**ART Lesson** for **S. Pringle Date:** 10/18-10/29 **Unit:** Hispanic Heritage/Fall **Grade level(s):** PreK-5

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| **Learning Objectives:** PreK-1 – I will learn how to create tear art to make a Jack O’ Lantern. 2-3- I will learn about Day of the Dead celebration, so that I can understand the importance of Marigolds in Mexican culture. I will learn about color and shape, so that I can use paint to create a Marigold using warm colors and radial design. 4-5- I will learn about line and shape so that I can draw a sugar skull using oil pastel. I know I have it when my skull is taking up most of the space and appears symmetrical. |
| **Materials and Equipment:** orange, green, black construction paper, orange paper scraps, pumpkin outline page, glue sticks, black pastel, white drawing paper, paint cakes, water dishes, paint brushes, liquid glue, large white paper, orange, red, yellow, brown, black, and white tempera paint, large and small paint brush, scissors, warm colored tissue paper  |
| **Essential Question:** What is a Jack O’ Lantern? How is Mexican culture represented in Mexican art? |
| **Vocabulary:** Jack O’ Lantern, tear art, collage, De De Los Muertos, marigolds, sugar skulls, symmetry, radial design, warm colors  |
| **Procedures:**  |
| **Anticipatory Set** | PreK-1 – Listen to the read aloud of the book, “Pick a Pumpkin” and discuss the many faces of Jack O’ Lanterns. 2-3- Learn about Mexico, Dia De Los Muertos, and Marigolds using the Mexican Slide Deck. SW also listen to the story, “Day of the Dead.” 4-5- Learn about Mexico, Dia De Los Muertos, Marigolds, and Sugar Skulls using the Mexican Slide Deck. SW also watch a video about Dia de los Muertos.  |
| **PreK-1** | * After reading and learning about Jack O’ Lanterns, SW use their pumpkin outline to create their own Jack O’ Lantern.
* TW model how to tear construction paper and scraps and glue them to their pumpkin to fill all the white spaces to create a paper collage.
* SW start with orange paper scraps to tear and glue down each piece to fill their pumpkin.
* SW then use green scraps to fill the stem area of the pumpkin.
* SW then use black paper scrapes to make eyes, nose, and mouth to turn their pumpkin into a funny face Jack O’ Lantern.
* SW glue all their pieces to the pumpkin to create the face.
* Students can add extra parts o the face like eyebrows or teeth using torn black paper.

**The Following Week:*** SW finish any unglues paper on their Jack O’ Lantern from the previous week.
* SW begin making a background for their pumpkin on black construction paper.
* TW then model how to hold and cut their pumpkin. Teachers will help as needed.
* SW glue their orange pumpkins to black construction paper to create a background.
* SW use pastels to create grass marks for the pumpkin to sit on, a big orange or yellow moon hanging in the sky, and white or yellow dots in the sky for stars.
* SW then glue their pumpkin collage to the background.

**Conclusion:*** TW follow procedure for Freeze and Melt at the end of the art class for clean-up time at their table.
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| **2-3** | * After learning about the importance of marigolds, SW start in the center of their large white paper with a circle shape and paint petals using tempera paint and a large brush. Teacher will model.
* SW design any type of petal small or large and repeat outwards in a radial design. (going all the way around each time)
* SW use a variety of warm and brown paint colors to create their radial design to fill their paper to almost the edge.
* Once the flower shape and petals are complete, SW add small details with a small paint brush using black and white paint to create outlines and marks to make it look like a flower.
* SW be reminded to use all their negative space.

**The Following Week:** * SW get their painted flowers back to add tissue paper to.
* TW model how to crumble tissue paper to create a center to their flower.
* SW crumble tissue and glue it to the center of their marigold.
* SW then cut out the flower to be displayed in clusters.

**Conclusion:*** TW follow procedure for Freeze and Melt at the end of the art class for clean-up time at their table.
* SW also follow procedures for washing hands at the sink and putting their art work on the drying rack. (modeled by the teacher)
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| **4-5** | * TW use a drawing guide as well as teacher guidance to draw one half of a sugar skull shape using black pastel on white drawing paper that is folded.
* TW discuss symmetry and how folding the paper and rubbing it will make the exact drawing appear on the other side. Both sides will be the same.
* SW view many different Mexican sugar Skull designs and use them as a guide to drawing half of their designs on the skull.
* Once the one half is drawn, SW unfold paper and close it like a book and rub the outside of the drawing. This will allow the pastel to mark the other side of their paper to outline/trace it to make a completed skull shape with designs.
* With the paper opened, SW create a few marigold flowers around their skull to create a background using the black pastel.

The Following Week:* TW demonstrate the painting process by showing a video of a sugar skull being painted.
* SW use tempera paint cakes to paint all the sections on their sugar skull.
* SW paint the flowers as well as the background to create a completed designed skull.
* If time permits, SW add sequins to parts of the skull to add extra design.

**Conclusion:*** TW follow procedure for Freeze and Melt at the end of the art class for clean-up time at their table.
* SW also follow procedures for washing hands at the sink.
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| Good Class Color Reward | TTW move a class clip to a color for following directions and art procedures. If a class does not meet expectations, SW not move their class clip for the day. Students who make it around the entire board will receive a FREE ART DAY!Top table for each class will receive “West Bucks” as a reward.  |
| **Early Finisher:** | Easy, medium, or difficult levels of sketching/drawing guides or art books to read/look at.  |
| **Deep Space Sparkle**  |