***Content Area Being Integrated:*** *Social Studies and Visual Arts*

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|  | **ARTS DISCIPLINE** | **OTHER CONTENT AREA** |
| Standards Addressed in the Integrated Lesson/Activity | Visual Arts:  Identify the elements of art in objects emphasizing line, color, shape/form, and texture. | Social Studies:  1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens...  3. Students compare the beliefs,customs,ceremonies, traditions, and social practices of the varied cultures, drawing from folklore. |
| Student Objectives in Each Discipline | Students will be able to make a Day of the Dead skull and share about the d art emphasizing line, color, Shape/form and texture. | Students will be able to share about how El Día de Los Muertos (Day Of The Dead)is a tradition in Latin American Countries and Halloween is a tradition in the U.S.A. |
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***Integrated Student Objective:*** *At the end of the integrated activity, students will be able create and discuss their original work of art of their 2- dimensional Day of the Dead skull emphasizing line, color, and shape/form. The students will also be able to give at least one detail about the traditions of the Day Of The Dead.*

***Essential Questions:*** *What have you learned about art? What have you learned about the Day Of The Dead?*

***Materials/Resources:*** *Maria Molina And The Day Of The Dead, the book,*

*a template of a skull with the nose cut out, pencils, crayons, chart paper*

***Lesson/Activity Description:***

***Day 1:****The teacher will discuss that not all Countries celebrate Halloween. In Latin American countries they celebrate “El Dia De Los Muertos” or “The Day Of The Dead.” The teacher will tell the students that she will read them the book, Maria Molina And The Day Of The Dead. But before she does, she tells the students to think-pair-share about the customs/traditions that people follow for Halloween. Then the teacher will chart their responses. Next, the teacher will tell the students to look for customs/traditions that people follow for the Day Of The Dead . The teacher will then read the book. after reading the book, the teacher will ask the students to think-pair-share what are some of the traditions or customs for the Day of The Dead. The teacher will record the students responses on chart paper. Then, the teacher will read both the information charted for Halloween and that for the Day Of The Dead. She will ask the class to compare and think-pair-share how the holidays are similar. Then contrast both holidays and find out how they are different. She will explain to the class that they will make a paper replica of a sugar skull. The sugar skull is one of the traditions of the Day Of The Dead.*

***Day 2:*** *The teacher will review the parts of a face- forehead, eye browse, eyes, eye lashes, nose, cheeks, chin. She will ask the kids to identify them by playing “Simon Says.” Then the teacher will point to different parts of her face and have the students identify that part of the face by calling out the name of the part. The teacher will pass out mirrors and ask the class to draw an imaginary line from their middle of their forehead to the middle of their chin using their finer. The teacher will ask the class to notice if their hair, eye browse, eyelashes, eyes, cheeks, nose and lips look the same on both sides of their face. The teacher will explain that having the same parts on both sides of the imaginary line they drew is called “symmetry.” The teacher will explain she wants their paper candy skull to have “symmetry.” Next, the teacher will create a sample. the teacher will show the students how to use the skull template to trace the outline of the skull and nose. The teacher will show the students how to draw, with a pencil, a soft imaginary line from the top of the forehead to the bottom of the chin of the skull. Next, the teacher will bring out the chart of the color wheel and ask the class to describe what they see to a partner. Then she will ask three volunteers to share. The teacher will ask the class to choose colors from the color wheel. Then, the teacher will demonstrate a variety of lines*

*and will chart them and label them. The last chart the teacher will show is the shape chart. The teacher will chart both geometric and organic shapes. Finally, the teacher will model using a variety shapes, lines and color to decorate their paper candy skull using a pencil. The teacher will explain to draw softly in order to make it easy to erase in case they want to.The teacher will also reinforce the idea of symmetry. The teacher will put her sample away. Then the teacher will tell the students to make one “practice” skull before they attempt their final version. She will encourage them to be patient with themselves. If a student asks for the opportunity to make more than one “practice” skull she will allow it. The teacher will encourage creativity.The teacher will explain that once the students have their final version of the skull they must discuss it with their table partner and explain why their skull has symmetry using the vocabulary on the color, line and shape charts. The teacher will listen to the partners by going to their table in the order the partners finish. She will record whether or not each child was able to use the vocabulary regarding shapes, lines and color from the charts. For example, if a student shares: My skull has one oval for each eye on both sides of the face and one swirl on each side for a cheek. Also, my skull has loopy black lines for hair on both sides of the top of the skull. The vocabulary shows the student learned the art vocabulary on the charts. Once the students share it , the students may trace the lines with color and fill in any shapes with color always with the idea of symmetry in mind. Once the students are done using color on their skulls, They will answer the following prompt on a separate paper and illustrate their response: What is something important you learned about Halloween and or the Day Of The Dead. The student’s sentence starter will be, “I learned...” The students may use the charts to write their responses. The teacher will use the students responses to these prompts to assign them a grade for the social studies standards. If the student can write at least one true/correct fact that they learned, that response would be grade-level.*