

**Name of Unit: Surreal art**

Language: Spanish	Level: Elementary Novice Mid/High	(Number of lessons in the unit: 2)
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**Lesson Plan 1:**

<b>Theme:</b>	The surreal poem / El poema surreal
<b>Strand</b>	<p><b>Standard 1 - Interpersonal Communication:</b> Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p><b>Standard 2 - Interpretive Communication:</b> Students will understand and interpret ideas and information written or spoken in a language other than English.</p> <p><b>Standard 3 - Presentational Communication</b> Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics. Presentations in classical language classes will usually take the form of speaking or writing in English.</p> <p><b>Standard 4 - Cultures</b> Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts. In classical language study, discussion and writing will be in English.</p> <p><b>Standard 7- Connections</b> Students of modern and classical languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge. In classical language study, discussion and presentations will be in English.</p> <p><b>PreK-12 Mass FL Curriculum</b></p>
<b>Grade</b>	Grade 4 FLES (First year of Spanish- Sequence 4-12) Stage 1/ Proficiency Target: Novice Mid and Novice High

<p><b>Sample Assessment Criteria:</b></p>	<p><b>Level 1 and 2 of linguistic competences: (Novice Mid and Novice High):</b></p> <p>Students will be assessed on their ability to communicate in Spanish, using isolated words, memorized phrases of two or more words and occasionally, creating short and simple sentences, although not always perfectly elaborated in order to:</p> <ul style="list-style-type: none"> <li>● Mention some basic ideas of the Surrealist principle and at least one famous surrealist Spanish-speaking artist.</li> <li>● Write a collective surreal poem using the dada technique of automatic writing.</li> <li>● Give an oral opinion about their classmates' creation.</li> </ul> <p>1.5. Exchange information and knowledge.</p> <p>2.1 Follow directions</p> <p>2.2 Understand some ideas and familiar details</p> <p>2.3 Obtain information and knowledge</p> <p>2.4 Read and interpret signs, simple stories, poems, and informational texts</p> <p>3.1 Express opinions and ideas.</p>
<p><b>Summary:</b></p>	<p><b>1. Gain attention and activate prior knowledge:</b></p> <p>Sitting in a circle, students sing the daily greeting song. The teacher writes or attaches with magnets on the board a question in Spanish: "What do prefer, movies or paintings? Why?". Students talk with a partner, asking and answering the question: "I prefer _____because ____". To make a quick poll about the class preference, the teacher asks students to share their answers by raising their hands. Immediately, the teacher sings "mira mira mira" and turning to look, the students respond "mira mírame". Students and teacher read the objectives for the class: "Today we are going to learn about surreal art and cinema in Spain and we are going to create a poem using the automatic surreal writing technique.</p> <p><b>2. Provide input:</b></p>

The teacher begins with a PowerPoint presentation (see link attached) on surrealism. Slide number 5 briefly summarizes what surrealism is and is accompanied by Magritte's painting "Son of Man" from 1964. The teacher asks in Spanish: What do you see in the painting? What is strange in the painting? Is it real? Is it surreal? Why? Students who are new to the language can follow up in English their "why" explanations as they might lack of the language skills in Spanish to explain why it is real or surreal (intermediate speakers could do this more comfortably).

The teacher explains to the students that the surrealism consists of juxtaposing different images to create a new or third meaning. For example a single apple or a single man in isolation do not represent anything strange but an apple on the face of a man makes us think of a new meaning that is not real but *surreal*.

Students watch three fragments of films that are examples of surreal art: The Golden Age (La edad de oro), Un Chien Andalou (Un perro andaluz), and Destiny (Destino) (slide 7/ exact times designated on the slide to show only the parts that are appropriate for children). After seeing each short or fragment of the films, students answer in Spanish to the questions: What do you see? What is strange in this movie? Is it real or surreal? Why? Students turn and talk with a partner to start the discussion during each short.

### **3. Elicit Performance/Provide feedback.**

The teacher shows slide 9 and 10 and explains that now, they will do a surrealistic exercise. Teacher shows flipped demo to demonstrate how to create the surreal poem. The students are divided into groups of four. The teacher provides each group with a text and some paper landscapes found in magazines where students can paste /write their collage poems. The text is a short one, with simple vocabulary and combinations of phrases, so that the children can enjoy the result more; it can be a previously learned song or a

simple poem such as those from Alma Flor Ada. The children cut the poem word by word, put the words in a bag, and take turns drawing the words out of the bag and gluing them to the background (note: students could write the words on the landscape if the teacher wants them to practice writing).  
Teacher circulates giving feedback as necessary.

*(Note: Before starting the activity, it is important to review the communicative guidelines to be successful during the interpersonal activities and to keep the criteria visible to the students. The guidelines are:*

- 1) Speak in complete sentences as much as possible;*
- 2) Speak only in Spanish, vocalizing;*
- 3) Listen to your talking partner carefully).*

#### **4. Closure:**

When the time is over and the 5 groups have finished their surreal exercise, each group is paired with another group. One group reads the poem and the other group listens, giving feedback about the vocalization and understandability of the new surreal poem. They then switch roles. One poem from the whole class is selected at random to be read to the whole class. Students give a score for both how well pronounced the words were and how understandable or suggesting the poem was. Students put the finished poems, with a title, on the bulletin board. Students sing the farewell song.

#### **Materials Needed:**

Flashcards

Teacher created PowerPoint presentation about surrealism

<https://docs.google.com/presentation/d/1E4x4IDRx5I46IHkfs98tBSwjkAuO7TIZo5j0TSMWisg/edit?usp=sharing>

Cutouts of landscapes, paper bags, poems, glue sticks and scissors.

## Lesson Plan 2:

<b>Theme:</b>	The Exquisite Corpse / El Cadáver Exquisito
<b>Strand</b>	<p><b>Standard 1 - Interpersonal Communication:</b> Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p><b>Standard 2 - Interpretive Communication:</b> Students will understand and interpret ideas and information written or spoken in a language other than English.</p> <p><b>Standard 3 - Presentational Communication</b> Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics. Presentations in classical language classes will usually take the form of speaking or writing in English.</p> <p><b>Standard 4 - Cultures</b> Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts. In classical language study, discussion and writing will be in English.</p> <p><b>Standard 7- Connections</b> Students of modern and classical languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge. In classical language study, discussion and presentations will be in English.</p> <p><b>PreK-12 Mass FL Curriculum</b></p>
<b>Grade</b>	Grade 4 FLES (First year of Spanish- Sequence 4-12) Stage 1/ Proficiency Target: Novice Mid and Novice High
<b>Sample Assessment Criteria:</b>	<b>Level 1 and 2 of linguistic competence:</b> (Novice Mid and Novice High): Students will be assessed on their ability to communicate in Spanish, using isolated words, memorized phrases of two or more words and occasionally,

	<p>creating short and simple sentences, although not always perfectly elaborated in order to:</p> <ul style="list-style-type: none"> <li>● Describe a fantastic animal that contains characteristics of three different animals and that students create using the surrealistic technique of the exquisite corpse.</li> <li>● Demonstrate that they understand a description they hear about another person's fantastic animal, by finding the corresponding drawing.</li> </ul> <p>1.1 Greet and respond to greetings*</p> <p>1.2 Introduce and respond to introductions*</p> <p>1.3 Ask and answer questions</p> <p>1.5 Exchange information and knowledge.</p> <p>2.1 Follow directions</p> <p>3.1 Express opinions and ideas</p> <p>3.4 Describe people, places, and things</p>
<p><b>Summary:</b></p>	<p><b>1. Gain attention and activate prior knowledge:</b></p> <p>Students sitting in circle sing the greeting song. The teacher writes or attaches with magnets a question on the board: "What are your three favorite animals?" The students turn and talk with a partner, asking and answering the question: "My three favorite animals are _____, _____ and _____". The teacher asks a student to share his/her answer. Immediately, the teacher sings "mira mira mira" and turning to look, the students respond "mira mírame". The teacher shows and announces the objectives for the class: "Today we are going to continue learning about surrealist art and cinema in Spain and we are going to create a fantastic animal with the characteristics of three different animals, inspired by surrealist art.</p> <p><b>2. Provide input:</b></p>

The teacher shows examples of surreal art different from those in the previous class. The examples focus on Hispanic authors (Salvador Dalí, Luis Buñuel, Joan Miro, Remedios Varo, Frida Kahlo (tangentially) but there are other examples.

First, the teacher shows "Apparition of Face and Fruit Dish on a Beach " of 1938, a painting by Salvador Dali (slide 11). Students share with a partner what they see, describing the painting with as much detail as possible.

Then, the teacher recalls the concept of juxtaposition, especially in "Lobster telephone" (slide 27), and mentions the crossings between the conscious and the subconscious and the importance of dreams as a basis for Surrealist construction.

The teacher explains that students will work in groups of three students to play "The exquisite corpse", another surreal game: The teacher shows slide 28 and 29 to explain the exercise and provides some examples.

### **3. Elicit Performance/ Providing feedback to students:**

The teacher passes a previously designed handout (see attached material) to draw their collective fantastic animal. Children can use colors for their artwork. Each child draws a part of the "Exquisite Corpse" and at the end each player will have an unexpected drawing.

When they finish, each student receives their drawing and describes it orally to others. For example: My animal has a duck's head, a crocodile's body and caterpillar's legs. Then, they show the drawing.

Finally, students write a description of their surreal creatures and create a story behind them, being as creative as possible (see attached material designed for writing).

*Before starting the activity, it is important to review the communicative guidelines to be successful during the presentational activities and to keep the criteria visible to the students, including in the handout. The guidelines are:*

*Students*

- 1) write in complete sentences as much as possible;*
- 2) write in Spanish;*
- 3) Write as many details as they can.*

#### **4. Closure:**

To conclude, the teacher asks the students to find a partner from another group to present their work. Students present orally, using their drawing as a guide.

After sharing, the teacher asks the children to tell their partner an idea they remember about surrealism and the name of at least one surrealist artist.

Students hand in their finished work while they sing the farewell song  
extension

#### **5. Extension:**

Extension 1: The teacher can display the drawings in the classroom the next class and assign at random the collected writings to the children. They should look for the drawing that corresponds to the description they have.

Extension 2: The drawings and writings can be displayed on the school bulletin board to share with the school community.

**Materials  
Needed:**

Teacher Created Handout: "Mi criatura surreal"  
<https://docs.google.com/document/d/1XwMR-qrfGD7dfFsMLi6hoO7v-oUi-0PT50pAMP62sk/edit?usp=sharing>



Teacher created PowerPoint Presentation about surrealism

<https://docs.google.com/presentation/d/1E4x4IDRx5I46IHkfs98tBSwjkAuO7TIZo5j0TSMWisg/edit?usp=sharing>