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STREET ART IN OAXACA

LESSON 3

Level: High School

Title: Street Art in Oaxaca

Time Frame: Approximately Three Weeks

Goal: The students should understand the basics politics of Oaxaca and how artists respond to the political situations.

Objectives:

1. Students will understand the basics of Oaxacan politics.
2. Students will understand the reasoning behind why artists create street art/graffiti.
3. Students will learn about three of the main artist collectives: ASARO, ArteJaguar, and LaPiztola.
4. Students will learn how to create a work of art using street art/graffiti techniques.

National Standards:

Visual Arts Content Standards 1 – 6 http://artsedge.kennedy-center.org/teach/standards/standards_912.cfm#04

Foreign Language Standard 2.1 <http://actfl.org/i4a/pages/index.cfm?pageid=3392>

Geography Standard 1 <http://www.nationalgeographic.com/xpeditions/standards/matrix.html>

World History Standard 8 <http://www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=6>

Technology Standard 3 <http://www.mcrel.org/compendium/topicsDetail.asp?topicsID=1376&subjectID=19>

English Language Arts Standards 12.4 – 8, 12. 11 – 12

http://www.educationworld.com/standards/national/lang_arts/english/k_12.shtml

Essential Brainstorming Questions:

1. What is “street art”? How is different from graffiti?
2. Why do individuals create street art?
3. What events in US History have inspired individuals to create art?
4. What events in World History have inspired individuals to create art?
5. Where are politically based works of art displayed?

Background (for Teacher):

FIRST AND FOREMOST YOU MAY NEED TO USE AN ONLINE LANGUAGE TRANSLATOR TO UNDERSTAND THE INFORMATION THAT IS ONLINE FOR THESE ARTISTS!!!!!!!

<http://translate.google.com/#>

ASARO

In Mexico, November 2 is best known as El Día de los Muertos, or the Day of the Dead. It was on this day in 2006 that the politically charged artist collective Asamblea de Artistas Revolucionarios de Oaxaca was born. ASARO is comprised of individual artists ranging from

15-31 years old. Wielding printmaking skills taught to them by Mexican and Japanese master printers, the members of ASARO were compelled to action by teacher protests that escalated into civilian fatalities at the hands of the federal police. With ASARO's wheat-pasted prints and graffiti shouting their messages of protest up and down the streets, the world took notice of the collective and the situation. http://www.marwen.org/site/epage/87619_431.htm

LAPIZTOLA

Lapiztola is an urban art collective composed of three artists from Oaxaca: Yankel, Rosario and Roberto. The name itself, Lapiztola, is a play on word composed of the Spanish word for pistol (pistola) and the Spanish word for pencil (lapiz). The intent was to create a name where two elements are combined to have a greater meaning – that of shooting graphic elements into the city. http://www.curbsandstoops.com/blog/?page_id=285

ARTE JAGUAR

Arte Jaguar is one of the graffiti collectives that have sprung out of the outrage people felt after the violence erupted during the 2006 Teacher Strike. They have chosen to remain anonymous in order to protect themselves and also to get across the idea that this struggle for social justice belongs to everyone. Their work combines statements with imagery. – From Protest Graffiti Mexico, Oaxaca

Materials:

1. 12" x 18" White Paper
2. Pencils
3. Erasers
4. X-Acto knives
5. Lightweight cardboard or oak tag paper
6. Spray paint or acrylic paint
7. Foam craft brushes
8. Water cups
9. Paint palettes
10. Paper towels
11. Computers and printer
12. Photo manipulation software (i.e. Photoshop)
13. Completed Webquest (attached)
14. Completed Event Questions Worksheet (attached)

Lesson Procedure:

Days 1 - 3

1. Class discussion over the Essential Questions (see above).
2. Break students into groups to complete the Webquest (attached) in the computer lab.

Days 4 - 5

1. Give students a quick overview of types of events with entire class – natural tragedies, local laws being passed, world events, religious events, fair pay/benefits for workers, etc.
2. Students will be using one political topic that they are interested in and they will create a work of protest art based on this topic. Students should use MSN Week in Photo or National Geographic to pick events or photos that inspire them.
3. Have students brainstorm in groups of 4 - 5 to come up with political or protest events/topics. Break up the groups into decades so you don't have too much overlap, if they have chosen a political event. Students should compile a list of the events/topics.

(Note: because many students are not passionate about local or national political events, they could choose an event they do feel passionate about (a.k.a. a protest event), such as an increase in the price of pizza in the cafeteria or the school dress code, as these are “political” to the student. If the group chooses a non-political event, they must have fervent, plausible reasons for their chosen event.)

Day 6

4. Students should present to the class the events and topics that they came up with as well as the one political/protest topic that they would like to use for their studio project.
5. Students should go back to their group and create a name that represents them as a group.
6. Teacher should write down each group's choice of political or protest event/topic.

Days 7 - 8

7. Each student is expected to create three thumbnail drawings of their chosen topic and find 2 book sources and 3 Internet sources. They will answer the following questions (via worksheet attached) for their event or protest topic:
WHO is involved? WHO is affected by the event? WHERE is this event going on? WHY is the event important? WHEN and HOW LONG was/will this event be important? WHAT is the event focus? WHY do you agree or disagree with this event?

Days 9 - 13

8. Help students refine one of their chosen sketches.
9. Each student should produce a three to five color graphic image drawing on white paper and color pencils.
10. Demonstrate using Photoshop to manipulate their graphic image drawing - have students take notes during the demonstration. <http://www.melissaclifton.com/tutorial-stencila.html>
11. Discuss safety precautions with students when using x-acto knives as well as spray paint.
12. Demonstrate how to create stencils using oak tag paper.
13. Show how to use stencils and spray or acrylic paint to complete their image.

Lesson Extension:

With students in their original groups, have them use one or two of the group member created images and have each group member write a letter to the editor of the school, local, or national newspaper rallying behind their chosen event. Discuss the proper way to write an editorial letter. <http://www.thearticlewriter.com/Letters.htm> Have them send not only the letters, but also a copy of the artwork.

Assessment:

1. Completion of Webquest
2. Completed Event Questions worksheet
3. Correct number of resources for chosen political or protest event
4. Good composition for stencil image
5. Correct number of colors used
6. Correct use of tools and materials
7. Good use of class time
8. Proper clean-up
9. Neatness and effort

Bibliography:

Books

Denham, Diana. *Teaching Rebellion: Stories from the Grassroots Mobilization in Oaxaca*. Oakland, CA: PM, 2008. Print.

Joseph, Gilbert M. *The Mexico Reader: History, Culture, Politics*. Durham, NC: Duke Univ., 2005. Print.

Nevaer, Louis E. V. *Protest Graffiti: Mexico: Oaxaca*. Natl Book Network, 2008. Print.

Websites

ASARO

<http://www.myspace.com/asaroaxaca>

<http://www.artslant.com/chi/articles/show/16050>

<http://chicagoartmagazine.com/2010/04/oaxaca-now-at-marwens-untitled-gallery/>

<http://asar-oaxaca.blogspot.com/>

<http://houston.indymedia.org/news/2008/06/64061.php>

<http://web.mac.com/dfteitel/iWeb/ASAR-O/Who%20we%20are.html>

<http://web.mac.com/dfteitel/iWeb/ASAR-O/Home.html>

http://blogs.princeton.edu/graphicarts/2010/07/asamblea_de_artistas_revolutio.html

<http://commonsense2.com/2009/03/politics-world/oaxaca-update/>

Arte Jaguar

<http://www.myspace.com/losartejaguar>

<http://666ismocritico.wordpress.com/2009/03/14/598/>

<http://arteycallejero.blogspot.com/2009/08/arte-jaguar-en-oaxaca.html>

http://www.youtube.com/watch?v=A22_rg6jCpU&feature=player_embedded

<http://www.flickr.com/photos/arte/4422690/>

http://translate.google.com/translate?hl=en&sl=es&u=http://www.corneta.org/no_101/arte_jaguar_graffiti_estencil_en_oaxaca.html&ei=lr1pTKO4E4L68Ab03N22BA&sa=X&oi=translate&ct=result&resnum=3&ved=0CCAQ7gEwAg&prev=/search%3Fq%3Dsmeck%2Bfrom%2Barte%2Bjaguar%26hl%3Den%26client%3Dfirefox-a%26hs%3D3eT%26sa%3DX%26rls%3Dorg.mozilla:en-US:official

Ana Santos

<http://miguelangelmoralex-bitacora.blogspot.com/2009/08/ana-santos.html>

<http://anasantos.pbworks.com>

http://www.youtube.com/watch?v=dgCtwsgoC7o&feature=player_embedded

http://www.youtube.com/watch?v=dJFdIYB-hfU&feature=youtube_gdata

http://www.youtube.com/watch?v=KhZF_giLXEw&feature=related

Stencils

<http://www.youtube.com/watch?v=cXXRFIpGE88>

<http://www.melissaclifton.com/tutorial-stencila.html>

Lapiztola

<http://www.curbsandstoops.com/blog/?p=179>

<http://lapiztola.blogspot.com/>

<http://www.youtube.com/watch?v=tRZLcJeecuY>

<http://www.youtube.com/watch?v=KUtySBvEY0I>

Street Art in Oaxaca

<http://www.csmonitor.com/The-Culture/Arts/2008/0815/p13s02-alar.html>

<http://www.laid-back.be/blog/?p=192>

<http://markbattypublisher.com/books/protest-graffiti-mexico-oaxaca/>

http://www.drawger.com/peterkuper/?article_id=5203

<http://www.chiapaspeacehouse.org/en/story/analysis/delinquent-or-citizen-graffiti-artists-oaxaca-oaxaca>
<http://www.proximaestacion.org/pintura.html>
http://www.google.com.mx/images?hl=es&client=safari&rls=en&q=arte+jaguar&um=1&ie=UTF-8&source=univ&ei=NINLTNn-DoTQsAP_yOFI&sa=X&oi=image_result_group&ct=title&resnum=4&ved=0CC8QsAQwAw&biw=1280&bih=647
<http://clon.uam.mx/spip.php?article1096>
<http://picasaweb.google.com/anasabina/ArtePublicoSombrasEnLaCalle#>
<http://stencilgraffitioaxaca.blogspot.com/>
<http://globalvoicesonline.org/2010/01/26/graffiti-and-urban-art-voices-from-latin-american-streets-iii/>
<http://artandstruggle.com/JustSeedsOutOfOrder.htm>
<http://demianflores.com/main.php>
<http://www.mrfly.org/menu.html>
<http://www.undergrowth.org/from-scarcity-to-abundance-stories-from-the-streets-of-oaxaca-by-joel-catchlove>
<http://translate.google.com/translate?hl=en&sl=es&u=http://elgraffitienoaxaca.blogspot.com/&ei=0pFpTLtIsH48AaggOW1BA&sa=X&oi=translate&ct=result&resnum=4&ved=0CCgQ7gEwAw&prev=/search%3Fq%3DStencilZone%2B%2Boaxaca%26hl%3Den%26client%3Dfirefox-a%26hs%3DLkQ%26rls%3Dorg.mozilla:en-US:official>
<http://www.publishersweekly.com/pw/by-topic/book-news/comics/article/2192-politics-art-and-activism-in-oaxaca-.html>

Mexican Revolution

<http://www.casahistoria.net/mexicorevolution.htm#Background>
<http://www.mexconnect.com/articles/2824-the-mexican-revolution-1910>

Timeline of History of Mexico

<http://www.mexconnect.com/articles/3148-mexico-history-time-line-overview-resource-pagehtm>
<http://www.vivatravelguides.com/central-america/mexico/mexico-overview/history-and-politics/>
<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?groupid=1833&HistoryID=aa79&qtrack=pthc>

Oaxacan Politics and Teacher Strike in Oaxaca

<http://www.inthesetimes.com/article/2795/>
<http://www.workingtv.com/oaxaca-wpf.html>
<https://nacla.org/node/1405>
<http://csws.uoregon.edu/?p=2127>
<http://ipsnews.net/news.asp?idnews=35184>

Street Art Webquest

Answer the following questions, using the websites provided. Please understand that sometimes you might actually have to *read* what's on the website to answer the questions! ☺ Also, there may be more than one website to look at for each question!

Neatly write your group's answers on the hardcopy answer sheet provided.

1. Find on the map [Oaxaca state](#), as well as the location of [Oaxaca City](#).
2. What is the definition of [street art](#) and [graffiti](#)?

What makes these 2 types of artwork different? Name 2 differences.

3. What are [politics](#)?
4. Why did [people in Oaxaca](#) choose to start [creating Street Art](#)?
5. What [kind](#) of [images](#) do [street](#) artists [use](#)? Name four.
6. Who is [José Guadalupe Posada](#)? How did his art influence other artists?
7. Who is [Diego Rivera](#)? How did his art influence other artists?
8. Who are [ASARO](#)?
9. Who are [ArteJaguar](#)?
10. Who are [LaPiztola](#)?
11. Who is [Banksy](#)? Who is [James TOP](#)?
12. What is [an Icon](#)? Give traditional and contemporary meanings.

Street Art Webquest Answer Sheet

Group Member names:

Period: _____

Neatly write your group's answers below.

1. **Color** in Oaxaca state on the map below and mark the location of Oaxaca City.



2. What is the definition of [street art](#) and [graffiti](#)? What makes these two types of artwork different? Name two differences.

Street art –

Graffiti –

a.

b.

3. What are [politics](#)?

4. Why did [people in Oaxaca](#) choose to start [creating Street Art](#)?

5. What [kind](#) of [images](#) do [street](#) artists [use](#)? Name four.

a.

c.

b.

d.

6. Who is [José Guadalupe Posada](#)? How did his art influence other artists?

7. Who is [Diego Rivera](#)? How did his art influence other artists?

8. Who are [ASARO](#)?

9. Who are [ArteJaguar](#)?

10. Who are [La Piztola](#)?

11. Who is [Bansky](#)? Who is [James TOP](#)?

12. What is [an Icon](#)? Give traditional and contemporary meanings.

Street Art Event Questions Worksheet

Group member names:

Period: _____

Neatly answer the questions below.

Chosen event/topic: _____

Timeframe/ Date of event/topic: _____

1. WHO is involved? *(This should include everyone – i.e. politicians etc., not just those affected.)*
2. WHO is **affected** by the event?
3. WHERE is this event going on?
4. WHY is the event important?
5. WHEN and HOW LONG was/will this event be important?
6. WHAT is the event focus?
7. WHY does your group agree or disagree with this event? *(Tell me if you agree or disagree with your chosen event/topic.)*