

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Spanish III
Unit 9
Culture – Spanish Artists

How to Use this Unit

Essential Question: How does art reflect—and influence—Hispanic life?

What should the students be able to do:

Elements

- MLIII.1A Express needs and desires.
- MLIII.1D Give detailed descriptions.
- MLIII.1F Ask questions and provide responses based on suggested topics.
- MLIII.2A Participate in an oral or written exchange in the present.
- MLIII.3B Understand culturally authentic materials and information.
- MLIII.4B Produce brief oral presentations in the present with increasing accuracy.
- MLIII.4D Begin to prepare presentations in the past.
- MLIII.5B Prepare and present original skits.

What the students should know:

Telling time

Present tense verbs : ir (go), mirar (look at), ver (see), admirar (admire), ser (be—characteristics), estar (be—location)

Question and sentence word orders

Adjective agreement

Gustar (like)

The months, dates and days of the week.

Summative Performance-Based Assessment #1

Elements: MLIII.4D, MLIII.3B

Las Meninas

Student Task:

You are on a trip through Europe’s “must see” art museums and the Prado in Madrid is on your itinerary for today. You take the metro from your hotel in the Puerta del Sol to the Goya stop near the Prado. You have seen other paintings where the artist has included himself in the painting and are anxious to see “Las Meninas” by Velázquez. This work was painted in 1656 near the end of his life and shows Velázquez at his easel with various members of the royal family and their attendants in his studio. Is the artist painting a portrait of the king and queen as they are reflected in the mirror? Or was he painting the children and their parents who have entered the room and thus their reflection?

<http://www.ibiblio.org/wm/paint/auth/velaquez/velazquez.meninas.jpg>

Have you ever looked at pictures and then thought, “Who took this?” Wouldn’t it be cool to know “who” took the picture by having that person included in the picture?

Teacher Note: The teacher will stage a “moment in time” event to take place in front of the students. Examples: Pre-arrange with a student for him or her to suddenly begin singing during class. Pre-arrange with the principal or another teacher to enter the classroom and perform a shocking or amusing behavior.

After the occurrence, students will be given paper and drawing materials to recreate this moment in time as Velázquez did in *Las Meninas*. In their drawings they should include themselves, reacting to the event as well as the actual participants. Following creating their drawing, they should write a description of the event depicted in the drawing.

OR

Pre-arrange a moment in time at home during a family gathering with an interrupting event. Capture this on film. Write a description of “your” event.

Scoring Rubric:

3 – Exceeds expectations

* all participants were included; errors, if any, in grammar, spelling, capitalization and punctuation do not interfere with communication

2 – Meets expectations

* most participants were included; errors in grammar, spelling, capitalization and punctuation do not interfere with communication

1 – Approaches expectations

* a few participants were included; errors in grammar, spelling, capitalization and punctuation may interfere with communication

U - Unsatisfactory

*failed to include participants

Performance Based Assessment #2

Elements: MLIII.3B, MLIII.1F, MLIII.4B, MLIII.5B

Pablo Picasso

Student Task:

You are visiting the town of Guernica in northern Spain and remember a brief mention of the town in your history class in regards to World War II and Franco. Once you return to Madrid you make the effort to see the famous painting of “Guernica” by Pablo Picasso at the Reina Sofía Museum. Prior to going, you need to know where the museum is located, which metro stop to get off, its hours, entrance cost, specific days the museum is open, how large is the painting (which you know will be given in metric!!) and what color of crayola did the artist use?



Título: Guernica

Autor: Pablo Picasso

Fecha creación: 1937

Dimensiones: 349,3 x 776,6 cm

Técnica y materiales: Oleo sobre lienzo

Información

Horarios

Sede principal: Santa Isabel, 52

Lunes a sábado de 10,00 a 21,00 h.

Domingo de 10,00 a 14,30 h.

Martes, cerrado.

Los días festivos que el museo cierra sus puertas, son:

24, 25 y 31 de diciembre.

1 y 6 de enero.

1 y 15 de mayo.

9 de septiembre.

9 de noviembre.

Palacios de Velázquez/Cristal

De octubre a abril incluidos: lunes a sábado, de 10:00 a 18:00 h.

Domingos y festivos, de 10:00 a 16:00 H.

De mayo a septiembre incluidos: lunes a sábado, de 11:00 a 20:00 h.

Domingos y festivos, de 11:00 a 18:00 h.

Martes cerrado

Los días festivos que el museo cierra sus puertas, son:

24, 25 y 31 de diciembre.

1 y 6 de enero.
1 y 15 de mayo.
9 de septiembre.
9 de noviembre.

Precios de entrada
Tarifa general: 6 euros

Reducción del 50%:
Carné de jóvenes, carné de estudiante o sus correspondientes internacionales y grupos vinculados a instituciones de carácter cultural o educativo.

Exentos de pago:
Menores de 18 años, mayores de 65 años o jubilados, y desempleados. Amigos del Museo. Miembros del Patronato del Museo. Periodistas en el ejercicio de su actividad profesional. Guías Nacionales de turismo. Personal adscrito a Instituciones Museísticas. Voluntariado cultural y educativo.

Entrada gratuita
Sede principal, Sta. Isabel, 52:
Sábado desde las 14,30
hasta las 21,00 h., y domingo de 10,00 a 14,30 h.

Días de visita gratuita:
18 de mayo, 12 de octubre y 6 de diciembre.

Importante:
Es gratuito, en horario habitual, el acceso a Espacio UNO, Biblioteca, Librería, Tienda, Cafetería y Restaurante del Edificio Nouvel. Son gratuitos los accesos al Palacio de Velázquez y al Palacio de Cristal

Precios especiales

Abono Paseo del Arte 14,40 euros
Abono conjunto con el que se pueden visitar, una vez, el Museo del Prado, el Museo Thyssen y el MNCARS. Duración: 1 año

Tarjeta anual múltiple 36,06 euros
Con esta tarjeta se pueden visitar el Museo Nacional Centro de Arte Reina Sofía, el Museo Nacional del Prado y los Museos Estatales adscritos a la Dirección General de Bellas Artes y Bienes Culturales, tantas veces como se desee a lo largo del año.

Plaza Santa Isabel,52 - 28012 MADRID

Prepare a telephone dialogue between yourself and an employee at the information desk at the Reina Sofia Museum. You are calling in regards to information about the museum: hours, cost exhibits, etc. Another student must also research information about the museum as he/she will be the employee. Use no fewer than five conversational exchanges with the employee. You may use note cards to aid your responses.

Scoring Rubric:

3 – EXCEEDS EXPECTATIONS

- Conversation was successful. All information was given.
- Pronunciation was free of major errors and is easy to understand.
- Errors in grammar may occur but do not impede understanding.

2 – MEETS EXPECTATIONS

- Conversation was completed, but note card use was necessary.
- Pronunciation errors occurred but did not impede understanding.
- Some grammatical errors may occur but did not impede understanding.

1 – APPROACHES EXPECTATIONS

- Frequent prompting must be given to complete the conversation.
- Pronunciation impedes understanding.
- Grammatical errors impede understanding.

U - UNSATISFACTORY

- Conversation was read from cards.
- Pronunciation errors greatly impede understanding.
- Grammatical structure greatly impedes understanding due to several errors

Performance-Based Assessment #3

Elements: MLIII.3B

Are You “Cubist?”

Student Task:

Pablo Picasso’s work cannot be classified as one particular style as he attempted to work at different times in all mediums and styles. Today, he is probably best known for his cubist work. He and his good friend George Braque are considered to be the founders of the Cubist Movement.

His cubist expression is one that attempts to show a subject in a three dimensional manner on a flat surface. Therefore, they often appear misplaced or to have multiple features. Example: “Las Meninas”



Having seen this painting earlier at the Prado done by Velázquez, you begin to wonder what other things would look like if done in a cubist style. What about yourself? Have you ever been to the fun house at an amusement park and seen yourself in one of those mirrors that distort the image? Find a picture of you and try your hand in the cubist style. Then write a description of your piece of art.

Scoring Rubric:

3 – EXCEEDES EXPECTATIONS

- Evidence of maximum effort
- Exceptionally creative
- Used muted colors as did Picasso
- Errors, if any, in grammar, capitalization and punctuation do not interfere with communication

2 –MEETS EXPECTATIONS

- Shows effort
- Shows some creativity
- Used some appropriate colors
- Errors in grammar, capitalization and punctuation do not interfere with communication

1 – APPROACHES EXPECTATIONS

- Shows marginal effort
- Lacking creativity
- Used non-muted colors
- Errors in grammar, capitalization and punctuation may interfere with communication

U - UNSATISFACTORY

- Shows no evidence of effort
- Appears to have been done quickly
- No colors used
- Errors in grammar, capitalization and punctuation interfere with communication.

Performance-Based Assessment #4

Elements: MLIII.1D, MLIII.1B, MLIII.2A

Salvador Dalí

Student Task:

The last stop on your museum tour for Spain is in Figueras. Here you will find an amazing museum of a famous but bizarre artist, Salvador Dalí. Dalí was a surrealist artist who used many mediums in his expression of reality as well as fantasy in his work. Even the outside of his museum reflects his surrealistic flair. This can be seen at <http://www.salvador-dali.org/eng/fmuseum.htm>, where you'll see the exterior of the museum with the large eggs and Oscar award-looking figures on the roof.

You are very intrigued by the outside of the museum and are anxious to see some of Dalí's work. You search the web: <http://www.virtualdali.com> where you find many of his paintings. For some reason you zero-in on the time frame of 1928-1935.

You get so into Dalí that you decide to write your Spanish teacher because she is such an art enthusiast. She will be impressed that you are practicing your Spanish during summer vacation, so you write your cards in Spanish. Tell her about one painting you really liked and one you didn't care for. You include the name of the paintings and what you think each represents. You describe them as best you can, as some are difficult to understand, and include why you liked or didn't like them. There were so many to choose from, you wished you had more euros to buy a book of Dalí to share instead.

Scoring Rubric:

3 – EXCEEDS EXPECTATIONS

- Contains 6 or more sentences for each painting.
- Contains all required information (description; why liked or not)
- May contain errors in grammar, spelling and punctuation that do not interfere with comprehension.

2 – MEETS EXPECTATIONS

- Contains 4-5 sentences for each painting
- Contains all of the required information (description; why liked or not)
- May contain errors in grammar, spelling and punctuation, but they rarely interfere with comprehension.

1 – APPROACHES EXPECTATIONS

- Contains 3 or fewer sentences for each painting.
- Contains most of the required information (description; why liked or not)
- Makes errors made in grammar, spelling and punctuation that interfere with comprehension.

U – UNSATISFACTORY

- No attempt was made

Interdisciplinary Instructional Tasks

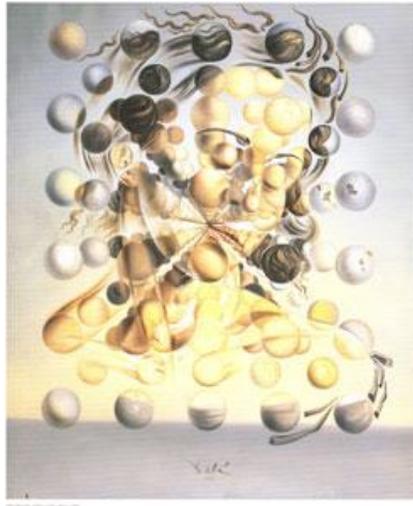
Interpersonal Communicative Tasks

1. Do you want to play? (P.E.)

You are visiting the Prado museum. You notice the painting by Goya, “Blindman’s Bluff.” You think this might be fun to recreate this game for the class. What other game- focused paintings did you find?

2. Did you hear about . . . ? (Language Arts)

Gossip makes the world go round. It is closing time at an art museum, and when the tourists leave, the paintings come alive. The following paintings are hanging next to each other. The paintings are skeptical about the “new guy” in town. One of them likes his work, where the other does not. Write a conversation between them with 5 exchanges from each one as they share gossip about this new artist in town.



3. Artist Showing

You have found out that an exposition of Spanish Artist Paintings is going to be in your city. You would like for your teacher to take your Spanish class. She has said that would be fine, but wants you to call and get the information for the trip (where it's being held, what are the hours of the showing, how much does it cost and is there a group rate). Write a short telephone conversation between you and the museum's information office.

Interpretive Communication Tasks

3. *For Whom the Bell Tolls* (Language Arts, Social Studies)

After viewing the film, write a plot summary, one page in length in Spanish, about the film.

4. ¡No entiendo! (Language Arts, Science)

In viewing these many pictures and reading the reviews, you have found many different adjectives that you are unfamiliar with. Research the meaning of the following adjectives and make a “pictogram” (a word represented by pictures) in Spanish of each one.

- Geometrically
- Abstract
- Cubism
- Intensity
- Warm
- Cool
- Matte
- Glossy
- Distortion
- Metal
- Illumination
- Woven
- Mosaic
- Reflective
- Opaque

5. UGGGGG! Your little brother! (Language Arts, Science)

You have been assigned by your art teacher to recreate the famous Goya painting “Saturn Devouring One of his Children.” You sit down to get started but can’t find the markers and paints. You find out your little brother took them to a friend’s house and left them there. You are left with your imagination on how to complete this assignment using things around your house.

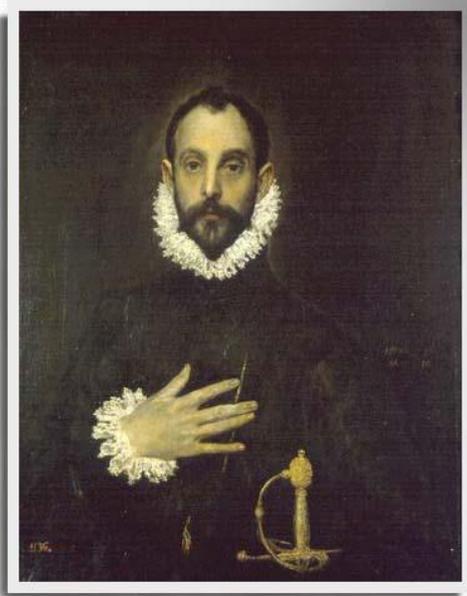
6. 100 Pieces (Language Arts)

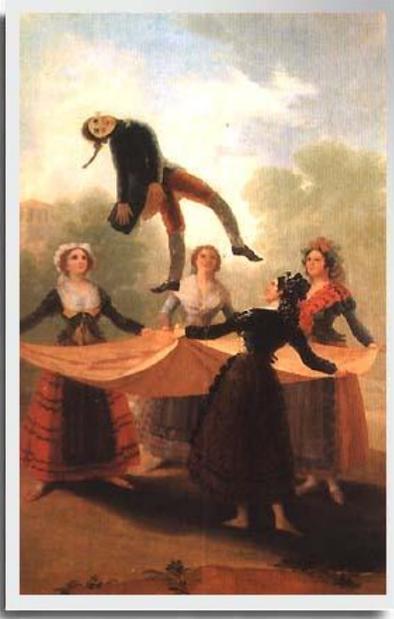
After many hours of painting, the artist is struggling with what to title his work. After putting together the puzzle pieces to recreate a famous painting, title your masterpiece so it can be hung in your classroom gallery.

Teacher note: Go to <http://www.museoprado.mcu.es> and choose approximately ten paintings to print off. Cut these up into puzzle pieces. Give the students the pieces and the copy of the print to see if they can reassemble the picture. Keeping the number of pieces the same, you can make this a competition.

7. **If the paintings could talk. (Language Arts)**

Have you seen those little conversation bubbles that people stick on photos to show what the person might be saying? You are in a Spanish art museum and looking at the following paintings. What do you think each one is thinking? Write a “thought bubble” for each one.





Presentational Communication Tasks

8. “Las Meninas” (Art)

Velázquez has drawn the outline of his most recent work of art and has hit a stumbling block on what colors to use. Help him out by coloring the picture. Imagine that you are Velázquez, explain to the class what is going on in the painting.

Teacher Note: Go to <http://www.cyberspain.com/colorme/netscape/pinta52.htm>
Copy off “The Maids of Honor” by Velázquez for the students to color.

9. *El País* (Social Studies, Language Arts, Geography)

You are a newspaper reporter for *El País*, a newspaper in Spain. The reporter that was going to do an article on the recent bombings in the Basque town Guernica, has just called in sick. You have been assigned the article but only have his notes and the article is due in an hour. Using the notes, write the article.

Sus Notas:

16:30 26/abril/1937

Aviones alemanes e italianos

Basque

3.500 personas

Lunes, día de mercado 5000 personas

1650 muertos

20 bombas de 2 toneladas

Tres cuartas partes de los edificios fueron destruidos

10. Art Critic (Language Arts)

You are a renowned art critic writing for a Spanish newspaper. You have been asked to review some of the paintings by the Spanish artist Miró. At the website <http://www.mcs.cshay/ward.edu/~malek/miro> you will see his paintings. Write a critical review (one paragraph) using some of the adjectives from your previous Pictograms

11. It costs HOW much?!?! (Math)

You are the curator of an art museum and some paintings were stolen last night. You need to replace a painting from each of these collections: Goya, Murillo, Greco and Dalí. The museum has asked you to write an appraisal for each painting describing them in great detail. Visit the website:

<http://www.artprice.com/start.aspx> in order to get the necessary information. You will be amazed at the cost of each painting. Share your information with the class.

12. Wear your art on your shoes (Art)

Have you heard the phrase “Wear your heart on your sleeve?” Choose a painting of any Hispanic painter that you like and try to recreate your painting on an old pair of shoes. You could be wearing Picasso on your feet!

13. Tu Familia (Art, Language Arts)

In the Prado museum you have seen the painting “La Familia de Carlos IV” by Goya. Draw your family’s portrait or one for an “invented” family. Make sure you include a background that helps to show something about your family. Share with the class your drawing telling who each person is, their age, their relationship to you and where each person lives. Perhaps you will include a faceless figure to represent a future addition to your family, as Goya did.

14. Un Artista Famoso (Language Arts, Art)

Choose a famous artist from a Spanish-speaking country. Design a poster that gives a mini biography of the artist and displays some of his work. You may make your biography in collage form, using photocopies of the art, or you might decide on a more traditional format, including a typed caption under each piece of art. Be creative in your selections any layout.