

Southfield Public Schools: Lesson Planning Template

Teachers Name: Sarah Koch (Liza Pasini) - Elementary Visual Art _____ **Grade:** 2nd-4th

Unit/Lesson Title: Day of the Dead Project **Day/Date(s):** Week of 10/3, 10/10 & 10/17; 3 class sessions

Bloom's Taxonomy	Alignment to State of MI Visual Art GLCE's
Create Evaluate Analyze Apply Understand Remember	ART.VA.I.2.2, ART.VA.I.2.1, ART.VA.I.3.2, ART.VA.V.3.4, ART.VA.I.4.3
KUD	
<p>Knowledge: Day of the Dead is a cultural holiday for people of Mexican heritage which takes place during the Fall season. The holiday celebrates the lives of loved ones who have died.</p> <p>Understand that: Students will celebrate Day of the Dead by creating artwork that shows an aspect of the human skeletal system (skull or full skeleton) which are displayed during the holiday to positively celebrate the lives of loved ones who have passed away.</p> <p>Do: Students will create an image that shows an aspect of the human skeletal system (skull or full skeleton) to celebrate Day of the Dead. Students will use scale, proportion, color, design, and pattern in their Day of the Dead project. <i>Connection to Culture: Students will learn about the Mexican cultural holiday "Day of the Dead" and celebrate it by creating skulls or skeletons which reflect the premise of the holiday.</i></p>	
Assessment	
How are you collecting evidence of student understanding? How are you using that information to inform your instruction?	
<p>Summative & Formative Assessments, Performance Task(s) & Other Evidence i.e. Pre-assessments, Unit Tests, Quizzes, Essays, Exit Cards, etc.</p> <p>Pre-assessment/Introduction: Students will be introduced to the lesson by looking at a skull poster for Day of the Dead in a PowerPoint presentation and asked: Does anyone know what Day of the Dead is? What might it be about? Students will answer as part of class discussion/assessment. Students will learn facts about Day of the Dead, watch an animated short, and shown examples of Day of the Dead skulls or skeletons in the remaining PowerPoint presentation. Lesson plan final example shown on screen and told what materials will be used to make them.</p> <p>Summative Assessment: At the end of the lesson, students will be called on to answer questions such as: What is Day of the Dead about? What do our skulls or skeletons have to do with the holiday? How did our skulls or skeletons reflect Day of the Dead? What kinds of colors, designs and patterns were used in your Day of the Dead skulls or skeletons? How did we use scale and proportion in our Day of the Dead projects?</p>	
Instructional Learning Plan	
How will the lesson support student acquisition, meaning-making and transfer of content knowledge, understandings and skills?	
<p>Learning Activities: (Brief summary & description of how you will orchestrate instructional best practices during this lesson to ensure student understanding i.e. <i>Differentiated Instruction, Marzano, National Board Core Propositions etc.</i>)</p> <p>Session 1: Students will be introduced to the lesson by looking at a skull poster for Day of the Dead in a PowerPoint presentation and asked: Does anyone know what Day of the Dead is? What might it be about? Students will answer as part of class discussion/assessment. Students will learn some informational facts about Day of the Dead and then watch an animated short to learn about the spirit of the holiday and see how skulls and skeletons are represented during Day of the Dead. Students will see examples of the Day of the Dead skulls or skeletons in the PowerPoint. Discuss how we are going to make Day of the Dead skulls or skeletons to celebrate the holiday. Discuss what materials we will use to create our project. Demonstrate art supply distribution. Show finished Day of the Dead skull or skeleton example to class. Demonstrate steps for drawing skull or skeleton using project materials. Discuss scale, proportion, color, design, and pattern for our Day of the Dead project.</p>	

Session 2: I CAN statement posted on board. Review of previous class period. Discuss scale, proportion, color, design, and pattern for Day of the Dead project. Show finished Day of the Dead example during review to visually show/point out what we are talking about. Students will continue to work on and decorate their Day of the Dead skull or skeleton.

Session 3: I CAN statement posted on board. Students will be given a demonstration on how to cut out their Day of the Dead skulls. Students will finishing decorating/working on their Day of the Dead project. Class summative assessment at the end of class work session.

Lesson Closure: At the end of session 3, students will be called on to answer questions such as: What is Day of the Dead about? What do our skulls or skeletons have to do with the holiday? How did our skulls or skeletons reflect Day of the Dead? What kinds of colors, designs and patterns were used in your Day of the Dead project? Students will model their Day of the Dead projects to the class when discussing what colors, patterns, and designs they used to create their skull. How did we use scale and proportion in our Day of the Dead projects?

Instructional Resources/Materials/On-line

Students will watch an animated short called "Dia de Los Muertos" on Youtube to learn about the spirit of the holiday and see how skulls and skeletons are represented during Day of the Dead. Students will see a PowerPoint presentation on the smartboard as an introduction to the lesson. Paper plates, construction paper, chalk, paint, construction paper crayon, glue, crayon, markers, glitter, templates, and scissors will be materials used to create students Day of the Dead project.

Extended Learning (*Homework*)

Not applicable

Lesson Accommodations (*Special needs and gifted*)

Special needs students with difficulty drawing will have circle templates available to them to help create their Day of the Dead skulls and facial features. Special needs students struggling with cutting out their skull will receive additional help and demonstration of cutting their skull shape along a line. Hand over hand technique may be an accommodation for special needs students as well. Skeleton body part templates will be available for students to create Day of the Dead skeletons. Gifted students will draw additional decorations and details on their skulls and skeletons.

What will you do if students do not understand?

Provide one-on-one guidance to individual students or have students engage in peer support/sharing. Students who finish their projects early or who understand the lesson will help other students who are struggling in creating their Day of the Dead skulls. I will repeat the demonstration of the lesson with step by step directions and visuals.