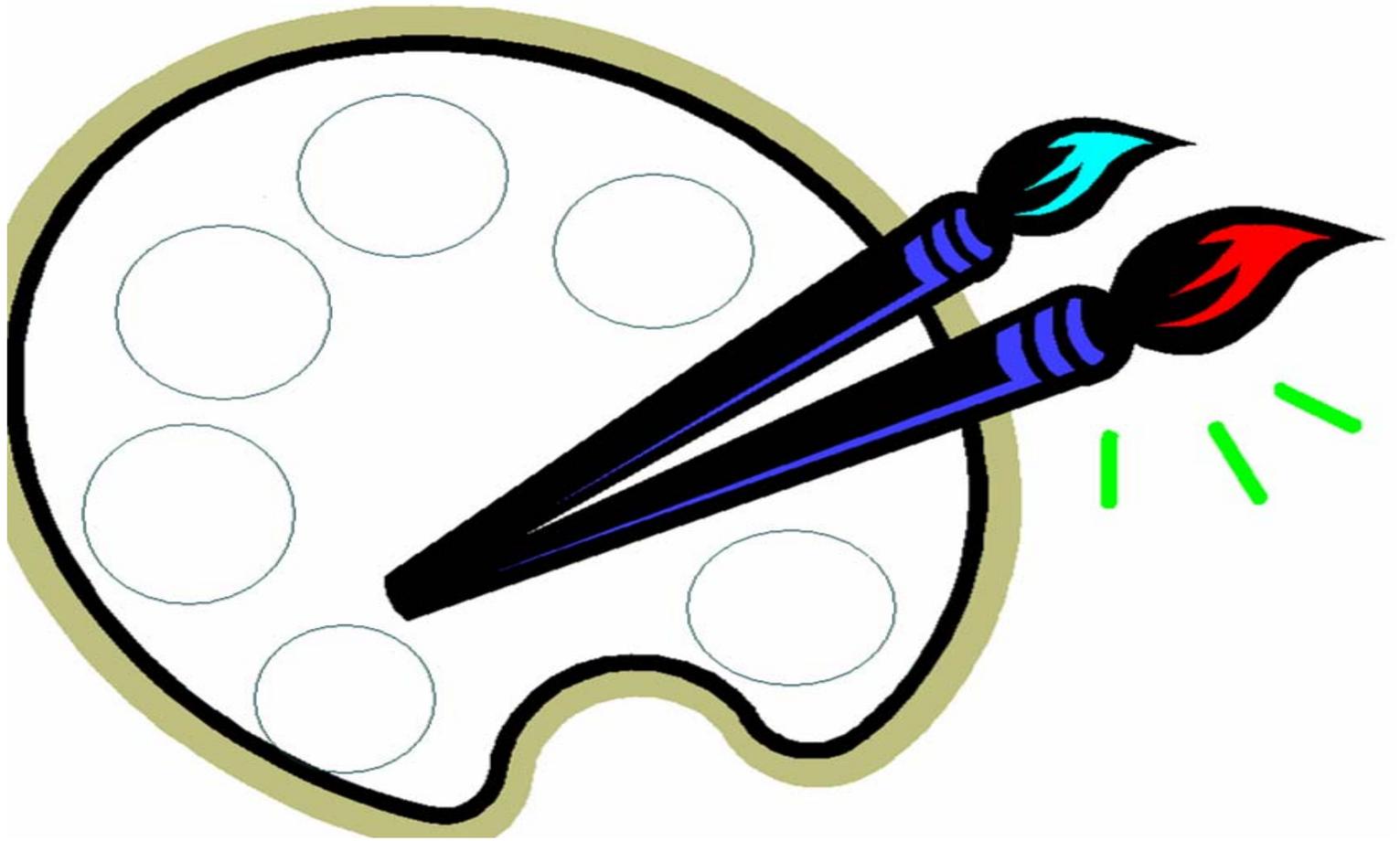
3. **Communicative Activity:** ¡Dibujemos! See p.8 for complete lesson plan.
4. **Written Activity:** Students choose 2 characters from the mural “Sueño de una tarde dominical en la Alameda Central” and write a dialogue between them. What would these two people say to each other? They should write a minimum of 100 words in Spanish.
5. **The Murals of Teotihuacán:** Discuss with students the fact that murals are not a new concept. The following Web site contains pictures of murals from the ancient city of Teotihuacán. View pictures and discuss what they think the purpose of these murals may have been.
<http://jqjacobs.net/mesoamerica/teotihuacan.html>
6. **Feelings murals evoke:** Show students the photos of murals on p.9-13. Discuss the themes of the murals and what emotions they evoke in the students.
7. **Graffiti, the Modern Mural?:** Show students the photos on p.14-17. These were taken in Mexico during the summer of 2006. At the time, a heated presidential election was in progress. There was also a strike in Oaxaca in which protesters were calling for the governor to step down. Points of discussion: Is this art? What is the purpose of this graffiti? Who does it affect? How? Is it a useful way of affecting public opinion? What kind of graffiti have you seen in other places? What was the message of that graffiti?

Frida Kahlo

1. **Biography:** Students read a biography about Frida Kahlo from Accent on Art as a homework assignment.
2. **Quiz:** Students take a quiz over the Frida Kahlo reading to check for comprehension. See p.18
3. **Postcard Activity:** Purchase 2 sets of postcards with paintings by Frida Kahlo. Pass out 1 postcard to each student. Students circulate the room describing their postcards to each other in Spanish, trying to find the other student with the same postcard.
4. **Initial Impression of Frida’s Art:** Students get with a partner and are given a Frida Kahlo postcard. Students express their initial impression of her art in Spanish, using new vocabulary. Students exchange postcards after 2 minutes and discuss a different postcard.
5. **Film:** Students watch any one of the many biographies about Frida Kahlo or they watch carefully chosen scenes from the movie *Frida*. The movie is rated R, so you may need parental permission and show the movie in its

entirety is not recommended. *The Life and Times of Frida Kahlo*, available from PBS in English or Spanish, is an excellent documentary.

6. **Viewing of Her Art:** Show students Frida Kahlo's art and discuss paintings. Be sure to address symbolism in her art and when and why she completed her paintings. All of Frida's paintings can be found at the Web site listed below. This site gives thorough explanations of all of her art, and is both in English and Spanish.
<http://www.fridakahlofans.com/mainmenu.html>
7. **Writing Assignment:** Students write and decorate a Valentine's Day card from one person in Frida's life to another. *See p.19 for complete instructions.*
8. **Project and Oral Presentation:** *See p.20 for complete instructions.*



Vocabulario útil

El arte y los artistas

El / la artista- artist
El pintor, la pintora- painter
El escultor, la escultora-
sculptor
El / la muralista
Pintar- to paint
Dibujar- to draw
El cuadro- painting
La pintura- painting
El retrato- portrait
El autorretrato- self-portrait
La naturaleza muerta- still life
Obra de arte- work of art
Obra maestra- masterpiece
El dibujo- drawing
La cerámica- pottery
El estilo- style

Materiales de arte

La paleta- palette
El pincel- brush
La piedra- stone
El oro- gold
La plata- silver

Para describir una obra de arte

Aburrido- boring
Bonito- pretty
Famoso- famous
Complicado- complicated
Exagerado- exaggerated
Fascinante- fascinating
Moderno- modern
Abstracto- abstract
Realista- realist
Surrealista- surrealist
Contemporáneo- contemporary
Sencillo- simple
Serio- serious
Triste- sad
Expresarse- to express oneself
La figura- figure
El fondo- background
El primer plano- foreground
Representar- to represent
La fuente de inspiración-
source of inspiration
La imagen- image
Influir- to influence
Inspirar- to inspire
El sentimiento- feeling
El siglo- century
El tema- subject

¡Dibujemos!

Sueño de una tarde dominical en la Alameda Central

Objective

The purpose of this activity is for students to practice Spanish vocabulary related to art. Students will also become familiar with a famous mural by Diego Rivera.

Instructions

Post a picture of “Sueño de una tarde dominical en la Alameda Central” by Diego Rivera outside the door to the classroom. Assign students to groups of 3. Give each group a large piece of butcher paper and markers.

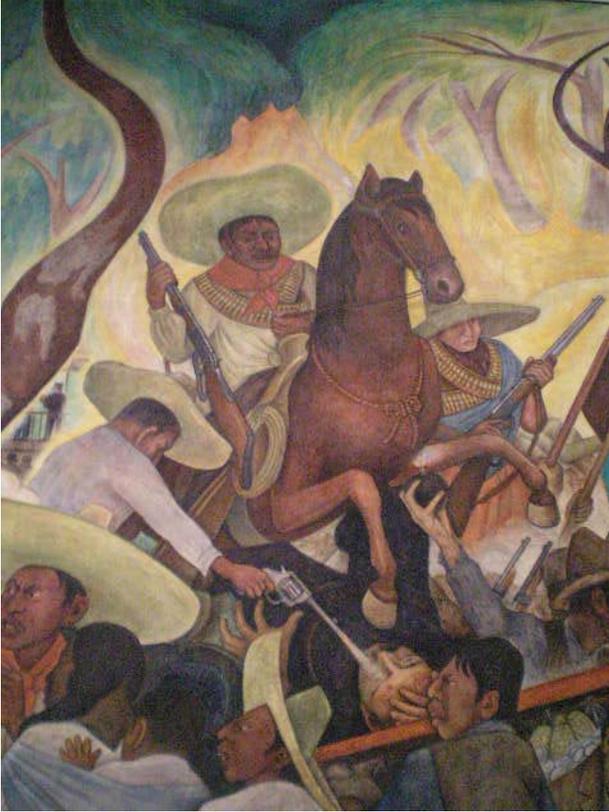
Student A from each group goes in the hall to look at the painting. After looking at the painting, Student A will meet Student B at the door to the classroom. Student A will describe the painting in Spanish to student B. No English is allowed, however, students may use gestures and body language to aid them in communication.

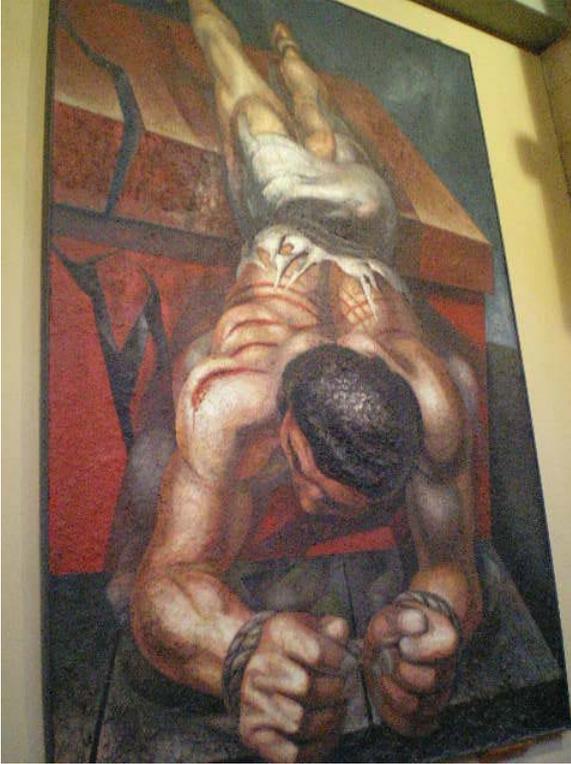
Student B receives the description of the painting from Student A, but is not allowed to look at the painting itself. Student B is allowed to ask questions in Spanish for clarification. After receiving the information, Student B reports back to Student C, who is seated in the classroom.

Student C remains seated in the classroom the entire time. Student C will draw the scene that is described by Student B. The goal of the activity is to have as many details as possible in the student drawing. Student B will run back and forth between the two students multiple times to gather and report additional information.

This activity should go on for 10-15 minutes. At the end, students can see the real painting and check to see how many details they were able to correctly place in their own drawing.

Hold a class discussion to see how many figures the students recognize in the painting.

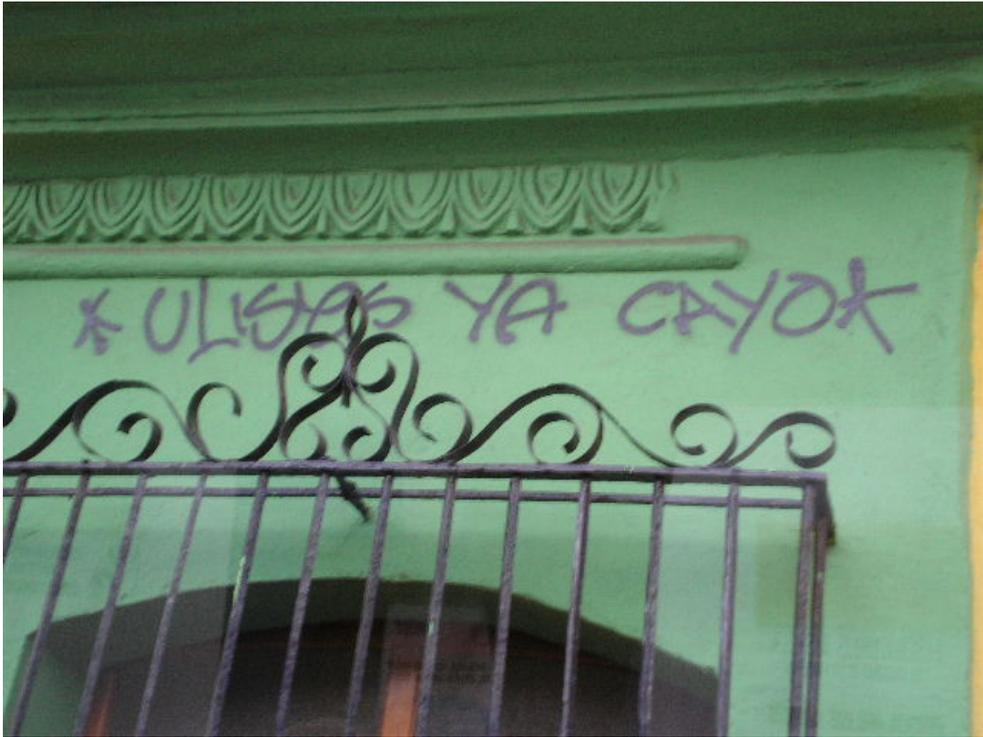


















Pruebita

Lectura: Frida Kahlo

1. ¿Qué enfermedad tenía cuando era joven?
 - a. polio
 - b. cáncer
 - c. problemas con el corazón
2. Kahlo estuvo en un accidente entre un tranvía y...
 - a. un árbol
 - b. una motocicleta
 - c. un autobús
 - d. un carro
3. ¿Dónde vio a Rivera por primera vez?
 - a. la escuela
 - b. un museo
 - c. un restaurante
 - d. la calle
4. ¿Cuántas operaciones tuvo en su vida?
 - a. 0
 - b. pocas
 - c. muchas
5. ¿Tuvo hijos?
 - a. sí
 - b. no
6. ¿De cuál partido político era socia?
 - a. democrático
 - b. comunista
 - c. republicano
7. ¿Cómo fue su matrimonio con Diego Rivera?
 - a. fantástico
 - b. difícil
8. ¿Cuántos años duró su matrimonio?
 - a. 4
 - b. 25
 - c. 55
9. ¿De cuál herencia estaba muy orgullosa?
 - a. húngara
 - b. indígena
 - c. español
10. ¿Qué cosa tradicional de su herencia usaba con frecuencia?
 - a. la ropa
 - b. la comida
 - c. la música
 - d. la lengua
11. ¿Qué cosa NO pintó?
 - a. los cactus
 - b. los animales de México
 - c. la piedra volcánica
 - d. el presidente de México
12. ¿Qué son la mayoría de sus pinturas?
 - a. retratos
 - b. autorretratos
 - c. animales
 - d. paisajes
13. ¿Qué es el mensaje o el tema de muchas de sus pinturas?
 - a. amor
 - b. dinero
 - c. dolor y sufrimiento
14. ¿A Kahlo le gustó los Estados Unidos?
 - a. sí
 - b. no
15. ¿Continuó pintando cuando estaba enferma?
 - a. sí
 - b. no

El día de los enamorados



¡Feliz día de los enamorados! Todos ustedes van a crear una tarjeta que se manda el día de San Valentín. Tienen que escoger dos personajes de la película Frida. Después van a escribir una carta del amor entre las dos personas. (Por ejemplo pueden usar: Diego y Frida, Diego y Cristina, Frida y Trotsky, etc.)

Los Requisitos

- *Deben ser por lo menos 100 palabras
- *Deben usar el subjuntivo por lo menos 5 veces
- *Deben incluir hechos para mostrar su entendimiento de la película y de los personajes
- *Deben adornar las cartas

¡Sean creativos!

Category	¡Fantástico!	Bien	Así Así	Puede ser mejor
Grammar & Spelling (Conventions)	Writer makes very few errors in grammar or spelling. 8	Writer makes a few errors in grammar or spelling. These do not distract the reader from the content. 6	Writer makes several errors in grammar or spelling. These errors may distract the reader from the content. 4	Writer makes many errors in grammar or spelling that distract the reader from the content and make comprehension difficult. 2
Elaboration	Excellent elaboration. The topic is thoroughly discussed. Sentence structure and word choice create an exceptionally interesting composition. 8	Good elaboration. The topic is discussed with many details. 6	Adequate elaboration. The topic is fully discussed, but lacks details. 4	Poor elaboration. The topic is not thoroughly discussed. Composition is short. 2
Capitalization, Punctuation, and Accents	Writer makes very few, if any errors in capitalization or punctuation. The paper is exceptionally easy to read. 4	Writer makes a few errors in capitalization or punctuation, but the paper is still easy to read. 3	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. 2	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow. 1
Word Choice	The choice and placement of the words seems accurate, natural, and not forced. 4	Overall, the writer uses vivid words and phrases but a few words are used inaccurately. 3	Several words are used incorrectly. This distracts the reader from the content. 2	Writer uses many words incorrectly. This causes confusion for the reader. 1
Appearance	Excellent appearance. Obvious effort was put forth to make a visually appealing product. 8	Appearance is good. Product is neat, and some effort was put forth to make a creative card. 6	Appearance is acceptable. More time could have been spent to create a more visually appealing product. 4	Appearance is unacceptable. Little or not effort was made to make the project neat and visually appealing. 2

32 = 100
31 = 98
30 = 95
29 = 93
28 = 91

27 = 89
26 = 87
25 = 83
24 = 80
23 = 78

22 = 76
21 = 74
20 = 72
19 = 70
18 = 66

17 = 62
16 = 58
15 = 54
14 = 50

Proyecto de Frida Kahlo

Instrucciones para tu obra maestra

- Escoge una pintura de Frida Kahlo de la internet e imprime una copia.
- Haz tu propia obra de arte basada en la obra de Frida que escogiste, pero con tu cara, tus símbolos, etc. Debes incorporar símbolos que representan tu vida y tus sentimientos.
- Puedes dibujar, pintar, o usar la computadora.
- Pon tu obra en una hoja de papel de color.

La presentación

- Vas a presentar tu obra a la clase.
- Enséñanos tu obra y la obra de Frida que escogiste para que podamos ver lo que fue tu inspiración.
- Explicanos lo que representan los símbolos que incorporaste en tu obra. Explica por lo menos 5 símbolos. Hay que elaborar sobre cada símbolo. Queremos aprender quién eres.
- No puedes leer lo que vas a decir. Practica mucho para que estés bien preparado. No busques palabras que no conoces en el diccionario. No vas a recordarlas y la clase no te va a comprender.
- Entrega este papel con la rúbrica o vas a perder 5 puntos.
- Después de la presentación la clase va a hacerte preguntas sobre tu proyecto.

Fechas importantes

- El 17 y el 18 de octubre: Trae tu obra completa a la clase y ven preparado para hablar sobre ella. Vamos a practicar las presentaciones en grupos pequeños. -20 puntos si no estás listo.
- El 19 y el 20 de octubre: El día oficial de la presentación.

La Rúbrica (la nota cuenta 3x)

	PRESENTATION / COMPREHENSION	PORTRAYAL OF SELF THROUGH PRESENTATION & ARTWORK	EFFORT / CREATIVITY
Exceeds Expectations	Enthusiastic, flows without hesitation, clear pronunciation, very few grammatical errors and misused words. Good, fluid responses to questions. 4 5	The drawing includes 5 + symbols that give us insight into the artist (that's you!). These are thoroughly explained in the presentation. 3-4 sentences per symbol 4 5	Excellent appearance. Obvious thought and effort was put forth to make a visually appealing product. All space is used in the work. Student work clearly mimics a work of Frida. 4 5
Meets Expectations	Generally flows, little hesitation, acceptable pronunciation. Some grammatical errors and misused words. Shows some hesitation when responding to questions. 2 3	The drawing includes at least 5 symbols that give us insight into the artist. These are adequately explained in the presentation. 2-3 sentences per symbol. 2 3	Appearance is acceptable and neat. Some effort was put forth to make a nice project. Student work resembles a work of Frida. 2 3
Below Expectations	Very hesitant, incomplete, monotone. Pronunciation, grammatical errors, and misused words seriously interfere with comprehension. Has trouble answering questions about work. 0 1	The drawing does not include the 5 necessary symbols. The symbols are explained in the presentation, but the explanation is not very thorough. Very few details are given. 0 1	Appearance is unacceptable. Little or no effort was made to make the project neat and visually appealing. Lacks creativity, not completely colored, very few similarities to a work of Frida. 0 1

15= 100
14= 97
13= 94
12= 91

11= 89
10= 86
9= 83
8= 80

7= 77
6= 74
5= 71
4= 68

3= 65
2= 60
1= 55
0= 50 o menos

