

Huichol Yarn Painting

Grade Levels: 6th-8th



Supplies:

- 8x10 Mixed Media paper
- Pencil
- Eraser
- Glue bottle
- Multiple colors of yarn
- Presentation that displays historical and cultural information for lesson
- Reflection/artist statement sheets (at end of lesson plan)

Standards:

Sixth	Seventh	Eighth
VA6.CR.1 Visualize and generate ideas for creating works of art. a. Visualize new ideas by using mental and visual imagery. b. Explore essential questions, big ideas, and/or themes in personally relevant ways. c. Incorporate a variety of internal and external sources	VA7.CR.1 Visualize and generate ideas for creating works of art. a. Visualize and connect new ideas using mental and visual imagery. b. Interpret essential questions, big ideas, and/or themes in personally relevant ways.	VA8.CR.1 Visualize and generate ideas for creating works of art. a. Use mental and visual imagery to visualize and connect new ideas to establish personal artistic voice. b. Investigate essential questions, big ideas, and/or

<p>of inspiration into works of art (e.g. internal inspiration – moods, feelings, self-perception, memory, imagination, fantasy; external inspiration – direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).</p> <p>d. Formulate and compose a series of ideas using a variety of resources (e.g. imagination, personal experience, social and academic interests).</p> <p>VA6.CR.2 Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.</p> <p>a. Produce original two-dimensional works of art using a variety of media (e.g. pencil, marker, pastel, paint, printmaking materials, collage materials, media arts).</p> <p>b. Produce three-dimensional works of art using a variety of media/materials (e.g. clay, papier-mâché, cardboard, paper, plaster, wood, wire, found objects, fiber).</p> <p>c. Use technology in the production of original works of art.</p> <p>d. Produce works of art that represent a range of intentions (e.g. realistic, abstract, nonobjective).</p> <p>VA6.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.</p>	<p>c. Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration – moods, feelings, self-perception, memory, imagination, fantasy; external inspiration – direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).</p> <p>d. Formulate and compose a series of connected, personally relevant ideas using a variety of resources (e.g. imagination, personal experience, social and academic interests).</p> <p>VA7.CR.2 Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.</p> <p>a. Produce original two-dimensional works of art using a variety of media (e.g. pencil, marker, pastel, paint, printmaking materials, collage material, media arts).</p> <p>b. Produce three-dimensional artworks using a variety of media/materials (e.g. clay, papiermâché, cardboard, paper, plaster, wood, wire, found objects, fiber).</p> <p>c. Use technology in the production of original works of art.</p> <p>d. Produce works of art that demonstrate awareness of a range of intentions (e.g. realistic, abstract, non-objective).</p>	<p>themes in personally relevant ways.</p> <p>c. Incorporate a variety of internal and external sources of inspiration into works of art (e.g. internal inspiration – moods, feelings, self-perception, memory, imagination, fantasy; external inspiration – direct observation, personal experience, events, pop culture, artists and artwork from diverse cultures and periods).</p> <p>d. Formulate and compose a series of connected, personally relevant ideas using a variety of resources to develop a point of view (e.g. imagination, personal experience, social and academic interests).</p> <p>VA8.CR.2 Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.</p> <p>a. Produce original two-dimensional artworks using a variety of media (e.g. pencil, markers, pastel, paint, printmaking materials, collage materials, media arts).</p> <p>b. Produce three-dimensional artworks using a variety of media/materials (e.g. clay, papiermâché, cardboard, paper, plaster, wood, wire, found objects, fiber).</p> <p>c. Use technology in the production of original works of art.</p> <p>d. Produce works of art that demonstrate understanding of a range of intentions (e.g.</p>
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<p>a. Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.</p> <p>b. Demonstrate quality craftsmanship through proper care and use of tools, materials, and equipment.</p> <p>c. Utilize and care for materials, tools, and equipment in a safe and appropriate manner.</p> <p>VA6.CR.4 Incorporate formal and informal components to create works of art.</p> <p>b. Create works of art reflecting a range of concepts, ideas, and subject matter by incorporating specific elements and/or principles.</p> <p>VA6.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</p> <p>a. Discover, define, and solve visual problems through experimentation with ideas, materials, and techniques.</p> <p>VA6.PR.1 Plan, prepare, and present completed works of art.</p> <p>b. Write an artist statement by reflecting on finished works of art.</p> <p>VA6.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</p> <p>a. Identify how the issues of time, place, and culture are reflected in selected works of art.</p>	<p>VA7.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.</p> <p>a. Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.</p> <p>b. Demonstrate quality craftsmanship through proper care and use of tools, materials, and equipment.</p> <p>c. Utilize and care for materials, tools, and equipment in a safe and appropriate manner</p> <p>VA7.CR.4 Incorporate formal and informal components to create works of art.</p> <p>b. Create works of art reflecting a range of concepts, ideas, and subject matter by incorporating specific elements and/or principles.</p> <p>VA7.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</p> <p>a. Discover, define, and solve visual problems with increasing independence through experimentation with ideas, materials, and techniques</p> <p>VA7.PR.1 Plan, prepare, and present completed works of art.</p> <p>b. Write an artist statement by reflecting on finished works of art.</p>	<p>realistic, abstract, non-objective).</p> <p>VA8.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence.</p> <p>a. Demonstrate a variety of skills and techniques for two-dimensional and three-dimensional works of art.</p> <p>b. Demonstrate quality craftsmanship through proper care and use of tools, materials, and equipment.</p> <p>c. Utilize and care for materials, tools, and equipment in a safe and appropriate manner.</p> <p>VA8.CR.4 Incorporate formal and informal components to create works of art.</p> <p>b. Create works of art synthesizing a range of concepts, ideas, and subject matter by incorporating specific elements and/or principles.</p> <p>VA8.CR.5 Reflect on, revise, and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.</p> <p>a. Discover, define, and solve visual problems independently through experimentation with ideas, materials, and techniques.</p> <p>VA8.PR.1 Plan, prepare, and present completed works of art.</p>
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<p>VA6.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</p> <p>a. Identify universal themes in works of art from diverse cultures, both past and present.</p> <p>b. Articulate reasons for making art throughout history, including the mutual influence of history, culture, and art.</p> <p>c. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.</p>	<p>VA7.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</p> <p>a. Identify how the issues of time, place, and culture are reflected in selected works of art.</p> <p>VA7.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</p> <p>a. Identify universal themes in works of art from diverse cultures, both past and present.</p> <p>b. Articulate reasons for making art throughout history, including the mutual influence of history, culture, and art.</p> <p>c. Identify specific knowledge and skills from other disciplines that inform the planning and execution of works of art.</p>	<p>b. Write an artist statement by reflecting on finished works of art</p> <p>VA8.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world.</p> <p>a. Interpret how the issues of time, place, and culture are reflected in selected works of art</p> <p>VA8.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</p> <p>a. Identify universal themes in works of art from diverse cultures, both past and present.</p> <p>b. Articulate reasons for making art throughout history, including the mutual influence of history, culture, and art.</p> <p>c. Identify specific knowledge and skills from other disciplines that inform the planning and execution of artworks.</p>
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Learning Objectives:

- Learn about the history of Huichol yarn painting.
- Emulate plant and animal motifs with symbolic meanings like in Huichol yarn painting.
- Use yarn (a fiber material) to create a two-dimensional art piece.
- Reflect on own artwork and how it relates to another culture's artwork.

Plan:

Teacher Preparation

- Day 1: You will need the presentation, chromebooks, pencils, erasers, paper, glue and yarn.
- Day 2: You will need the presentation, glue and yarn.
- Day 3: You will need the presentation, glue, yarn, pencils, erasers, reflection/statement sheet.

Class Time

Day 1

Seat students and bring them to attention for the presentation and instruction.

Share with students that we will be learning about the Huichol Yarn Painting. Share the following information with the presentation.

The Huichol are indigenous people of Mexico, who also have communities in the United States generally in California, Arizona, New Mexico and Texas. The yarn painting artform originates from their religious history of ceremonial tablets called nierika. They were traditionally made with local materials for rituals. Today, they are made by pressing yarn into wax and resin on boards. While they are now made with modern materials and sometimes for commercial purposes, artists still use traditional patterns and symbols. Plant and animal motifs or imagery are used to symbolize gods and other significant aspects of their religion. Examples include deer, corn, peyote, toto, zig zag lines, and butterflies.

Explain to students that while we may be from different places and believe different things, we can appreciate the history and technique that goes into the art of the Huichol. In our appreciation of this art form, we will emulate symbolism and use similar materials.

Instruct students to pick a plant or animal that has significant meaning to them. They can use their chrome books to research symbols and meanings. Instruct students to draw their chosen plant or animal with their pencil and decorate the remaining space with a pattern.

Allow students to work, monitor progress, and provide support as needed. After giving students time to get a good start, walk around and chat with students about what their imagery means to them. This can help encourage them to be authentic and intentional in their choices.

As class ends, guide clean up and dismissal procedures.

If class time allows, you can do a demonstration on how to glue the yarn on a sketch as a closing activity.

Day 2

Written by Madison Pritchard-Martenn

Refresh students' memory on Huichol yarn painting.

Provide a demonstration on how to glue the yarn onto their drawing. Use the glue bottle to draw a tiny line of glue where your yarn will go. Compare it to tracing the line for the yarn to follow. Instruct them to not put too much glue on the paper at one time. They can go a little at a time and snip the yarn when they need to change color or make a separate shape.

Instruct students to begin working on their pieces. Encourage them to reflect on the meaning of the symbol and what significance it means to them as they work.

Monitor progress and provide help as needed. As students work, walk around the room and start brief chats about what they are making and what it means to them. This is meant to encourage them to reflect and be authentic in their art making.

Before cleaning up and dismissal, assess how far along students are and how much more work time they will need.

As class ends, guide clean up and dismissal procedures.

Day 3

Refresh students' memories about Huichol yarn painting. Instruct that today will be mostly a workday. If students finish early, they may complete an artist statement/reflection sheet.

Instruct students to get their artwork and supplies. Instruct students to begin working.

Monitor student progress and provide help as needed. Engage with students as they work with encouragement and inquiry.

If/as students finish, guide their transition to letting their artwork dry and completing a reflection/artist statement sheet.

As class ends, guide clean up and dismissal procedures.

Day 4

Refresh students on the Huichol yarn painting project. Instruct students that today their artworks should be completed, and they should complete a reflection/artist statement sheet.

Allow students to get supplies, artworks, and sheets to complete the lesson.

Monitor progress and guide transitions. As students write their reflection and statement, encourage them to answer questions fully.

When all students are done, use the remainder of class time for an informal critique or for students to share what they made with the class.

Possible Accommodations:

- Visual Checklists at students' desks or tables. Presentation slides can also act as a visual checklist of tasks.
- Visual Timers for tasks or for overall work time.
 - (Pick an appropriate time based on your students age, development, and skills)
 - If you need to use your smartboard for a visual timer, you can print the presentation slides as posters or find a way to layer the timer window above the presentation's window. You may be able to use Canva, Classroomscreen, or similar applications to display the presentation instructions with a timer.
- You can provide a break between steps for students who need movement. You can also provide a break in the creation process that allows students to walk around the room and see what others are working on.
- Sensory Aversion: Some students might have an aversion to glue on their fingers. Gloves or maneuvering yarn with tweezers can prevent students from having glue on their hands.
- Students who struggle with writing may benefit from talking their responses out for the artist statement before writing their final response down or may benefit from having a scribe/talk-to-text option.

Artist Statement /Reflection

Name: _____

Artwork Title: _____

Describe your artwork.

What plant or animal did you choose? Explain why you chose that plant or animal.

Do you think people can appreciate your artwork without feeling the same way about your plant and animal? Explain your answer.

How is your artwork similar to the art of the Huichol?
