



Art

Mexican Art

Year 5 Unit 2

Intent:

In this unit, pupils will learn about Mexican art and cultural and use this knowledge to build towards creating their own Mexican inspired artwork. They will build on their previous Year 4 exploration of painting, printing and sculpture. Throughout this unit the children will look at the history and cultural behind Mexican art and explore the different themes from which the art is created. Using basic painting, printing and sculpture techniques, alongside exploring the work of inspirational Mexican artists, pupils will create their own Mexican inspired work of art. This will lay the foundations for future creations as the move through the school and allow pupils to start to recognise themselves as Artists.

Pupils should be taught to:

Know:

What different styles of Mexican art there are.
 Who Frido Kahlo is.
 How to block print.

Be able to:

Work in the style of a culture/artist
 Use clay to create a sculpture
 Use collage to create an effect.
 Combine learnt art skills to create a final piece.

Prior learning:

EYFS	Year 1	Year 2	Year 3	Year 4
Explore and play with a wide range of media and materials	Drawing techniques/colour mixing/ simple collage	Revisiting Post Impressionism	Revisiting Pastel and drawing techniques.	Revisit Abstract Art from Year 1. Revisit block printing from year 2.

Key Vocabulary:

Core Knowledge

Magical Realism	Magical realist paintings are modern realist paintings with fantasy or dream-like subjects.
Symbolism	Symbolism is the idea that things represent other things.

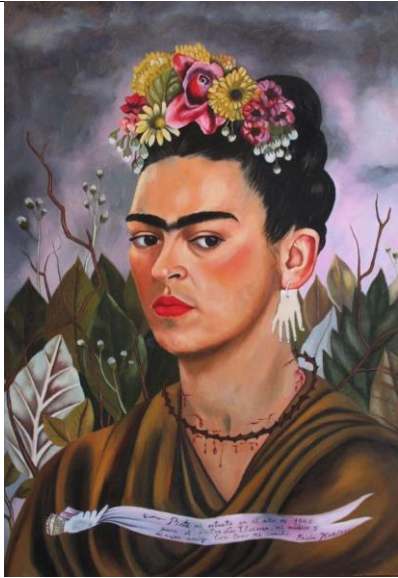
Technical Vocabulary

Block Printing	Block printing is the process of printing patterns by means of engraved wooden blocks.
Sculpture	A 3D, solid piece of artwork.
Albrijes	Mexican folk art sculpture, sometimes based on mythical creatures.

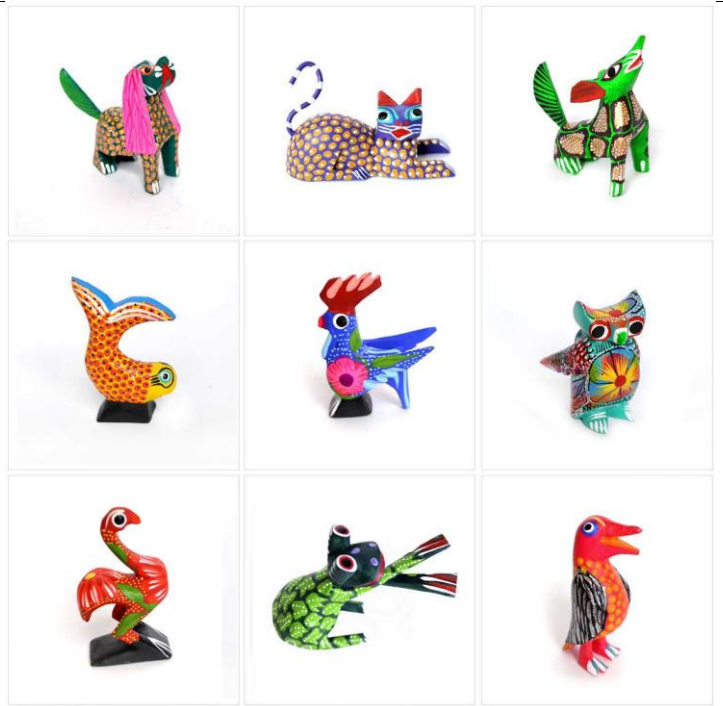
Misconceptions

Not true	Teach this
Mexico is in South America.	Mexico is not in South America, but it is part of North America on the South coast.


Key Works of Art

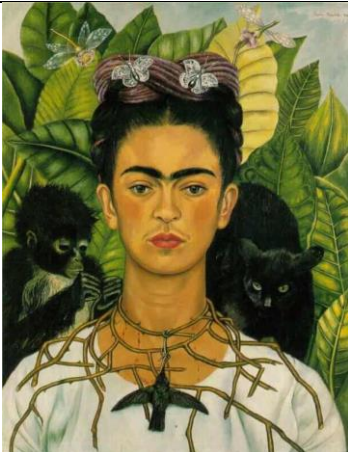






Self Portrait, Dedicated to Dr Eloesser, 1940, Frida Kahlo




Alebrijes:
Mythical Mexican Folk Art Sculptures

Lesson number	Key enquiry question & learning objective	Suggested learning activities	Examples/Art references
1	<p>What is Mexico's Day of the Dead?</p> <p>LO: To collage</p>	<p>Input: Show pupils examples of different Mexican art/artists/festivals include some of Frido Kahlo's as this will be visited later on. Ask the children to think about what they can see in the images. How does the art make them feel? What is the artist trying to portray in their artwork? Explain what the Day of the Dead festival is.</p> <p>Task: In sketchbooks children need to roughly sketch out their own Day of the Dead sugar skull/mask, thinking about the patterns, symbols etc. and then collage it using tissue paper, colour paper etc.</p> <p>Cumulative Questions 1 & 2</p>	

<p>2</p>	<p>How does Frida Kahlo use symbols in her work?</p> <p>LO: To plan a block print, using more than one print.</p> <p>You may need to order polystyrene squares.</p>	<p>The next 2 lessons focus on block printing- using polystyrene squares to carve into and then print with. The polystyrene will be needed for the next lesson, as will a photograph of each child to stick over the top of their block print background.</p> <p>Input: Explain who Frida Kahlo is (PPT on Twinkl if needed) and the themes that run through her work, self-portrait, natural world, food, animals etc. Things that reminded her of her Mexican heritage. Explain what block printing is- we will be using polystyrene squares not wood. (Children used this technique in year 2)</p> <p>Task: In sketchbooks Children to think about things that are important to them/ things they like or feel represent themselves well- eg. Football, music notes etc.</p> <p>Children to sketch out 3 or 4 simple drawings (that will be carved into prints) that represent them, like Kahlo did with flowers and animals.</p> <p>These sketches will then need to be carved into the polystyrene squares – they do not have to remain square; you can cut around the edge of the carving leaving a boarder. <u>Places that have been carved into will not print the ink.</u></p> <p>These will be printed as a background in the next lesson, with the photo stuck over the top.</p> <p>Cumulative Questions 1 -4</p>	 <p>Self-Portrait with Thorn Necklace and Hummingbird, 1940</p>  <p>Self Portrait, Dedicated to Dr Eloesser, 1940</p>
<p>3</p>	<p>How does Frida Kahlo use symbols in her work?</p> <p>LO: To block print</p>	<p>Input: Go over work from the last lesson, ensure everyone has 3 or 4 polystyrene carvings ready to create their background.</p> <p>Task: On a full clean page in sketchbooks children will need to create their block print background- thinking about placement, layering and colour. Once printing is complete and dry- children need to add their cut-out photo over the top of the background.</p>	

		<p>Allow time to add any printing they may want to overlap their photo.</p> <p>Cumulative Questions 3-6</p>	
4	<p>What are Alebrijes?</p> <p>LO: To plan a clay sculpture.</p>	<p>Input:</p> <p>Explain what an Alebrijes is and show examples- <u>“The Alebrijes are imaginary creatures that have elements from different animals such as dragon bodies, bat wings, wolf teeth and dog eyes and are colorfully painted,”</u></p> <p>Task:</p> <p>Children are going to create their own mythical/magical creature and design this in their sketchbooks.</p> <p>They need to think about the different elements that their Alebrijes will have- what kind of head, body, legs, teeth etc.</p> <p>Children to label and annotate their design.</p> <p>This design will be turned into a clay sculpture in the next lesson.</p> <p>Cumulative Questions 5-8</p> <p>https://www.mexican-folk-art-guide.com/alebrijes.html#.YbiNab3P1PY</p>	

5	<p>What is magical</p> <p>LO: To create a clay sculpture.</p>	<p>Input: Revisit the last lesson, going over what an Alebrijes is and have the children look over their designs. Go over how to attach separate clay parts together.</p> <p>Task: Using clay and techniques previously taught in previous years, children need to start to construct their designs.</p> <p>Children need to make their own slip to stick clay parts together. Slip: A small pot with water and clay mixed and used as a glue.</p> <p>Cumulative Questions 7 -10</p>	<p>HOW TO JOIN CLAY</p>  <p><small>the art of education www.theartofed.com</small></p>
6	<p>Which techniques will I use to create my final O'Keeffe inspired piece?</p> <p>LO: To plan a final piece.</p> <p>LO: To create a final piece using previous learning.</p>	<p>Input: Recap prior learning of techniques: clay sculpture, collage, block printing and Frida Kahlo's work. The children need to plan and create their own masterpiece using the skills they have learnt.</p> <p>Task: Children to plan in their sketch books how they would like their final piece to look. Children need to think about colour, shape, pattern and which techniques they would like to use. (mixed media?)</p> <p>Input: Children to check their final piece design, make sure they are happy with it, do they want to make any changes?</p> <p>Task : Children to create final piece from their plan on art paper/card/fabric. Photo of final piece to be stuck in sketch books for children to evaluate.</p> <p>Cumulative Questions 9 & 12</p>	