

Who's the Artist? You Are!

Grade Levels: K-2

Overview:

From poetry, pottery and painting to songs, stitchery and storytelling, women in New Mexico bring their spirit of creativity and ingenuity into the light. There is a long standing history of women's contributions to the arts, often exemplifying adaptation to the environment and what is available. Whether stemming from daily use objects becoming decorated art vessels, or inspiration from nature, the art created reflects both strength and beauty inspired by the land and cultures of New Mexico. **In this lesson, students will learn about some of the women artists from New Mexico, including their personal journey story and the type of art they created. Students will create their own art piece based on what they observe and learn.**

Key Concepts:

1. **Cultural Influences on Art:** How does a person's culture influence their art? How are traditions in art passed down from generation to generation?
2. **Materials/Designs in Nature:** What materials from nature do artists use? How does art reflect nature, specifically the shapes observed and used?
3. **Similar and Different:** How are people similar? How are they different? How does it feel to share interests or ideas with people that are like you?

Objectives:

This lesson introduces students to several women artists from New Mexico, emphasizing their cultural contributions and connections to the environment they lived in. Through discussions about the women's lives and experiences, students may make connections to themselves and their classmates. Students will also make observations about the materials and designs used in the art forms, replicating some of these ideas in their own projects.

Objective 1: Introduce women artists from New Mexico using examples from the **New Mexico Historic Women Marker Program** website.

Objective 2: Students will make personal connections to the artists' lives and cultures.

Lesson 3

Objective 3: Identifying design elements in the art examples.

Objective 4: Applying design elements and personal experiences and preferences to their own art project(s).

Length of Time for Lesson:

THREE - FOUR (30 minute) class periods depending on art project selections

Materials:

New Mexico Historic Women Marker Program website page (Artist category)

<https://www.nmhistoricwomen.org/new-mexico-historic-women/?category=artist>

Weaving: yarn, narrow strips of fabric, sticks, cardboard, string, scissors, large plastic needles

Painting: paper and watercolors

Pottery: air dry clay, paint, paint brushes

Handouts:

- Pablita Velarde Art.pdf
- Agueda S. Martinez Art.pdf
- Trinidad Gachupin Medina Art.pdf

- K-2 Compare and Contrast Venn Worksheet.pdf

Activities:

1. Prior to teaching the lesson, preview the profiles of the three women from the Artist category featured in this lesson.

[Agueda S. Martinez - New Mexico Historic Women Marker Program](#)

[Pablita Velarde, Tse Tsan, "Golden Dawn" - New Mexico Historic Women Marker Program](#)

[Trinidad Gachupin Medina - New Mexico Historic Women Marker Program](#)

2. Introduce the lesson to students by explaining that they will learn about several different women from New Mexico that lived in different time periods and created art. Remind students about the discussions about community connections and jobs. Ask if they know anyone that is an artist.

Lesson 3

3. Show each of the webpages, reading or summarizing the woman's profile as students look at the images on the page. For each woman, ask questions such as:
 - When did she live?
 - Where did she live?
 - What kind of art did she create and how did she include or use items from the environment?
 - What are some of the subjects of the art? Are there images of people or animals and plant life?
 - What kinds of shapes, colors and designs do you see?
4. Throughout this lesson, write some of the key points on the board. If the students are able to take some short notes of their own, encourage them to write some ideas down.
5. Set up three art stations with handouts and materials. Over the course of several time periods, allow students to rotate through the stations. Alternatively, each session can be taught as a whole group lesson and art project during separate class sessions. Including an art teacher or classroom volunteers is helpful!
6. After students have completed their project(s), discuss with the class the idea of similar and different. Have them reflect on their art preferences, especially thinking about color, shapes, designs and subjects.
7. Demonstrate how you would complete the Venn Diagram comparing yourself to one of the artists studied. The PDF can be projected and completed with the students input.
 - 📄 K-2 Compare and Contrast Venn Worksheet.pdf
8. Provide the students with copies of the Venn Diagram handout, and assist them in completing their own comparison to an artist.

The following art projects can be organized in the best way for your classroom.

Weaving

[Agueda S. Martinez - New Mexico Historic Women Marker Program](#)

📄 Agueda S. Martinez Art.pdf

[How to Weave on a Cardboard Loom : 9 Steps \(with Pictures\) - Instructables](#)

Painting

[Pablita Velarde - New Mexico Historic Women Marker Program](#)

📄 Pablita Velarde Art.pdf

Pottery

[Trinidad Gachupin Medina - New Mexico Historic Women Marker Program](#)

📄 Trinidad Gachupin Medina Art.pdf

[Easy DIY Pinch Pots | Crafts for Kids | PBS KIDS for Parents](#)

Adaptations/Extensions:

- Extend to other artists: Add additional women from the Art category, especially if there is a woman from your area of the state that the students might be familiar with. Add an art project as needed. Additionally, invite local artists into the classroom to present.

Evaluation:

At the end of the lesson, students may be evaluated on the following:

1. **Listening skills**, during teacher presentation and reading of information about artists.
2. **Completion of project(s)**, following directions on a multi-step art project.
3. **Applying understanding**, use of some of the design elements that are presented.
4. **Making comparisons**, relating themselves to an artist, recognizing similarities and differences.

Exit Ticket/Discussion Questions:

- Why do people make art?
- What materials do people use to make art?
- How does art show something about where someone lives and what they experience?

NM PED Educational Standards:**Grade K:****Theme 2: Myself and My Community**

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. K.14

Theme 5: Social identity

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. K.22

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. K.23

Grade 1:**Theme 5: Multiple Identities**

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 1.22

Grade 2:**Theme 5: Multi-identity Interactions**

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 2.26

Ethnic, Cultural, and Identity Studies 20. Diversity and Identity. 2.27

- *NM PED Culturally and Linguistically Responsive Scorecard criteria may be applied and met through Representation, Portrayal, Critical Consciousness, and Teacher Support*