



Emma S. Barrientos
 Mexican American
 Cultural Center



LILA BENSON
 LATIN AMERICAN STUDIES AND COLLECTIONS

ACTIVITY TITLE: *Printmaking of the Past, Present, and Future: The Legacy of Sam Z. Coronado.*

Activity Description	<p>Activity Description: Students will learn about Austin printmaker and arts activist, Sam Z. Coronado. Lessons will connect Coronado’s work to printmaking throughout time with a focus on printmaking and activism.</p> <p>Artistic/Digital Medium(s): Students will be learning various printmaking techniques and create their own print based on a social/political issue of their choice. Students will also create an artist statement that describes their motivations for and contextualization of their work.</p>
	<p>4 Guiding Questions for the Session: How has printmaking changed/stayed the same throughout history? How do artists/activists employ art to support their political and social interests? Why is it important to contextualize artists in order to understand their work?</p>
	<p>The ESB-MACC; How does this curriculum address the ESB-MACC and the Education Department’s mission? This lesson plan promotes the history and contemporary relevance of Mexican, Chicana, Latina, and Indigenous artists. Students will learn about social and political issues affecting local and international communities and learn skills to promote awareness about these topics through artistic practice.</p>
	<p>In what ways does this curriculum incorporate the six learning principles? This lesson plan is actively built as it engages students not only through theories of printmaking, historical and contemporary social justice issues, but also incorporates hands-on experience with printmaking and construction of students’ own opinions about art and activism through their artist statements. Students will advance their knowledge of history, politics, social movements, art, and activism and the possibilities of combining these interdisciplinary subjects. This is an experiential process of making, reflecting, sharing, and critiquing of their own and each other’s work. Students will engage with each other through collaborative projects and group shares and critiques of artwork and in helping each other to troubleshoot and problem solve issues that arise with work.</p>
	<p>What Core Content Areas connect to your lessons?</p> <p>Reading/ELA: Students will work on contextualizing their art and the work of other artists through writing their own artist statements and analyzing Coronado’s work through the lens of newspaper articles from various stages in his work. These activities will increase their reading and English Language Arts proficiency.</p> <p>Social Studies: Students will learn about political and social movements and how artists respond to issues facing their communities.</p> <p>Fine Art: Students will learn how to contextualize and analyze historical and contemporary art as</p>

<p>well as how to critique technical elements of printmaking. Students will engage with hands on creation of prints and writing of their own artist statements.</p> <p>TEKS: What are the state standards that this activity addresses?</p> <ul style="list-style-type: none"> • English Language Arts and Reading • Social Studies • Fine Arts 	
<p>Lesson Objectives:</p>	
<p>Lesson 1: Introduction to Sam Coronado/printmaking/Austin Latino Arts Centers and Organizations.</p>	<p>Lesson 6: Introduction to artist statements. Students will begin printmaking and writing their own artist statements.</p>
<p>Lesson 2: Students will learn the history of printmaking through the work Mexican printmaker Jose Guadalupe Posada. They will perform an art critique and analysis of Posada and Coronado’s work. Students will brainstorm topic for their printmaking projects.</p>	<p>Lesson 7: Students will finish printmaking and artist statements. Group discussion about uses and affordances of printmaking as well as the challenges and advantages of the technique. Begin group critique of students’ work.</p>
<p>Lesson 3: Students will learn how to contextualize art and artists. Students will engage in newspaper article group activity focusing on the political social connections of art and activism. Students will begin sketching print.</p>	<p>Lesson 8: Finish group critique of students’ work. Final share of what students learned about printmakers, art contextualization, artistic process, and future applications of technique. Digitization of artwork and artist statements for online display or public exhibit.</p>
<p>Lesson 4: Students will learn about the political art of Sam Coronado, connections to current social/political movements and printmakers, students continue sketching print, student research project homework assignment.</p>	<p>Lesson 9: Space for additional workdays and preparation for public showing of prints as needed.</p>
<p>Lesson 5: Group share of prints/images that inspire class, share sketches and ideas for students’ own print. Digital exploration of contemporary printmakers and group discussion about their similarity to Posada and Coronado’s work. Introduction to printmaking techniques.</p>	<p>Lesson 10: Space for additional workdays and preparation for public showing of prints as needed.</p>
<p>Culminating Activity: The final activity for this class is the creation of the students’ own prints and artist statements. Students will create a print based on issues that they feel strongly about and participate in a group share/critique of finished prints.</p>	

<p>Materials & Resources</p>	<p>Materials: Computer/projector with Internet access. Printmaking supplies. Paper and pencils/computers for students to write artist statements.</p>	<p>Unit Resources/Partnerships: Partnerships could be made with local printmaking/arts organizations. It would be effective to invite a printmaker into the class in the second week to talk to students. By this time they will have a basic printmaking vocabulary and be prepared to ask questions about the form, content, and process of printmaking.</p>
<p>School Day & Family Connection</p>	<p>School Day Connection: This fine arts course connects to many other courses such as government, history, Spanish, and Mexican American Studies.</p>	<p>Family Connections: Students will be researching at home their own issues and printmakers that resonate with them. This along with take home discussion questions can encourage family dialogue about art and political and social issues. Students may also invite family members to public display of art.</p>
<p>Reflections</p>	<p>Activity Reflections: Please fill out after the last lesson of this activity/unit.</p> <p>What are some modifications you made along the way? How did you know students learned? How did you know parents/families learned or were engaged? How would you assess student/parent/family impact on the community or results of this (service-learning) activity? What are some things you would do differently?</p> <p>Student Voice: It is important to get student reflections and ask them about their thoughts. Ask your students: What things did they like/dislike? How would they change this activity (to make it better)? What are possibilities for this activity to extend it? How can parents/families be brought into it more?</p>	



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 LATIN AMERICAN STUDIES AND COLLECTIONS

Teaching Artist/Instructor _____ Date(s) _____

Curriculum Title: *Printmaking of the Past, Present, and Future: The Legacy of Sam Z. Coronado.*

Lesson: One

Ages/Group: 9-12

GOALS/OBJECTIVES	Students will be introduced to Sam Z. Coronado/printmaking/ and Austin Latino Arts Centers and Organizations.
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)	Students will learn about local Chicano artist, Sam Z. Coronado, who helped found Mexic-Arte and the Serie Print Project. Students will engage in a discussion about what they have learned and explain how it connects to their own views of art in their community. Students will extend this knowledge by learning about other's experiences and through biographical sketch of Coronado.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Going around the room, students share their name and their favorite style of art, artist, or work of art.	5 min
<u>Warm-Up/Introductory Activity:</u> Artists sometimes create an "artist" name to represent themselves in lieu of their own names. Make up a potential artist name for yourself and explain why you chose it.	10 min
<p><u>Core Activity:</u> Instructor will introduce Sam Z. Coronado including biographical information, activism, and Serie Print Project. Instructor will discuss the role of Latino Arts Centers and Organizations in Austin or in their own city. Brief overview of printmaking and video of one style of printing.</p> <p>Resources Slide Show of Coronado's Work and Life Glasstire Texas Visual Art Coronado Interview Khan Academy Introduction to Printmaking https://www.khanacademy.org/humanities/special-topics-art-history/creating-conserving/printmaking/v/moma-relief-printmaking Texas Archival Resources Online Sam Coronado Papers</p>	35 min
<u>Check-Out/Closing Ritual:</u> Going around the room, the students share one thing they learned in class that day.	10 min

PLANNING

REFLECTION

Special Supplies Needed/Things to Prepare Ahead of Time: Computer/Projector with Internet connection.

Challenges/Successes/Notes for Coordinator:



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Lesson: Two

Ages/Group: 9-12

<p>GOALS/OBJECTIVES</p>	<p>In this lesson, students will learn about history of printmaking, focusing on Mexican printmaker Jose Guadalupe Posada. Students will learn how to execute a productive art critique and analysis. Students will use what they have learned to compare and contrast the work of Posada and Coronado. Students will brainstorm topic for their printmaking projects and see a new style of printmaking.</p>
<p>How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)</p>	<p>This lesson connects historical Mexican and Mexican American printmakers with contemporary forms of art and activism. The activities help students to engage art as way to understand social and political engagement. This extends the notion of "art for arts sake" to possible applied uses of art for social and political change. Students will evaluate their own previous understandings of art and how they might use it as a form of advocacy in the prints they will make. Students will explore how to give a constructive and thoughtful art critique.</p>

AGENDA

TIME

<p><u>Check-In/Opening Ritual:</u> Going around the room, name a non-traditional place where we might see art? Example: On a cereal box.</p>	<p>5</p>
<p><u>Warm-Up/Introductory Activity:</u> Students will complete a five-minute sketch of the last piece of art they saw.</p>	<p>5</p>
<p><u>Core Activity:</u> Introduce students to Mexican printmaker Jose Posada with video. Show students Posada and Coronado's calavera prints through digital collection. Instructor will give a overview guide to critiquing artwork constructively. Select several of the pieces of artwork from each of the artists and start group critique and analysis of Posada and Coronado's. Students' break-off into groups to critique remaining images. Students brainstorm topics for their printmaking projects. Show video of new printmaking style.</p>	<p>35</p>
<p>Resources Slide show of Sam's Calaveras, Still Life</p>	

<p>Slide Show of Jose Guadalupe Posada Khan Academy Relief Printing (Google this video cannot be hyperlinked) YouTube Administración 2010-2016 Aguascalientes: José Gpe Posada English Wiki How How to Critique Art Funny Bones by Duncan Tonituih https://www.abramsbooks.com/product/funny-bones_9781419716478/</p>	
<p><u>Check-Out/Closing Ritual:</u> Group discussion question: What makes "good art"?</p>	<p>5</p>

PLANNING

REFLECTION

<p><u>Special Supplies Needed/Things to Prepare Ahead of Time:</u> Computer/projector with Internet access. Funny Bones by Duncan Tonituih https://www.abramsbooks.com/product/funny-bones_9781419716478/</p>	<p><u>Challenges/Successes/Notes for Coordinator:</u></p>
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Lesson: Three

Ages/Group: 9-12

GOALS/OBJECTIVES	Students will learn about the importance of context for understanding artistic projects.
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)	Students will explore the Chicano Movement as well as the importance of naming groups of people in the United States. Students will elaborate and extend their knowledge about historical events affecting Mexican Americans and evaluate their own views about the role of Mexican Americans in society.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Ball toss name game. Students stand in a circle and toss a ball to another student while calling their name. Students only toss ball to each student once until a pattern is created. Students will then toss two balls—each started a few seconds apart, following the same pattern.	5
<u>Warm-Up/Introductory Activity:</u> Students will create a one-word story with each person in the circle adding one word to a group story.	5
<p><u>Core Activity:</u> Students will break into groups to read and discuss newspaper articles collected by Coronado about his art and arts organizations in Austin. Students will address several questions about the political, economic, and social connections between, art, artists, and activism. Students begin sketching print outline and see another style of printmaking.</p> <p>Resources YouTube Printmaking Video: Onda Latina—“The Significance of a Name?” Newspaper Articles</p> <p><u>Homework:</u> Listen to Onda Latina—“Chicano Arte: History and Politics.”</p>	45
<u>Check-Out/Closing Ritual:</u> Students share the subject/inspiration for their print.	5

PLANNING

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Special Supplies Needed/Things to Prepare Ahead of Time: Computer/Projector with Internet connection.

Challenges/Successes/Notes for Coordinator:



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Lesson: Four

Ages/Group: 9-12

GOALS/OBJECTIVES	Students will consider the political art and context of Coronado's work and make connections to current social/political movements and printmakers. Students will continue working on their print.
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)	This lesson promotes Mexican American art as a tool for political and social activism. The lesson extends students' knowledge beyond the ideology of art as purely aesthetic, material culture. Students will evaluate and elaborate on their own motivations in art making.

AGENDA

TIME

AGENDA	TIME
<u>Check-In/Opening Ritual:</u> Mid-lesson check-in. Students will reflect on how they think the class is going so far and offer any questions they have about the assignment/material.	5
<u>Warm-Up/Introductory Activity:</u> Discussion about Onda Latina episode: " The Significance of a Name? "	5
<p><u>Core Activity:</u> Instructor will present the political art of Sam Coronado, making connections to current social/political movements and printmakers. Students will continue sketching print and begin student research project with homework assignment.</p> <p>Resources Slide Show of Coronado's political work. Mr. Otter Art Studio: How to make Styrofoam prints I How to make Styrofoam prints II</p> <p><u>Homework:</u> Students will bring in an image or print that inspires them for the next class. Students will share this in opening activities of next class.</p>	45

<p><u>Check-Out/Closing Ritual: Discussion question:</u> What do you see that is different in Sam Coronado's work that you may not see in popular art?</p>	<p>5</p>
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PLANNING

REFLECTION

<p><u>Special Supplies Needed/Things to Prepare Ahead of Time:</u> Computer/Projector with Internet connection. Sketch paper and pencils.</p>	<p><u>Challenges/Successes/Notes for Coordinator:</u></p>
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Lesson: Five

Ages/Group: 9-12

<p>GOALS/OBJECTIVES</p>	<p>In this, lesson, students will present their images/prints that inspire them. Through this group share of prints/images students will get more ideas for their own print. Students will partake in a digital exploration of contemporary printmakers and partake in a group discussion about their similarity to Posada and Coronado's work.</p>
<p>How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)</p>	<p>Students will continue their exploration of printmaking as political activism. Students will extend and elaborate on ways that they can use their art to address social issues. Students will learn more about Mexican and Chicano artists through digital archives of their work and context.</p>

AGENDA

TIME

<p><u>Check-In/Opening Ritual:</u> Community Monsters: Each student will fold a piece of blank paper into thirds. To begin, each student draws part of a monster on the first fold of paper. After one minute of drawing, students exchange drawings and someone draws another part of the monster on the second fold. Exchange again after one minute and students draw on the third panel. Students will share their collaborative works.</p>	<p>5</p>
<p><u>Warm-Up/Introductory Activity:</u> Based on the homework assignment given in the previous class, students will share the image or print that inspires them.</p>	<p>5</p>
<p><u>Core Activity:</u> Group share of prints/images that inspire class. Students will share sketches and ideas for their own print. Introduction to printmaking technique (various options), including introduction to negative space. Digital exploration of contemporary printmakers and group discussion about their similarity to Posada's and Coronado's work.</p> <p>Resources Serie Project Blog Artist in Residence Spotlight</p>	<p>45</p>

<p>YouTube KCET ONLINE A History of Chicano/a Printmaking (Estampas de la Raza) Ernesto Yerena Montejano Hecho Con Ganas https://www.hechoconganas.com/bio/ HGTV Handmade How to Screen Print at Home for Cheap</p>	
<p><u>Check-Out/Closing Ritual:</u> Discussion question: What do you think will be the most difficult thing about printmaking? How might we overcome these challenges?</p>	5

PLANNING

REFLECTION

<p><u>Special Supplies Needed/Things to Prepare Ahead of Time:</u> Computer/projector with Internet connection. Blank paper and colored pencils or markers.</p>	<p><u>Challenges/Successes/Notes for Coordinator:</u></p>
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Lesson: Six

Ages/Group:9-12

GOALS/OBJECTIVES	Students will learn about artist statements and how they contextualize work. Students will get hands-on experience printmaking.
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)	Students will engage in a discussion about what they have learned and explain how it connects to their own views of art in their community. Students will connect to other artists by making their own prints.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Students will share one thing that they have learned so far in the class.	5
<u>Warm-Up/Introductory Activity:</u> Students will say possible challenges they might face in making prints.	5
<u>Core Activity:</u> Instructor will introduce the artist statements. Students will review two of Coronado's artist statements and will be given time to Google other artists statements. Students will divide into two groups that will alternate activities between relief printmaking of their sketches and writing of artist statement. Students finish printmaking and artist statement. Instructor will lead group discussion about uses and affordances of printmaking-challenges and advantages of technique. Students will begin group critique of students' work. Resources Three versions of Coronado's Artist statements	45
<u>Check-Out/Closing Ritual:</u> Students will share one interesting thing from their artist statement.	5

PLANNING

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Special Supplies Needed/Things to Prepare Ahead of Time: Computers for students with Internet access and computer with projector hook-up for teacher. Printmaking supplies.

Challenges/Successes/Notes for Coordinator:



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Lesson: Seven

Ages/Group: 9-12

GOALS/OBJECTIVES	Students will finish group critique of work. Students will plan final share and finish prints.
How do these goals preserve, create, present or promote cultural arts of Mexican Americans or other Latin@ cultures? Is it socially relevant? Will your lesson address the 5 E's? (Engage, explore, explain, elaborate-extend, evaluate)	Students will explore their knowledge of art in popular media through their creation of their own prints and artist statements. Students will reflect on Mexican American artists and how they use art as a form of activism.

AGENDA

TIME

<u>Check-In/Opening Ritual:</u> Have you noticed new things about art since beginning this class?	5
<u>Warm-Up/Introductory Activity:</u> Student's will complete a five minute quick draw of a print they saw in the class.	5
<u>Core Activity:</u> Students will finish group critique of work. Students will plan final share of what students learned about printmaker's, art contextualization, artistic process, and future applications of technique. Students will work on prints and artist statements.	45
<u>Check-Out/Closing Ritual:</u> What is one thing you have learned today?	5

PLANNING

REFLECTION

Special Supplies Needed/Things to Prepare Ahead of Time: Computer/projector with Internet hook-up. Printmaking supplies.

Challenges/Successes/Notes for Coordinator: