Art Lesson Plan

Huichol Yarn Paintings

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LESSON PLAN: HUICHOL YARN PAINTINGS

Topic:

For hundreds of years, Huichol Indians of Mexico have created paintings made from yarn. These yarn paintings are known as Neirikas. The Huichol people take beeswax which they melt in the sun, and spread it over a piece of wood. They then push coloured yarn into the wax to create images. These works are used to express stories and relations with the spiritual world. The themes in these paintings are those of gods and natural forces. They include common symbols such as sun, moon, deer, snakes and flowers.

Grade: 5-6

The complexity of the lesson can be increased to accommodate different age levels.

Learning Objectives:

- Understand the role of yarn pictures in the culture of the Huichol people
- Recognize and identify Huichol yarn pictures
- Understand how symbols are used in art and culture
- Understand and appreciate the art of different cultures
- Describe and analyze the visual and textile qualities of yarn paintings
- Use symbolism to describe a significant event or personal story
- Use pattern, colour, and repetition to create yarn painting composition
- Use simple design with natural or animal shapes
- Use shapes within shapes to break up larger shapes

Art Media: Yarn Painting

Art Technique: Yarn Painting

Materials:

- Cardboard (- about 5" x 6" to 7" x 8").
- Pencil.
- Yarn - all colors.
- White glue.
- Books that show examples of the Art of Mexico.

Vocabulary:

- Nerikas – yarn painting in Spanish
- Symbol and symbolism
- Natural shape
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- Pattern
- Repetition
- Complimentary and contrasting colours
- Visual and tactile texture

**Motivation:**

- Read *The Journey of Tunuri and the Blue Deer: A Huichol Indian Story* by James Endredy and María Hernández de la Cruz.
- Allow students to research Huichol yarn paintings on the internet
- Provide example of yarn painting in class and allow the students to touch and get a closer look.
- Discuss common symbols such as sun, moon, deer, snakes and flowers.
- Use Mexican artist Jose Benitez Sanchez as an example and show some of his work.

**Preparation:**

- Look at pictures to get ideas for designs
- Practice making shapes with in shapes
- Practice filling in small space with yarn
- Do some of sketches for yarn paintings

**Procedure:**

1. After allowing the students time to create some sketches and decide on an image, have the students draw their final idea on cardboard. Remind the students to leave lots of space between lines because the yarn is thicker than pencil lines.
2. Provide each table or group with a sufficient supply of yarn and make sure the yarn is cut into manageable lengths.
3. Have the students spread a small amount of glue onto one side of the cardboard.
4. Remind the students to work from one side to another, for instance left to right or right to left filling in as they go.
5. Be sure the students to flatten the yarn as they work and make sure that no background shows through between the yarn.
6. Once the students have finished, be sure they have flattened the yarn and allow the painting to dry.

**Clean up:** Give each student the responsibility of cleaning up and tidying their working area

**Response:** Once finished the activity and clean up ave the students write a response in their journal about this activity and their learning experience. Briefly review and write the key vocabulary and concepts on board before the students write their response

**Assessment:**
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- Student participation and engagement
- Understanding and use of the elements of art, such as shape, color, and symbolism
- An appreciation and respect for the art and symbols of other cultures
- Yarn paintings that reflect a story, use symbolism, and reflect Huichol designs
- Demonstration of understanding of the role of the yarn paintings in the Huichol culture
- Recognition and identification of yarn paintings
- Description and analysis of the visual and textile qualities of yarn paintings
- Description of the tools, materials, and techniques used to make the yarn paintings
- Understanding and use of natural or animal shapes as well as shapes within shapes

**QEP Visual Art Competencies**

**COMPETENCY 1 - TO PRODUCE INDIVIDUAL WORKS IN THE VISUAL ART**

In the QEP section Visual Arts Competency 1 it discusses that by the end of Cycle three, the students are able to talk about aspects of his/her creative experience that are personally meaningful. In this art activity, the students will be able to explain what they have learned, for instance symbolism by using correct terms of the elements of art such as form or colour. The students will be able to discuss the methods and materials they used while creating their individual yarn paintings, they will do this through class discussion and journal response.

**COMPETENCY 2 - TO PRODUCE MEDIA WORKS IN THE VISUAL ART**

In the QEP section Visual Arts Competency two it states that by the end of Cycle three, “students productions are influenced by social, emotional and cognitive interests. The work is individual, conveys a personal perception of reality and contains elements clarifying the message, depending on the intended viewers and their immediate cultural environment.” This art activity not only allows students to develop individual works, but it encourages them to express themselves in a different form of art. Students will use the influence of this folk art to convey a story or message to the viewers.

**COMPETENCY 3 - TO APPRECIATE WORKS OF ART, TRADITIONAL ARTISTIC OBJECTS, MEDIA IMAGES, PERSONAL PRODUCTIONS AND THOSE OF CLASSMATE**

In the QEP section Visual Arts Competency 1 it states that by the end of Cycle Three, the students will be able to use subject-specific vocabulary, to identify the elements in the production, the work of art, the traditional artistic objects or media image. The student will also be able to provide comments or discuss aspects of their appreciation experience and relate their opinions to what they have noticed or what is personally meaningful. In this lesson, the students will be introduced to a new art media, yarn paintings. They will develop an appreciation for the art and symbols used in yarn paintings. They will demonstrate an understanding of the use of yarn paintings in the Huichol culture. They will also be provided with the opportunity to discuss in class or in their journals different yarn paintings and symbols used in this type of art work.
Cross-Curricular Connections in the Quebec Education Program

Ethics and Religious Culture Program

COMPETENCY 3 – DEMONSTRATES AN UNDERSTANDING OF THE PHENOMEN OF RELIGION

In the QEP section Ethics and Religious Culture Competency 3 it discuss that by the end of cycle three students will have “explored various forms of religious expression, to make connections between forms of religious expression and the social and cultural environment as well as to consider various ways of thinking, being and acting” They will also e able discuss religious values and demonstrate an understanding the meaning of attached to certain such as symbolism. In this lesson, the students will learn the role the yarn paintings play in the Huichol culture. They also will be able to discuss the symbolism attached to this type of art.

Geography, History and Citizenship

COMPETENCY 3 - TO BE OPEN TO THE DIVERSITY OF SOCIETIES AND THEIR TERRITORIES

In the QEP section Social Sciences Competency 3 it states that by the end of cycle three “students present their views on the diversity of societies and their territories, using various supporting materials. They indicate some differences in the geographic and historical contexts of the societies observed.” In this lesson students will explore a different geographic and historic society. They will be able to use Mexican folk art as a means to reflect on Mexican culture and history.
References


Picture on Cover


Picture of Page 5

Sanchez, Jose Benitez. Cauyumarie Offers his Life which is the Peyote which Gives Vision and Energy. 2007 Nayarit, Mexico.