

## Gifted Lesson Plan – Art and Spanish

This lesson incorporates 2 content areas. Art and Spanish. It offers some opportunities for gifted students in both areas of study. So I thought this would be interesting to get feedback from professionals in the field!

### ***Spanish Artists and Spanish Language***

***Rationale for the Unit / Statement of Philosophy:*** By teaching students about Spanish artists and the Spanish language at the same time, it can help the students retain the information better. Integrating the two disciplines, Art and Spanish language, the content becomes more relevant for the students. Through oral, visual, and writing assignments, all students will learn the Spanish language and Spanish art simultaneously.

***Time:*** 5 days

***Grade:*** Upper Level Art and Spanish students – 10<sup>th</sup> through 12<sup>th</sup> grade

#### ***Objectives:***

O.1.1: Students will be able to recognize the work of Spanish artists Picasso, Dali, Rivera, and Kahlo.

O.1.2: Students will be able to compare the different styles of the four artists.

O.1.3: Students will be able to explain the effectiveness of the artists' commentary on society.

O.1.4: Students will be able to discuss events in our world today that they could respond to as artists.

O.2.1: Students will be able to recognize the work of Spanish artists Picasso, Dali, Rivera, and Kahlo.

O.2.2: Students will be able to compare the different styles of the four artists.

O.2.3: Students will be able to explain the effectiveness of the artists' commentary on society.

O.2.4: Students will be able to discuss events in our world today that they could respond to as artists.

O.3.1. The students will review Spanish verb tenses.

O.3.2. The students will correctly conjugate Spanish verbs in written form.

O.3.3 The students will correctly translate words from Spanish to English using his/her Spanish-English Dictionary.

O.4.1 The student will be able to write a Spanish essay using correct grammar with a 75% accuracy.

O.4.2 The student will be able to express an idea and/or opinion in Spanish writing.

O.4.3 The student will be able to analyze the different elements and style involved in a painting and be able to interpret what the artist might have intended when painting the same painting.

O.5.1: Students will be able to develop an idea to create a collage with.

O.5.2: Students will be able to construct a collage to portray their social commentary.

### ***Standards Addressed:***

#### SD K-12 ART CONTENT STANDARDS:

9-12.2.3. Students will apply the appropriate compositional elements and organizational principles to solve specific visual art problems.

9-12.3.1. Students will analyze how the visual arts record, preserve, highlight and symbolize the history of humanity.

9-12.3.2. Students will analyze the role of visual arts in reflecting and influencing the culture and societies in which they are created.

9-12.4.1. Students will evaluate works of art in terms of artistic concepts, ideas, or intentions using criteria appropriate for the style or form. Students will justify visual art preferences using personal aesthetic criteria.

### ***Procedure:***

Day 1 and 2 – Introduction of Spanish artists, in particular: Pablo Picasso, Diego Rivera, Frida Kahlo, and Salvador Dali. This introduction will build a foundation of the students understanding of eminent Spanish artists and the movements/styles that they were key figures in. These artists also created artwork for a cause, whether that was personal, political, or social.

Day 3 and 4 – Use of Spanish vocabulary to write an essay critiquing a piece of artwork by one of these artists. Review may be necessary, especially with terms that relate to art: colors, styles, mediums, etc.

Day 5 – Students will have an opportunity to create their own commentary piece through the use of collage. Materials will be handed out. Can add more days if need be. Critiques in the class should be used with some Spanish language.

***Differentiation Components for Gifted Students:*** This lesson presents a unique situation for gifted students. Not only could there be gifted students in Art, but there could also be gifted students in Spanish. Gifted students in Spanish could be challenged to critique others artwork using only the Spanish language, as compared to little or some Spanish language from other students. Gifted students in Art could always produce more artwork. Challenging them to do another piece, but this time instead of having a personal commentary, let them push the boundaries with a social commentary.

Another component for gifted students in Art is having them produce a written critique about one of the Spanish artists' (Picasso, Kahlo, Rivera, Dali) work. A one-to-two page paper with in-depth analysis would be required. The higher level thinking required to do this is more than an oral critique in class.

***Materials:***

- Newspapers & magazines to find current world social issues
- Project rubric so they can start thinking about their own art piece
- Vocabulary handouts
- Spanish-English dictionaries
- Paper,
- Pencils,
- Eraser,
- Pens
- Glue
- Scissors
- Construction paper
- White paper for each student (12" X 18")

***Evaluations:***

Were the students able to critique using some Spanish vocabulary?

Did students' artwork have a personal commentary?

Art Rubric would be used evaluate such items as: Design, Effort, Craftsmanship, Aesthetics, Technique, etc.