

Latin America: Arpilleras

(Lesson plan and Five-Step Studio process created by Tara Stone, Coastal Carolina University, Spanish major)

Overview-

Students will be designing and creating their own arpillera, an art form originating in Chile and now created by the women of Chile, Peru and Colombia, as a form of expression as well as a mode of making money. This lesson plan is intended to give students an overall understanding of different Latin American countries, including their history, geography, cultures, and traditions. More specifically, the art studio portion of this lesson plan is designed to educate students on a Chilean art medium used by women in a time of repression and social unrest.

Objectives-

Students will gain an understanding of the historical aspects of the creation of arpilleras. Students will also acquire an understanding of designing an arpillera utilizing many tools and materials to create a landscape that tells a story by implementing different elements into their design with color, texture and depth.

South Carolina Department of Education Standards-

IV. Understanding the Visual Arts in Relation to History and Cultures

Students will

- A. Identify specific artworks and styles as belonging to particular artists, cultures, periods, and places.
- B. Identify a variety of artworks, artists, and visual arts materials that exist in their community.

IV. Understanding the Visual Arts in Relation to History and Cultures

Visual Arts Heritage. Students will demonstrate knowledge of artists, art history, and world cultures and will understand how the visual arts reflect, record, and shape cultures.

Students will

PreK–K	1–2	3–5	6–8	9–12	9–12 Advanced
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A. Begin to identify specific artworks and styles as belonging to particular artists, cultures, periods, and places.	A. Identify specific artworks and styles as belonging to particular artists, cultures, periods, and places.		A. Compare and contrast the characteristics of artworks from various cultures and historical periods.	A. Describe how the subject matter, symbols, and ideas in various artworks are related to history and culture.	A. Analyze and interpret artworks, as critics, historians, and artists, to determine relationships among form, context, and purposes.
B. Begin to identify a variety of artworks, artists, and visual arts materials that exist in their community.	B. Identify a variety of artworks, artists, and visual arts materials that exist in their community.	B. Identify a variety of artworks, artists, and visual arts materials that exist in South Carolina.	B. Compare and contrast a variety of artworks, artists, and visual arts materials that exist in South Carolina.	B. Explain how a variety of artworks, artists, and visual arts materials represent and reflect the history and culture of South Carolina.	B. Analyze, evaluate, and interpret characteristics of the visual arts that exist across time and among diverse cultural and ethnic groups.
		C. Describe how history, culture, and the visual arts can influence one another.	C. Analyze, describe, and demonstrate how factors of time and place such as climate, resources, ideas, and technology influence visual characteristics that give meaning and value to a work of art.	C. Describe the function and explore the meaning of specific artworks from various cultures, periods, and regions of the world.	

Integration with other subjects-

The creation of an arpillera in this studio project will be integrated with a social studies lesson on Chile. The history portion will include: who used the art medium (Chilean women) and what function the artwork served at the time of its creation (as a form of expression). The geography portion will be discussed prior to students designing their individual arpilleras. Common modern themes used in arpilleras include a traditional Latin American landscape. Students will have the background knowledge of Latin American geography to design their own arpillera.

Formative assessment-

A daily progress report will be maintained by the teacher, observing students' progress and understanding of the creation of an arpillera. The progress report will be based on the following questions:

1. Have they planned out their design completely prior to beginning the application process?
2. Are they implementing different aspects and elements into their design including various shapes, colors and textures of fabric?
3. When interacting with the students, do they understand the function that arpilleras served from a historical aspect?
4. Is their understanding illustrated within their artwork through use of landscape and people of Latin America?

Summative assessment-

Students will be assessed on their craftsmanship and application of multiple elements for their arpilleras. These items will be rated based on the following criterion:

1. Organization
2. Value art, self, own art work
3. Manipulation

Summative grading-

The following rubric will be used to rate/grade the students work (based on Armstrong, Carmen: Rubric for an Individual Report Card in Art):

Organization-

- 1- They are able to communicate their ideas through the images and forms
- 2- Show some order to their images as well as have planned their design
- 3- Unable to put different elements together to create an individual design.

Value art, self, own art work-

- 1- Shows an ability to relate their artwork to an understanding of the history of Latin America
- 2- Ability to show interest in the project but struggles with the application process, proceeding the planning piece
- 3- Does not understand the process or the historical aspect

Manipulation-

- 1- Have created a plan for their design utilizing a thumbnail sketch or brief description and are able to implement their ideas, using at least five different elements
- 2- Ability to create at least three elements to use in their design but unable to implement them completely
- 3- Inability to create and implement at least three elements or utilize the designated tools and materials

Vocabulary-

Arpillera: wall hangings put together from cut and sewn pieces of cloth

Cloth: a piece of woven material

Thread: long thin piece of cotton/silk

Needle: thin metal/plastic/wooden tool with a sharp point at one end

Sewing: action of attaching with needle and thread

Depth: how deep something is
Texture: quality which can be felt
Animation: liveliness/vivacity
Scissors: instrument for cutting fabric/paper
Backing: material used on the back of something to strengthen it
Background: the back part of something against which the foreground stands out
Landscape: scenery/appearance of a countryside
Fabric glue: substance which will stick fabric together
Fabric paint: liquid in various colors used to color fabric
Border: edging
Stitch: small loop of cotton or wool made with a needle in sewing

Five Step Studio Process for Arpilleras

Step 1: Plan and Practice

Inspiration: Through reading information on Latin American culture and history discovered a form of art that Chilean women used to express themselves in a time of repression.

Materials and tools used for practice:

- canvas backing
- fabric (different colors and textures)
- needles
- thread (different colors to match the fabric used)
- embroidery thread
- scissors
- cotton

Practices:

Practicing an embroidery stitch and mapping out the overall picture and layout of what the design will look like when it is pieced together is important in the planning. Ideas for landscape designs may be found after researching Chile and the Latin American culture and history. Materials will be pieced together through stitching techniques and embroidery stitches, beginning with the background of the desired picture and then adding different shapes to create depth and texture.

Step 2: Begin to Create

Putting the ideas together:

After selecting the fabric, thread and design, shapes need to be cut out of the various fabrics before beginning the sewing process. Based on the map of the design, stitching begins the process, starting with the background colors. The

shapes that were cut out will then be stitched on, using corresponding thread and fabric colors. It is important to pay attention to any overlapping that needs to happen and sew accordingly.

Step 3: Revise

Changing ideas if necessary:

This technique is somewhat advanced for an average elementary student. While they are simple sewing stitches that are used, it may be just as valuable of a lesson to utilize fabric glue for the younger students and gear the sewing techniques to an older audience. The historical and technical aspects of this project will be just as valuable to an elementary student utilizing fabric glue instead of sewing. Not only is it a time consuming project to sew each different element of the design on but the level of difficulty from spacing out the stitches as well as changing the thread is an advanced process. Another revision that needs to be looked at is the quality of the fabric being used. The less quality can lead to fabric fraying. The backing may also need to be a heavier fabric versus canvas to avoid fraying.

Step 4: Add Finishing Touches

Final steps:

The final touch that needs to be added to this project is an embroidery stitch utilizing embroidery thread around the edges of the entire piece will frame the "picture". Another finishing touch that may want to be considered is stitching a title in the corner of the piece; customarily a Spanish word would be used. This too, would be done using embroidery thread.

Step 5: Share and Reflect

Reflection:

The tools and materials may vary based on the level of difficulty being pursued by the artist. This is a fairly in depth, intricate art medium that may not be for every artist but could potentially be used by any level of artist to some degree. The historical aspect of this project is very interesting and it is amazing that this was how women would communicate their feelings in a time of repression.

Bibliography

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