



# Lesson Plan

Carolyn Kendall  
Art 4<sup>th</sup> Grade

Week of Oct. 17, 2016 (Week 1 of 2)

## Mexican Folk Art: 3D Sugar Skull

Objectives/Standards	<ul style="list-style-type: none"> <li>• Students will learn about National Hispanic Heritage Month.</li> <li>• Students will gain appreciation of Mexican folk art and how it communicates similarities and differences among various people.</li> <li>• Students will demonstrate knowledge of the elements of form and line.</li> <li>• Students will demonstrate knowledge and skills to create works of visual art using problem solving, observing, sketching and constructing.</li> </ul> <p><b>IL and National</b></p> <ul style="list-style-type: none"> <li>• <b>VA:Cr1.1.4</b> Brainstorm multiple approaches to a creative art or design problem.</li> <li>• <b>VA:Cr2.2.4</b> When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.</li> <li>• <b>VA:Cn10.1.4</b> Create works of art that reflect community cultural traditions.</li> </ul> <p><b>CC alignment SL.4.1</b> Engage effectively in collaborative discussions.</p>
<p>Procedure/Agenda</p>  	<p><b>Key Words:</b> line, form, folk art, sugar skull, sculpture, functional art</p> <p><b>Major Concepts:</b> Students will be introduced to the Day of the Dead (Dia de los Muertos) Mexican celebration (social studies connection). Students will create sugar skull necklaces.</p> <p><b>Week 1:</b></p> <p><b>Discussion/Class Participation:</b> Teacher will use a PowerPoint to facilitate a discussion on Dia de los Muertos. Teacher will state objectives of the lesson.</p> <p><b>Modeling/Anticipated Difficulties:</b> Teacher will show adding name and class to a small piece of paper. Teacher will model forming a small skull using air dry clay. Teacher will demonstrate adding jewels or sequins for eyes or leaving them to colored black. Teacher will model carefully inserting a paper clip in the top of the skull to later hold the string.</p> <p><b>Independent Practice:</b> Students will hand out materials. Students will form their skull and add their paper clip. They will place their skull on the paper with their name and set it in the class box. Early finishers will use skull coloring sheet to add their designs and color.</p> <p><b>Differentiation:</b> Students are each creating their own piece of art. Teacher will guide students having difficulty in forming the skull or adding the clip.</p> <p><b>Student Understanding:</b> Students will demonstrate understanding through creating a 3-D form.</p> <p><b>Closure:</b> Teacher will let students know that next week they will decorate, add string and beads. Teacher will have student helpers clean up supplies.</p> <p><b>Week 2:</b></p> <p><b>Discussion/Class Participation:</b> Teacher will review elements and project.</p> <p><b>Modeling/Anticipated Difficulties:</b> Teacher will demonstrate using colored sharpies to add patterns and shapes to skull. Teacher will model coating entire skull with glitter mod podge. Once skull is dry, teacher will show how to add string and beads if students wish to.</p> <p><b>Independent Practice:</b> Students will hand out materials. Students will add details to their skull and coat with glitter mod podge. They may add string and beads to finish the necklace.</p> <p><b>Differentiation:</b> Students are creating a unique piece of art. They are adding their own lines, patterns and shapes.</p> <p><b>Student Understanding:</b> Students will demonstrate understanding through having a finished sugar skull necklace.</p> <p><b>Closure:</b> Teacher will let students know that next week they will begin a new project. Teacher will have student helpers clean up supplies.</p>
Resources	<p>Golf ball size air dry clay for each student, sugar skull PP, paper clips, string or yarn, beads, glitter mod podge, brushes, blank skull worksheet for early finishers, markers, colored pencils, teacher produced artwork, computer, screen, projector, document camera</p>
Assessment	<p>Students will be formatively assessed through observation and direct feedback as they practice learned activities. Students will complete a variety of assessments throughout the lesson as described above. Summative assessment of the project will be based on a rubric which includes: demonstration of objectives, demonstration of learned techniques, craftsmanship, creativity, and use of resources (including class time). Students will create a rubric, self-assess project and write an artist statement.</p>

# Sugar Skull Necklace

*(4<sup>th</sup> Grade)*

## **Objectives:**

- Create form in shape of skull (5)
- Add lines, shapes and created patterns as symbols for your skull (5)
- Completed a functional piece of art (5)

## **Craftsmanship: (5)**

- Smoothed clay
- Neatly drew patterns
- Thoughtful placement of patterns
- Took your time

## **Creativity: (5)**

- Yours is different from everyone else's

## **Resources: (5)**

- Use of available resources, including class time

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Total of 30 points on project

# IL/National Visual Arts Standards

## *4<sup>th</sup> Grade 3-D Sugar Skull*

- **VA:Cr1.1.4** Brainstorm multiple approaches to a creative art or design problem.
- **VA:Cr2.2.4** When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.
- **VA:Cn10.1.4** Create works of art that reflect community cultural traditions.
- **CC alignment SL.4.1** Engage effectively in collaborative discussions.