

Teaching Spanish Through Hispanic Art

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Instructional Plan Title: Teaching Spanish Through Hispanic Art

Keywords: Maps. Art, music, language, food, and culture

Curriculum Area: Spanish

Grade Level: Nine to twelve

Size group: Whole class (8 to 12 students)

Time to Complete Instructional Plan:

Four weeks culminating project over a three-month period

This plan will lead to these Instructional Objectives:

1. Students will learn about the importance of Spanish language in U.S.A.
2. Students will learn the geography of Hispanic world.
3. Students will create a picture of their favorite artist and write about him/her.
4. Students will be able to communicate in Spanish what they have learned.
5. Students will learn to recognize and respect cultural differences.
6. Students will learn to sing Spanish songs and able to translate them.
7. Students will learn about the differences of Hispanic art of Hispanic countries
8. Students will learn about the connection between art and language.

Indiana State Proficiencies:

1.4.2 Students demonstrate an understanding of the concept of culture though comparisons of the culture's studies and their own.

2. Students will acquire information and recognize the different Hispanic countries of the world.

Materials and resources

Maps

nationalgeographic.com

Art calendar

Smithsonian

American Art Museum <http://nrnaa-rvther.si.edu/1001/index.html>

Hoosier Artist <http://www.ulib.iuyui.edu/imls/hoosierar.html>

Books

Somos Así 1
Dictionaries
Corbis Images
ArtistNet

Paintings
Draw a painting of Picasso and make a calendar

Music
De Colores
La Mar estaba Serena
Buenos días, Cómo estás
Cielito Lindo
Manantial de Caricias

Movies
Selena
El Zorro

Picture cards

Preparation

" The purpose of this lesson is to introduce the Hispanic culture and language.

" Collect all the materials from museums, stores and other sources.

" Calendars, posters, movie, music tapes, maps and picture cards (paints if possible)

Week One

" Students will play a game called "picture cards."

" Each student will show her/his peers which country he/she is interest in learning more about. In the textbook they will find the vocabulary they need.

" Students will learn two lines of the De Colores song every day.

" Students will watch a movie about the history of Spain in America.

" Students will paint a Picasso painting to learn about colors and a calendar to learn the numbers.

" Students will bring pictures of famous painters from Spain to show to the class.

" Students will write a recipe for Sangría (Spanish drink).

Week Two

Books
Somos Así I
Dictionaries
Corbis Images
Artist Net

Food

Paella, sangría and turrón (Spain)

Music

La mar estaba Serena and De Colores (Spain)

Manantial de Caricias (Hispanic from the U.S.A.)

Movies

Selena

El Zorro

Picture cards

Preparation

" The purpose of this lesson is to introduce Latin American culture using pictures of famous Latin American people known in the U.S A (Gloria Estefan, Plácido Domingo, Cristina Aguilera etc.).

" Collect all the materials from museums, stores and other sources and send materials to the students in the 14 different schools.

" Calendars, posters, movies, music tapes, maps and picture cards (paints if possible)

Week Three

" Students will play a game called "picture cards."

" Each student will show her/his peers the picture of a famous person and the class has to tell the name, the country he or she is from and what the person does. In the textbook they will find the vocabulary they need.

" Students will learn two lines of the song De Colores every day.

" Students will watch a movie, El Zorro, to learn about the ties between the U.S.A., Spain and Mexico.

" Students will make a painting of a famous Spanish artist and a calendar with a picture of Columbus' trip to America and all the information they find about it.

" Students will bring something from Spain to show to the class.

Week Four

" Students will make a map of Spain using colors. They are expected to write the names of the cities and Provinces.

" Students will be able to write complete Spanish sentences describing how to get to Spain.

" Students are expected to read the words of the song (De Colores).

" Students will be able to write a description of an artist (where he/she is comes from, how tall he/she is, etc...).

" Students will have to make Sangría (Spanish drink), and to share it. (This will de done on Friday as part of the class.

Students' assessments:

_____ Students' participation and work

_____ Students will write a short presentation, sing a song, making a drink or do a painting using the target

language.

_____ Students will have the opportunity to grade his/her work and explain why they think they should get this grade.

This instructional plan can be extended through three months by using new countries, new activities (dancing), and doing cultural crafts (necklaces).

These activities are applicable to parents and proctors, too. Parents and proctors can help the students to find information about the ethnic objects that students will show to the class.

Teacher notes: This plan gives students the opportunity to learn about some of the many Hispanic countries; even though they share the same language, the countries vary in art, culture, and even usage of the target language. Studying about food, music, art, and national costumes will help students develop language skills and knowledge about similarities and differences of Hispanic countries. Activities and games will give the students the opportunity to socialize, work, learn, and speak a new language together.