MAC MILLER

Your music kept me alive, it still remains so even if you aren't here no more.

Much love and respect, Malcolm.

"Bear Raider"

OSCAR QUINTO-ZAMUDIO

DIA DE LOS MUERTOS DIBUJOS

5th Grade | Drawing
## Learning Segment Title: Dia de los Muertos Dibujos

**Number of Planned Lessons:** 3  
**Age Group:** 9-10 years old (5th grade)

### ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT

**Central Focus:**  
Students will be introduced to Dia de los Muertos and recognizing the importance of remembering dead loved ones. It is important for students around this age to begin learning about Day of the Dead because they are becoming more aware of life itself. They are understanding on how everything will cease to exist. This lesson will have them view death in a very positive way. Monarch butterflies have also become a symbol during this celebration. The monarch migration cycle has aligned itself perfectly during the celebration in Mexico. After months of flying down across all of Canada and America, monarchs begin arriving to Mexico a few days, or let alone on the day the celebration begins. Now it is believed those butterflies arriving actually have the souls of the people who are being celebrated and remembered. Throughout the lecture, they will find ways of how the butterfly ties into this. They will be exposed to various drawing techniques in order to build up a drawing within the wings of the monarch butterfly. That drawing being a portrait of any family member who has passed away or a celebrity they looked up to during the times they walked the Earth.

### Enduring Understanding: Dia de los Muertos

**Essential Questions:**
- What is Dia de los Muertos?
- How are monarch butterflies a part of this tradition? What do they symbolize?
- How do you honor passed loved ones?

### KNOWLEDGE OF STUDENTS TO INFORM TEACHING

How does this lesson connect with and build on students’ previous/subsequent lesson(s)? How do students’ visual art dispositions inform this lesson?

My students, prior to this lesson, have not been exposed to such ideas. They may have seen or heard about this celebration outside of class, some from home, those who also share a Latinx background. A great amount of families here in the city still partake on the celebration along with their family members down in Mexico. Students may also know about this celebration through the Disney movie, *Coco*. This movie’s entire them is Day of the Dead. It follows the life of a kid named Miguel and his journey into the afterlife realm when he magically transports into there. But other than that, this celebration is not usually celebrated here in the U.S. since most people are occupied with Halloween. Students will be given an overview of what is and why it is celebrated.

What personal, cultural, and community assets inform this learning segment?

Again, most students at this school have a Latinx background. Either they already celebrate the tradition with their family or have just heard about it. I know in Mexico it is a special tradition that even parades occur throughout the days. It not only brings families together but helps engage a whole community to recognize everyone that has passed away and pay homage to them. Students will be exposed to these ideas and try to relate their own personal life to the tradition.

What are the developmental characteristics of these learners? What are common misconceptions in relation to this learning segment?

Fifth grades are developing further being that they are going into double digits of age. They are slowing taking on that ‘adult’ role. At this age, they are becoming more truthful. This helps them gauge on what is right and
wrong. Because of this, I believe it is a great time to bring the topic of death to the classroom. I know it may promote fear in some but may inspire others. Fifth graders are also known to love having conversations. This can promote some kind of well-rounded discussions during the lecture part of the lesson. Fifth graders simply enjoy explaining things. Day of the Dead is a prime example for that. Throughout the celebration many families come together and discuss about who they are remembering and simply pour out the great times they had when those people were alive.

In relation to this learning segment, a common misconception is people believe only Mexicans can celebrate Day of the Dead. But honestly, it should definitely be the other way around. Day of the Dead should be promoted to all cultures. Mexicans are not the only ones that experience death. Everyone will at some point. Some individuals can accept that easily, but others may try to avoid even thinking about the topic. Day of the Dead is just another reminder to enjoy every single moment we have when alive. It especially helps us focus on creating great memories with our close ones.

**What adaptations and consideration are needed for instruction for whole class, individuals, and students with specific needs?**

I know death can be a heavy topic for a few students. Some may have just dealt with it this year. I will be asking students to look up an image of a passed loved one for the art making activity. They will be using their Chromebooks for the images. For those who feel like they cannot share, I intend on writing a list of famous people who have passed away; people who the students may have known throughout their life. I can also bring in fictional characters from children movies that may have died in the movie. Giving them options for this portion would be good in the long run.

**Identify research and theory that support your choices, adaptations, and understanding of your students.**

Jerome Bruner came up with three elements of teaching after studying Vygotsky’s and Dewey’s work. One is focusing on the experiences of the students and finding ways to make it exciting for them. The lesson plan that I have stored for my 5th graders will show them the beauty tracing can bring to an artwork. Plus, we will be using their finished drawings to bring be as an adornment. Bruner then wants educators to focus on how they are giving out the information to students. Everything we teach should be easy to grasp. I have various ways to scaffold my lesson. Most importantly providing students a worksheet of various shading techniques. At their age, drawing and trying to recreate a photograph as a drawing can be very daunting. Other than just showing them photorealistic drawings, tattoo artwork will be shown for students to see how a simple piece could be aesthetically pleasing as well. Similar to the second element, Bruner states in his third element: an effective sequencing of instruction in an order that makes sense to students. The way that will show in my lesson is slowly building up the content. Starting off with a small discussion on Day of the Dead and then bringing in the importance of butterflies. The way in which Kelvin Okafor ties into this lesson is the attention he gives to his model. He takes days to get to know them to a certain extent. His drawings tend to reflect the energy of each model he has.

### LEARNING OBJECTIVES & VISUAL ART STANDARDS

**Students will be able to...**  
**Student will demonstrate an understanding that...**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>National Visual Art Standards Alignment (Number &amp; Text)</th>
<th>Learning Tasks &amp; Assessment Alignment</th>
</tr>
</thead>
</table>
| **Interpreting Art:** | Anchor Standard #7: Perceive and analyze artistic work | Learning Tasks:  
Looking and talking about Kelvin Okafor and his technique distinct to two tattoo artists  
Assessments/Feedback:  
Formative assessment will take place during this time – going around class and checking their worksheet |
| Students will be able to distinct different shading/ textural techniques within the artwork of artists | | |
| **Developing Works of Art/Design:** | Anchor Standard #1: Generate and conceptualize artistic ideas and work  
Anchor Standard #5: Develop and refine artistic technique and work for presentation | Learning Tasks:  
Students will trace over a photograph onto the wing part of the Monarch Butterfly  
Assessments/Feedback:  
Formative assessment on checking how the shading techniques were used within the drawing |
| Students will use tracing paper and incorporate several shading techniques to build up their image | | |
| **Relating Art to Context:** | Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art | Learning Tasks:  
Initially first showing this by seeing what image they choose to bring to class  
Assessments/Feedback:  
The exit slip will ask students to explain what objects they would place in a hypothetical Ofrenda for the person they choose to draw. |
| Students will demonstrate an understanding of Dia de los Muertos through the use of an exit slip | | |
## ACADEMIC LANGUAGE

<table>
<thead>
<tr>
<th>Language Function:</th>
<th>Planned Supports (Instructional strategies, learning tasks, &amp; materials)</th>
<th>Assessments/Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing and analyzing</td>
<td>Written vocab words on to their own sheet</td>
<td>Written reflection on side of their drawing - Write which vocab words / shading techniques were implemented</td>
</tr>
</tbody>
</table>

### Vocabulary: (list & define)

- **Symbolism**: an artistic and poetic movement or style using symbolic images and indirect suggestion to express mystical ideas, and states of mind
- **Realism**: the movement or style of representing familiar things as they actually are
- **Shading**: the darkening of an illustration or diagram with parallel lines or a block of color
- **Ofrenda**: means offering in Spanish, in DDLM, it is a collection of objects placed on a ritual display during the celebration
- **Tracing**: copy (a drawing, map, or design) by drawing over its lines on a superimposed piece of transparent paper
- **Value**: how light or dark something is

### Discourse (or Syntax):

Talking – pair and share at the end of what shading techniques they have used in their drawing

## LESSON #1

### Descriptive Lesson Title: Symbolized Drawings

### Lesson Description:

(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Students will be learning the tradition of Day of the Dead. They will get a brief overview of how ofrendas are the foundation for this celebration. They will learn on how the 4 elements appear on all ofrendas across the country the world. They will also get coverage on the monarch butterfly. The butterfly has not only been seen as a symbol within migration but has also been picked up through this tradition. The monarchs arrive to Mexico during the beginning of this celebration, it is now believed those butterflies actually carry the souls those who have passed away.

During this portion they will also talk about the work of Kelvin Okafor. He is a realistic drawing artist working primarily from the UK. They will look at 2-3 pieces of work and analyze different techniques he may have done through his drawing.
process. Prior to this, I will show them different shading techniques in which they build up value. There will be an anchor chart displayed, making during the time of explaining to them, that they will be able to see. I will have an 8.5 x 11 version for them to keep for future drawings that they would want to create. Along with Kelvins work, they will also be shown 2 black and grey tattoo artists. This will help students see how a portrait does not always have to look like a photograph, if they only focus in on dark and highlight values, they will be set!

Materials:
(Instructional, artmaking, and organizational materials required for this lesson)

PowerPoint, Monarch Butterfly Template, Anchor chart of different shading techniques, Venn diagram – DDLM and Butterfly – connection

Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and artmaking, and closure activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Differentiation/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 min</td>
<td>Overview of Day of the Dead – what is It and why it Is celebrated</td>
<td>Note taking</td>
<td>Sketch if note taking is too much</td>
</tr>
<tr>
<td>7 min</td>
<td>Talking about the monarch butterfly – how they have become a staple symbol during this celebration, own nature of the butterfly</td>
<td>Note taking</td>
<td>Sketch if note taking is too much</td>
</tr>
<tr>
<td>15 Min</td>
<td>Cover Kelvin Okafor // Go over shading technique</td>
<td>Looking and talking about piece of art / create anchor chart</td>
<td>Worksheet handout if imitating shading technique maybe difficult</td>
</tr>
</tbody>
</table>

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

Asking students their experiences with DDLM
Turn in worksheet on monarch butterfly / Venn Diagram (Formative)

Teacher Self-assessment/Reflection: (To be completed following teaching; include connections to relevant theory)

Having only 30 minutes for this introduction, I realized I had a fair amount of information to provide the students with. Being topic heavy, there were at times in which the students had trouble focusing and taking in the information. This made me act accordingly and try out attention grabbers. I also believe it would’ve been better if I had a worksheet for the vocabulary words. There was some time lost for when the students had to write down the words and definitions. As the worksheet goes, I visualize it as a matching worksheet. Students could have matched terms with definitions as I presented them with the information for the lesson plans. I could have emphasized when a word was brought up; this in itself may have aided me with the attention span the students were exhibiting. Overall, when doing this lesson again, I intend on having a free-flowing lecture and have the students be more engaged with thought provoking questions.
**LESSON #2**

**Descriptive Lesson Title:** Symbolized Drawings

**Lesson Description:** Demo and Art Making  
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

Simple tracing over Chromebooks and begin shading in their figure with the different shading techniques provided

**Materials:**  
/Instructional, artmaking, and organizational materials required for this lesson

Pencil, eraser, cotton swab, butterfly template, Chromebook, tissue

**Instructional Strategies & Learning Tasks**  
/Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and artmaking, and closure activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Differentiation/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 mins</td>
<td>Demo – Tracing and shading techniques</td>
<td>Following along – doing same techniques</td>
<td></td>
</tr>
<tr>
<td>2 mins</td>
<td>Pass out butterfly and materials</td>
<td>Assigned students would pass out other materials</td>
<td></td>
</tr>
<tr>
<td>19 minutes</td>
<td>Walk around and check in on students</td>
<td>Trace and work on</td>
<td></td>
</tr>
<tr>
<td>2 min</td>
<td>Call on students to share.</td>
<td>Sharing</td>
<td></td>
</tr>
</tbody>
</table>
| 3 min      | Call table leaders to collect supplies  
Collect work | Collecting materials                                   |                             |

**Relevant Assessments & Planned Feedback** (Initial, Formative, and/or Summative)

Formative – check in on what shading technique they are using (note taking on my end)  
Summative – hand in finished drawing to be hung in class // written portion on what they would want to say to the person

**Teacher Self-assessment/Reflection:** (To be completed following teaching; include connections to relevant theory)

Work time was my favorite part of this lesson segment. The students were engaged right off the bat for when we were going over our shading techniques. I noticed most students were following along at the same pace. Having them do the technique with me helped students remain focused and most were excited to go onto the next one. Even during worktime, there were still a few students who were not so much into the activity themselves. Through this experience I was trying to see what kinds of things they are into. I was truly aware some students would have not enjoyed the concept of death but did not anticipate them not wanting to do it at
all. I was able to convince those students to jump into the activity but by the time they had begun working, it was practically going to be time to clean up. For the next time I do this lesson, I plan on having more information on the individuals in which I wrote on the board. It is just for the students to know what kind of impact those figures had when they were alive. I also plan on having a full-on discussion with students about the topic of death, prior even giving the lecture itself. This helps me as the educator to have a sense on who would not want to be part of the activity. Through this process I would be able to plan accordingly.

LESSON #3

Descriptive Lesson Title: Symbolized Drawings

Lesson Description:
(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

This would be post art making and handing in final drawings. I will select a few students to help me punch hole the laminated drawings and loop string through them. The class at the moment has not kind of posters or artwork on the wall. Adding this would be helpful to make the classroom come to live a little more.

Materials:
(Instructional, artmaking, and organizational materials required for this lesson)

Punch hole, string, laminator, pins/ nails

Instructional Strategies & Learning Tasks
Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and artmaking, and closure activities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Activities</th>
<th>Student Activities</th>
<th>Differentiation/Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Begin tying one end of string to wall</td>
<td>Punch hole butterflies</td>
<td></td>
</tr>
<tr>
<td>10 min</td>
<td>Organize/ space out butterflies in string and tie the other end to wall</td>
<td>Pass the pieces to teacher</td>
<td></td>
</tr>
</tbody>
</table>

Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)

n/a

Teacher Self-assessment/Reflection: (To be completed following teaching; include connections to relevant theory)

This part of the lesson was not able to be done. FYI.
Artifacts/Student Work:

MAC MILLER
Your music kept me alive, still remains so even if you aren't here no more. Much love and respect, Mahan.
-Brooklyn