

Lesson Plan: Alebrijes

Unit: Sculpture Length: 4 weeks



Objectives:

1. Students will create a freestanding armature.
2. Students will develop a composite creature by combining two or more animals.
3. Students will utilize good craftsmanship using paper mache to create a smooth surface.
4. Students will discuss the Oaxacan craft of paper mache alebrijes, created by Pedro Linares.
5. Students will demonstrate knowledge of color mixing while painting, creating tints, shades, and tertiary colors.
6. Students will apply knowledge of pattern, using at least three different patterns on the sculpture.

Assessment:

Work is summatively assessed with a rubric sheet that addresses the objectives listed above, as well as student reflection through short written responses. Formative assessment takes place throughout lesson in the form of one-to-one critiques and questioning.

MN Visual Art Standards Addressed:

- 6.1.1.5.1 • 6.1.2.5.1 • 6.2.1.5.1
- 6.1.1.5.2 • 6.1.3.5.1 • 6.2.1.5.2

Materials & Resources:

- newspaper • sculpture wire • pliers • paper mache paste • masking tape
- gloss tempera • (optional) plaster gauze strips or sculptamold for extra hold

Preparation:

Have students who finish prior projects early cut strips of newspaper.

Print rubrics, post on website. Print brainstorming sheets. Mix paper mache paste.

Sources:

https://www.youtube.com/playlist?list=PLAC3OHG9cGtZvCr43tw_Q3oNwf27yUjnj

Day One: Introduction

1. Tell the story of Pedro Linares: Alebrijes originated in Mexico City in the 20th century, in 1936. The creation of the first alebrijes, as well as the name itself, is attributed to Pedro Linares, who was an artisan from México City (Distrito Federal), who was specialized in making piñatas and carnival masks from papier-mâché, which he sold in markets around the city. In the 1936, when he was 30 years old, Linares fell ill with a high fever, which caused him to hallucinate. In these feverish dreams, he was in a forest with rocks and clouds, many of which turned into wild, unnaturally colored creatures, which frequently features wings, horns, tails, fierce teeth and bulgy eyes. While seeing the creatures, he heard a crowd of voices which repeated the nonsensical word “alebrije.” After he recovered, he began to create the creatures he saw using papier-mâché and cardboard.
2. Show videos of the Monumental Alebrijes parade. Ask if they’ve seen or read about creatures like these before - ones that are made of two or more other animals. Ask if they’ve read the Harry Potter series or Percy Jackson and the Olympians - how many mythical creatures can they name from the books/movies?
3. Bring up mythology slideshow. **Chimera:** breathed raging fire, had three heads, one of a grim-eyed lion; in her hinderpart, a dragon; and in her middle, a goat. Sighting the Chimera was an omen of storms, shipwrecks, and natural disasters (particularly volcanoes). **Sphinx:** In Greek mythology, a sphinx is represented as a monster with a head of a woman, the body of a lioness, the wings of an eagle, and a serpent-headed tail. Those who cannot answer her riddle suffer a fate typical in such mythological stories, as they are killed and eaten by this ravenous monster.
Hippocampus: Pegasus: Hippogriff: Satyr: Minotaur: Sirens:
4. What kinds of creatures that actually exist seem to be made of multiple animals? Liger, Platypus, Angler Fish, Dumbo Octopus, Narwal
5. Hand out Brainstorming Sheet: Begin brainstorming ideas for combinations of animals - must be at least two, can include imaginary parts.

Day Two:

Continue Brainstorming - students must have a sketch in order to proceed to armature stage. Sketch must include at least three views: Side, front/back, top/bottom - explain how multiple sides must be drawn to translate into a 3-dimensional object.

Days Three-Five:

Demonstrate how to build an armature. Students may work in pairs to help each other build their armatures. Emphasize using materials wisely - no wasting tape, safety measures with wire and pliers.

Days Six-Twelve:

Demonstrate applying paper mache, avoiding bumps and loose pieces. Only use large pieces on large areas, smaller pieces work best, especially in corners and crevices. Continue working on paper mache, one side at a time so it doesn't stick to anything while it dries.

Students who finish early may help others, and work on their color designs - must have a base color and at least 3 different patterns.

Days Thirteen-Twenty:

Begin painting base coat, at least two coats to cover newspaper completely.

Paint patterns - outlining them with a contrasting color makes them stick out more.

Display:

Display with narratives written in Language Arts.

Project Name: **Alebrijes**

Name: _____ Period: _____

PERSONAL INSIGHT/ PREPARATION	Mastery: I've got it!	Approaching: I'm almost there!	Developing: I'm getting better.	Beginning: I need some help.
Final work exhibits intention and unique concept	My design is unique, thoughtful and very different from everyone else's.	My design is kind of unique and somewhat different from everyone else's.	My design is not original. Some of my design may be the same as someone else's.	I did not try on my design. My design might be exactly the same as someone else's.

MEDIA USE	Mastery:	Approaching:	Developing:	Beginning:
Composition	My creature looks good from every angle.	My creature looks good from most angles.	My creature looks good from one or two angles..	My creature may only look good from one angle.
Construction	Armature is well-constructed, strong and sturdy. My creature is able to balance the way I want it.	Armature is mostly strong and sturdy, with some small weak spots. My creature has mostly good balance.	Armature has many weak spots, resulting in some breakage. It may be a little unbalanced.	Armature is poorly constructed, resulting in large pieces falling off. It does not have any balance and falls over.
Use of Elements & Principles	My colors and patterns are very unique and interesting. I have more than three different patterns.	My colors and patterns are good and somewhat interesting. I have three different patterns.	My colors are kind of muddy and patterns are not very interesting. I have 1-2 different patterns.	My colors are very muddy and patterns are messy or not used.

WORK PROCESS	Mastery:	Approaching:	Developing:	Beginning:
Craftsmanship - Neat, accurate, clean - Control of tools	My papier mache is applied very well with no large bumps or wrinkles. My painting is clean and neat.	My papier mache is applied mostly well with few large bumps or wrinkles. My painting is mostly clean and neat.	My papier mache has a few large bumps or wrinkles. My painting technique and patterns are kind of messy. I need to slow down when working.	My papier mache is very sloppy with many large bumps and wrinkles. My painting technique is very sloppy.
Studio Dispositions: - On task, responsible, independent, positive attitude	I am always focused and working quietly. I am responsible. I always accept challenges and try my best.	I am usually focused and working quietly. I am usually responsible. Sometimes I need help. I sometimes accept challenges and try my best.	I am not usually focused. I need help to stay on task. I need to work on being responsible. I need directions repeated a lot. I don't like challenges.	I am almost never focused. I keep others from learning. I do not follow directions. I refuse to challenge myself.

RUBRIC POINTS: _____/50