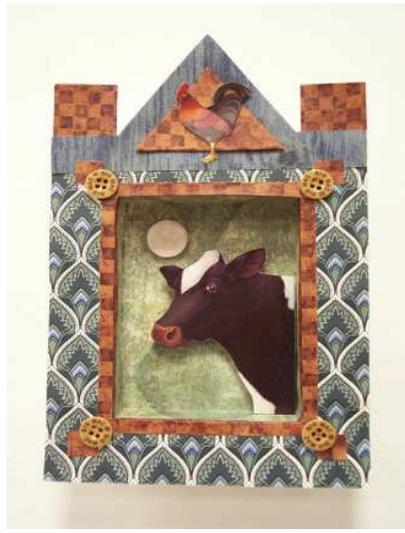


MY PERSONAL NICHU

Lesson Plan Submitted By: (username: Lynn Haynes)

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NICHOS MADE USING THIS LESSON PLAN

MY PERSONAL NICHU

In many South American and Hispanic cultures small, decorated boxes are used as memorials or shrines. These may be personal and used in the home or displayed in public areas. Important objects are displayed, sometimes religious, in memory of a loved one, or important event. Quite often they are highly decorated and may be hung or free standing.

In this lesson students will create a Nichu that reflects an important aspect of their life. Using the depth of the box they will collect and display items or images in a relief manner creating a multi-level collage.

Related lesson: Have students create a nichu about a character in literature, a historical event, the characteristics of a particular culture or place, or a message about the environment.

Grade Levels 6-8

Disciplines: Art- (integrating Social Studies, Foreign Language, and Math)

Materials:

- * Tag board 7x8” and 5x8”
- * Magazines for collage
- * Discarded wallpaper books (The sample books at paint stores have expiration dates. Ask for discards at the end of the month.)
- * rulers
- * scissors
- * pencils
- * glue
- * Scrap cardboard to make spacers
- * Buttons, beads, odds and ends for embellishment
- * Personal objects

Resources

- * Student Artwork
- * www.worldfolkart.org This is one of many retail sites that provide good examples of traditional nichos.
- * www.michaeldemeng.com This artist creates mini, updated nichos from matchbooks and matchbox cars.
- * Actual Nichos

Procedure

1. Using the document camera display and discuss traditional nichos from Mexico. There are many sites available on the web. Access the sites directly with an integrated laptop or print pictures from a site to display with the camera.
2. Use the document camera to display and discuss the work of Michael deMeng. He is a contemporary artist that creates mini nichos from matchbooks, matchbox cars, and found objects.
3. Using the split screen feature of the document camera compare and contrast a traditional nicho with one of deMengs. Have students compare and contrast materials used and imagery.
4. Explain to students that their nicho will be about an aspect of their life. Have students brainstorm possible objects, pictures, and items that might be included and why. Have students compile a class idea list as it is displayed using the document camera.

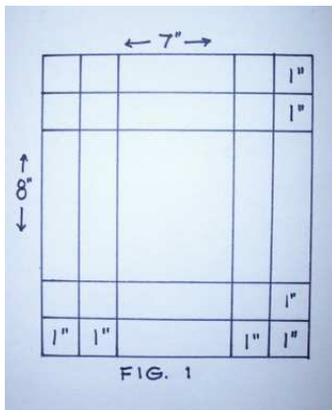
Begin Construction

Using the document camera have students follow your lead as you create the box portion and frame of the nicho. The document camera will allow students to follow each step as you demonstrate to the entire class. Permitting students to witness the process as they work eliminates many questions and greatly reduces mistakes by addressing the needs of diverse learners.

Demonstrate the following six steps with the document camera. Circulate after each step to check progress.

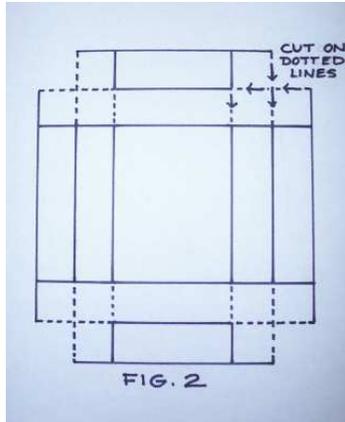
1. With a 7x8" tag board sheet have students measure and draw two 1" columns on both sides and two 1" rows across the top and bottom. (fig.1)

(This is a perfect time to use the zoom feature to review increments on the ruler for correct measurement.)

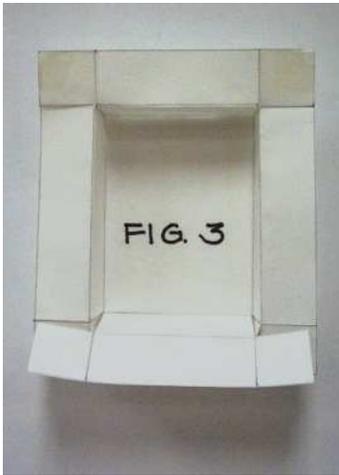


2. Crease the tag board on each line forward and backwards. A straight edge will help.

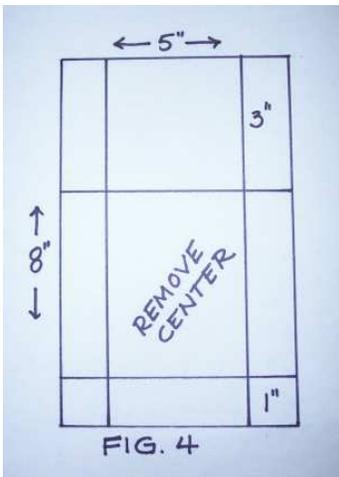
3. Cut the 1" square from each corner. Make additional cuts on lines indicated. (fig 2)



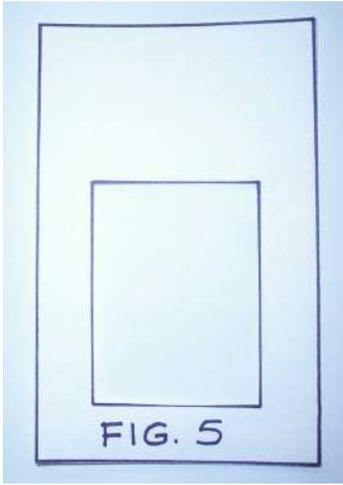
4. Fold corners to create box. Secure with tape or glue. (fig.3)



5. To create the cover frame start with the 5x8" tag board. Have students measure and draw 1" columns on each side, a 1" row along the bottom, and a 3" row across the top. (fig. 4)



6.. Have students cut out the center 3x4” rectangle. The top section of the frame can be cut any desired shape and will form a cover piece for the box. (fig 5)



7. Wall paper samples provide great background textures to line the box or cover the frame. Magazine pictures can be mounted on scrap tag board and displayed in relief using small, stacked and glued pieces of cardboard for spacers. (fig. 6 shows the back of a picture with spacers attached) Objects can be displayed in the 1' depth of the box. Found items, buttons, etc, can be used to embellish the piece.



Student Examples



Student Self Evaluation

I use this form to have each student evaluate their project. This form is enlarged and posted throughout the project. We discuss the evaluation before the process begins making students aware of the expectations. Their evaluations are usually well thought out and honest.

My Personal Nicho

Name_____

Class#_____

Why did you choose the pictures and words you used in your work of art?

What do you like most about the final work?_____

What would you change about it?_____

Rate yourself on the following. Circle one. (Five is the best)

Effort (Time in class on task) 1 2 3 4 5

Thought (How seriously did you pursue your theme?) 1 2 3 4 5

Execution (How hard did you work to make the art outstanding?) 1 2 3 4 5

If you were the teacher, what grade would you give yourself? (Circle One)

Why?_____
