Alebrijes Sculpture Design Project (15% Culminating Project) Name: __________________

STEP ONE: RESEARCH Alebrijes by answering the following questions on the History of Alebrijes handout. WATCH on-line the following video https://upload.wikimedia.org/wikipedia/commons/1/1e/Alebrijes.wikilearning.webm

* BRING IN 2 ROLES OF MASKING TAPE & TOILET PAPER FOR THIS PROJECT ASAP

STEP TWO: CONCEPTUAL DESIGNS: Look at the Alebrijes examples on this sheet and in your sketchbook begin sketching out at least 2 conceptual designs for your Alebrijes. Consider different animals investigate shape and form.

Consider one specific emotion or facial expression: Happy, Sad, Angry. Consider the proportions: eyes, mouth, teeth and nose etc.

STEP THREE: Next create each part of the face separately – nose, eyes, mouth, eyebrows, teeth by crumpling the newspaper and use tape to hold each shape in place on the head afterwards.

STEP FOUR: Next using glue mixed in water apply with a brush a series of small ripped up toilet paper over the entire head.

STEP FIVE: While you are waiting for the toilet paper/glue on the head to dry, you can cut out the shape of your backboard and begin painting this right away.

STEP SIX: Once the toilet paper/glue is completely dry you can then paint the various details on your sculpture.
History of Alebrijes

Alebrijes are brightly colored Oaxacan-Mexican Folk Art sculptures of fantastical creatures.

The first Alebrijes, along with use of the term, originated with Pedro Linares.

In the 1930s, Linares fell very ill and while he was in bed, unconscious, Linares dreamt of a strange place resembling a forest. There, he saw trees, animals, rocks, clouds that suddenly turned into something strange, some kind of animals, but, unknown animals. He saw a donkey with butterfly wings, a rooster with bull horns, a lion with an eagle head, and all of them were shouting one word, "Alebrijes". Upon recovery, he began recreating the creatures he saw in cardboard and papier-mâché and called them Alebrijes.

His work caught the attention of a gallery owner in Cuervanaca, in the south of Mexico and later, of artists Diego Rivera and Frida Kahlo.

A more recent phenomenon involving alebrijes is the annual Monumental Alebrije Parade, which has been sponsored by the Museo de Arte Popular in Mexico City since 2007.

The 2009 parade feature more than 130 giant alebrijes made of wood, cardboard, paper, wire and other materials. Entrants are made by artisans, artists, families and groups, and each year the entrants have gotten bigger, more creative and more numerous.
1. Select one historical Alebrijes sculptures and identify the formal, expressive and technical qualities of the work.

   **Formal Qualities:**

   **Expressive Qualities:**

   **Technical Qualities:**

2. Who created the first Alebrijes sculptures and for what purpose historically?

3. Identify sensory, formal, expressive, symbolic, and technical qualities in your own Alebrijes sculpture and make specific connections to historical Alebrijes sculpture studied.

   **Formal Qualities:**

   **Symbolic Qualities:**

   **Expressive Qualities:**

   **Technical Qualities:**

   **Connections to historical Alebrijes sculpture studied:**

4. Describe the stages of the design process (research, conceptual sketches, experimentation, revision(s)) followed in the creation of your Alebrijes sculpture.

5. What do you think was the most successful part of your sculpture and why?

6. What do you think was the least successful part of your sculpture and why?

7. If you had to do this project again, what changes would you make to your sculpture and why?
<table>
<thead>
<tr>
<th>Knowledge/Understanding</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of the elements &amp; principles of design in the sculpture (e.g. form, shape, colour, unity)</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student demonstrates limited understanding of the elements &amp; principles of design in the sculpture. 0.25</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design in the sculpture. 0.50</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design in the sculpture. 0.75</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the sculpture. 1</td>
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<thead>
<tr>
<th>Thinking/Inquiry</th>
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<th>Level 3</th>
<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td>Concept: Expressive Alebrijes sculpture</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Concept and context is unclear and/or weak. Meaning or ideas conveyed are not on par with student grade level. 0.25</td>
<td>Concept and context is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student’s grade level. 0.50</td>
<td>Concept and context is clear and valid. Meaning or ideas conveyed are on par with student’s grade level. 0.75</td>
<td>Concept and context is clear and strong. Meaning or ideas conveyed are above expectations for grade level. 1</td>
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<table>
<thead>
<tr>
<th>Communication</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
<tr>
<td>Clarity: Discusses artistic style, period/movement &amp; influences in the History of Alebrijes handout</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student discusses artistic style, period/movement &amp; influences in the History of Alebrijes handout with limited clarity. 0.25</td>
<td>Student discusses artistic style, period/movement &amp; influences in the History of Alebrijes handout with some clarity. 0.50</td>
<td>Student discusses artistic style, period/movement &amp; influences in the History of Alebrijes handout with considerable clarity. 0.75</td>
<td>Student discusses artistic style, period/movement &amp; influences in the History of Alebrijes handout with a high degree of clarity. 1</td>
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<tr>
<th>Reflective Questions</th>
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<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td>Expects use of painting &amp; sculpture techniques in the History of Alebrijes handout</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student explains use of painting &amp; sculpture techniques in the History of Alebrijes handout with limited clarity. 0.25</td>
<td>Student explains use of painting &amp; sculpture techniques in the History of Alebrijes handout with some clarity. 0.50</td>
<td>Somewhat coherent and somewhat complete. 0.50</td>
<td>Student explains use of painting &amp; sculpture techniques in the History of Alebrijes handout with considerable clarity. 0.75</td>
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<th>Application</th>
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<tr>
<td>Creative Process: Ability to solve a series of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts. Preliminary Sketches (2)</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Preliminary sketches are incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. 0.50</td>
<td>Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial &amp; shows some alternative ideas. 0.75</td>
<td>Preliminary sketches are mostly complete. Concepts are complete. Planning is evident &amp; shows some divergent thinking. 1.00</td>
<td>Preliminary sketches are thorough and complete. Concepts are fully developed. Planning is exceptional &amp; shows considerable flexibility in thinking. 2.00</td>
</tr>
</tbody>
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| Creative Process: Demonstration of Skill Development & following procedures including Clean Up | Work does not meet assignments expectations for this category. Incomplete. 0 | Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5-6 | Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 7-8 | Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 9-10 | Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 11-12 |

| Uses elements & principles of design & painting sculpture techniques to produce an effective artwork - Expression (shape, form, colour etc.) | Work does not meet assignments expectations for this category. Incomplete. 0 | Student demonstrates limited effectiveness in using the e & ps of design and sculpture techniques to produce an art work of limited effectiveness. 1 | Student demonstrates some use of the e & ps of design and sculpture techniques to produce an art work of some effectiveness. 2 | The shape of the work is somewhat complex and balanced and/or incorporates some texture. 3 | Student demonstrates considerable use of the e & ps of design and sculpture techniques to produce an art work of considerable effectiveness. 3-4 |

| Shape, Texture & Balance | Work does not meet assignments expectations for this category. Incomplete. 0 | The shape of the work is simplistic and/or not balanced and/or incorporates little/no texture. 1 | The shape of the work is somewhat complex and balanced and/or incorporates some texture. 2 | The shape of the work is highly complex and balanced and/or incorporates substantial texture. 5 | The shape of the work is highly complex and balanced and/or incorporates substantial texture. 5 |
A.1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;
   A.1.1 use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of art works (e.g., in small groups, use brainstorming, research, concept webs, and/or mind maps to generate original and imaginative ideas; filter their ideas to select a suitable one to serve as the basis for their art work; use notes and/or thumbnail sketches to help them develop clear and flexible plans that show attention to detail; revise their plans on the basis of peer- and self-assessment)
   A.1.2 use experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting, printmaking, and mixed media (e.g., experiment with a variety of materials/media, techniques, and tools to find ones that are appropriate for their planned art work; reflect on their preliminary work and on feedback from their peers before revising their art work)
   A.1.3 document their use of the creative process in a portfolio (e.g., include evidence of their conceptual, creative, and technical skills; include thumbnail sketches, checklists, and/or graphic organizers to show evidence of experimentation, reflection, and revision), and refer to this portfolio to reflect on how effectively they have used the creative process
A.2. The Elements and Principles of Design: apply elements and principles of design to create artworks for the purpose of self-expression and to communicate ideas, information, and/or messages;
   A.2.1 use various elements and principles of design to create art works that express personal feelings and/or communicate emotions to an audience (e.g., create a mixed-media self-portrait that uses colour, line, and shape in the style of Frida Kahlo to convey their personality and elicit emotions from the audience)
   A.2.2 apply elements and principles of design as well as art-making conventions to create art works that communicate ideas, information, or messages, and/or that convey a point of view on an issue (e.g., use colour, line, shape, contrast, and emphasis when creating a graffiti piece that addresses an issue in their local community; incorporate symbolism to communicate a message about an environmental issue)
A.3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.
   3.1 explore and experiment with a variety of materials/media, including alternative media, and traditional and/or emerging technologies, tools, and techniques, and apply them to create art works
B.1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
   B.1.1 identify and describe their initial reactions to a variety of art works, and explain the reasons for their reactions (e.g., the aspects of the work and/or their personal experiences that contributed to their first impressions of its mood, subject, intent)
   B.1.2 identify and describe the elements and principles of design used in their own art works and the works of others, and describe their effects (e.g., how line, colour, and shape are used to create emphasis, mood, and/or movement)
   B.1.3 explore and interpret a variety of art works, both historical and contemporary, to identify and describe their purpose and style, the materials used, and the meanings the works convey
   B.1.4 use a variety of strategies (e.g., peer- and self-assessment, formal critiques, feedback and reflection following public displays) to identify and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works
B.2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect personal values;
   B.2.1 identify and describe the function of various types of art works in past and present societies
   B.2.2 identify and describe ways in which various art works reflect the societies in which they were created
C.1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
   C.1.1 use appropriate terminology related to elements and principles of design when creating and analysing art works
   C.1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works
   C.1.3 identify and describe the stages of the creative process and the critical analysis process (e.g., how reflection relates to the other stages of the creative process)
C.2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;
   C.2.2 demonstrate an understanding of several conventions used in visual art works (e.g., exaggeration, metaphor, simile, symbols, synectics; conventions associated with heroic, narrative, naturalistic, and satirical works)
C.3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.
   C.3.2 demonstrate an understanding of safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts, and apply these practices when creating and/or presenting art works (e.g., use appropriate precautions when dealing with hazardous materials; adopt protective measures when using sharp tools; keep their work space clean and free of physical and other hazards; demonstrate respect for classroom facilities, tools, equipment, and technological devices)