



Developed with Tanya Gantiva, Art Teacher at Woodard Elementary School, TX

Oaxacan pattern animals

Volume 141 | Gr. 2-8

Time: Three 45-minute
class periods



Standards

2.1.B Perception

The student develops and organizes ideas from the environment: The student is expected to identify art elements such as color, texture, form, line, and space and art principles such as emphasis, pattern, and rhythm.

2.2.A Creative expression/ performance

The student expresses ideas through the original artworks, using a variety of media with appropriate skill. The student is expected to: express ideas and feelings in artworks, using a variety of colors, forms, and lines.

2.2.B Creative expression/ performance

The student expresses ideas through the original artworks, using a variety of media with appropriate skill. The student is expected to create effective compositions, using design elements and principles.

2.3.A Historical/cultural heritage

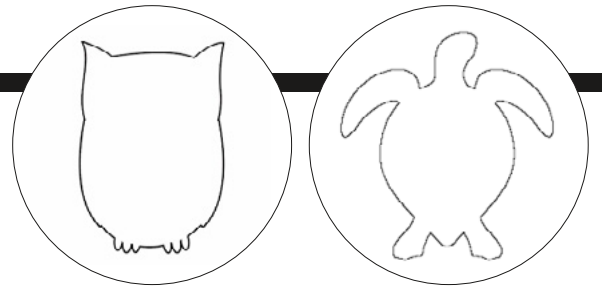
The student demonstrates an understanding of art history and culture as records of human achievement. The student is expected to express ideas and feelings in artworks, using a variety of colors, forms, and lines.

Objectives

Students will...

- Discuss the patterns and designs that are found in traditional Oaxacan art and alebrijes
- Identify the work of painter and sculptor Pedro Linares
- Create patterns out of lines and shapes
- Identify ways artists show repetition and contrast in their work
- Cover the principles of design: contrast, pattern, and repetition
- Cover the elements of art: line, shape, and color

Instructions



Day 1 (45 minutes)

1. Introduce the art of Pedro Linares and images of other Mexican folk art. Have students discuss their observations of the paintings, textiles, and alebrijes sculptures.
2. After identifying patterns in the examples, such as dots, lines, zigzags, and wavy lines, have students pick an animal to draw.
3. Then, have students brainstorm what shapes and lines could be used to make a simple animal drawing. For example, a sea turtle is made up of a series of curved lines. **Optional:** Have cut-out stencils of several animals that students can choose from.
4. After students draw their simple animal outline in pencil, have them trace it with a black crayon, making sure to have thick outlines.

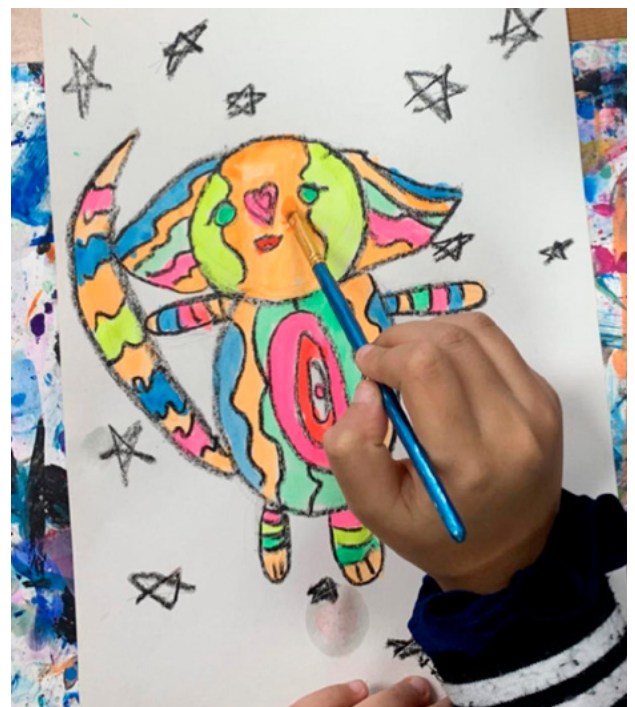


Day 2 (45 minutes)

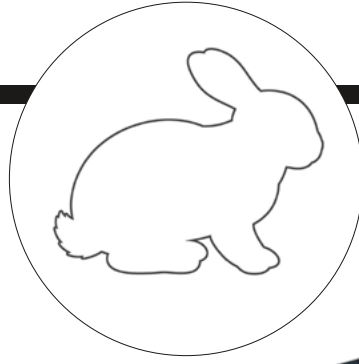
1. Have students fill the insides of their animals with lines and shapes, referencing the patterns and repetition discussed at the beginning of the lesson.
2. Explain to students that each space they are creating with the dividing lines will be painted, so the more lines they have, the more tiny spaces they will need to paint.
3. Students should then add a contrasting pattern to the background. If they used shapes and lines inside their animal, the background could be dotted (and vice versa).

Day 3 (45 minutes)

1. Have students continue their drawings if they have not finished.
2. Then, have them add color to the body of their animals to further emphasize the contrast with their black-and-white backgrounds. They should use a variety of neon colors, painting within the lines they created with black crayon.



Adaptations for middle schoolers



Day 1

1. Introduce the artwork of Pedro Linares and images of Mexican folk art. Talk about how Pedro Linares' original alebrijes were hybrid creatures, containing qualities from the four elements — Earth, Air, Water, and Fire.
2. Then, have students brainstorm and research two or more animals that have characteristics relating to the four elements. Students could use the elements to inspire their animal choices, drawings, or color choices.
3. Have students draw their animals or animal hybrids, coloring them with colored pencils or leaving them black and white and using a black marker to outline. They can also use a black marker to add patterns and designs.

Day 2

1. Have students finish their animal drawings.
2. Then, have them make painted paper using neon acrylic paint. They will need to make 2–3 painted papers each. Their paintings should take up the whole paper and be more than one color. (Optional: Have students add texture to the wet paint with repeated lines or patterns using dull pencils, Q-tips, dowels, or paint texture tools.)

Day 3

1. Students should carefully cut out their animal drawings and glue them on top of their painted paper collages.
2. Give them the option to cut their painted paper into lines or shapes that they glue to black construction paper before they mount their animal.





Materials list

- Nasco Neon Art Supply Enhancement Pack (**NE20301**) OR Nasco Washable Liquid Watercolors (**9729075**) OR Nasco Tempera Fluorescent Paint (**NE20156**)
- Black crayon, black oil pastel, or permanent black marker (**9726858**)
- Paint brushes (**9723226**)
- Water cup
- Mixed media paper, 8" x 10" (**9737940**)

For older grades:

- Black construction paper [**9727121(A)**]
- Glue stick (**9716152**)
- Scissors (**9731962**)

Teacher resources

- Alebrijes.net
- [Alebrijes: Surreal Oaxacan Folk Art](#)
- [What Are Alebrijes: A Guide to Oaxaca's Colorful Art](#)

Nasco Neon Art Supply Enhancement Pack