

Day of the Dead Skull Prints

5th Grade

I. Standard & Benchmarks

VA:Cr2.2.4a - Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.

VA:Re7.2.5a - Identify and analyze cultural associations suggested by visual imagery.

VA:Re9.1.5a - Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.

II. Outcomes:

Understand the cultural significance of Day of the Dead in Mexico.
Know how to create a styrofoam print using a preliminary drawing.
Understanding anatomy by drawing a skull.

III. Anticipatory set/Motivation:

Using Visual Thinking Strategies show pictures of Dia De los Muertos Altars and Celebrations. Talk about the culture, history and holiday.

Knowledge of printmaking is necessary, most students learned in 4th grade. I will have a refresher anyway.

IV. Model the Process:

Criteria: One color print, 6 x 9 design, with one skull decorated with original designs, skull must fill page and there must be a background.

Task Analysis: The students need to know the basics of printing. The Skull drawing will be guided to help them understand anatomy.

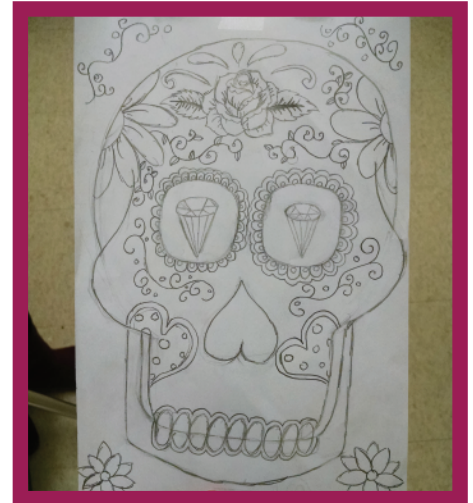
Vocabulary:

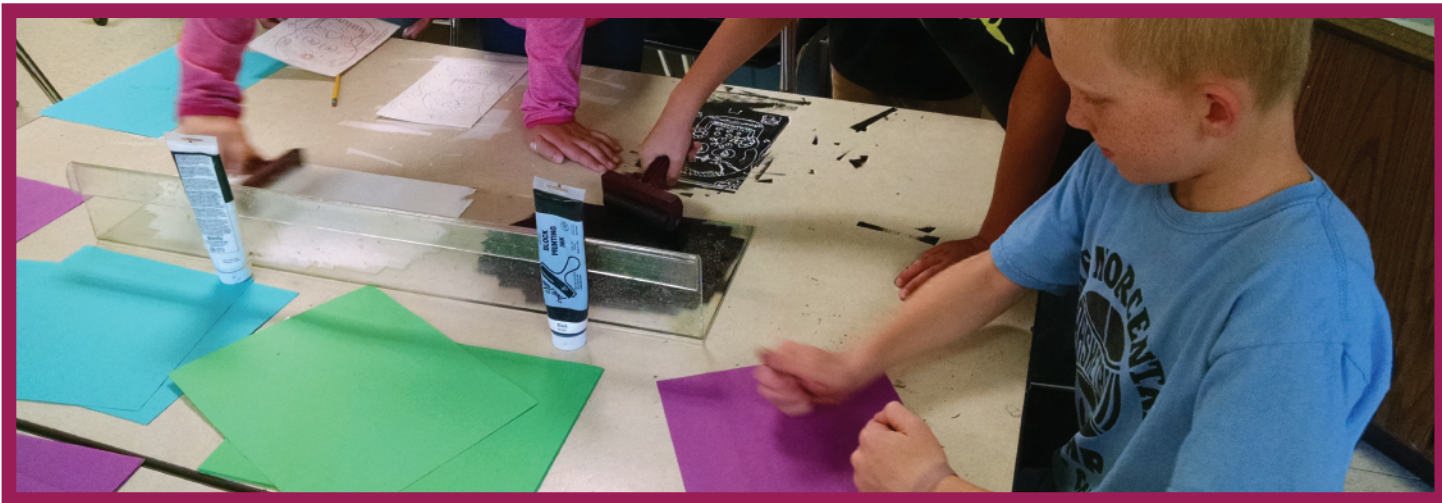
Brayer - different form a paint roller, made of hard rubber, specifically used for printmaking.

Plate - a piece of thick, flat material, with a design on its surface, used to print repeated impressions of that design.

Positive Space - refers to the main focus of a picture.

Negative Space - refers to the background.





Model the Process continued:

Contrast - the amount of difference between tones in a image. High contrast, low contrast.

Materials: 6 x 9 inch paper, pencils, erasers, 6 x 9 inch styrofoam board, brayers, ink, construction paper.

Demonstration:

1. Introduce the project with a Power point presentation using Visual Thinking Strategies and show a video on Day of the Dead.
2. Hand out paper and pencils and have the students follow along in a guided drawing of a skull.
3. Emphasize to students the importance of drawing lightly first. Start with a circle, make sure students use the whole page and the circle is in the upper half. Draw rectangle down from the circle for jaw and curve the bottom the create the chin. Have students feel their own heads, notice how the skull is round and then the move foreward to the face and see how it moves in and down under the cheeks. Have the students draw the temporal line and cheek bone. Then have them touch the top of their mouth and feel the upper jaw. Then have them draw the line from the from the cheekbone to the upper teeth. Then the jaw bone and lower teeth. Have them draw the eye and nose sockets, making note that the skull does not have bone there. Have students erase the construction lines and draw dark the final skull.
4. Now students can individually make their own decorations on their skull and do a background. The drawing should not have letters or numbers because the print will reverse the letters.
5. Lead demonstration on transferring the drawing to the styrofoam plate. Discuss taping the drawing to the styrofoam and pressing hard with a colored pencil to transfer your drawing.
6. After students transfer drawing to plate demonstrate the printing process, define terms, the brayer, charging the brayer and the plate. Show charging brayer and plate in horizontal and vertical directions. Impress the importance of moving the plate out of inking area before printing. Show circular motion of pressing the paper to plate.
7. Show decorating final print with construction paper crayons to bring out more festive Day of the Dead colors.

V. Check for Understanding:

Where is Day of the Dead celebrated?

What do skulls symbolize in Mexican culture?

Are there holes in the Skull bone?

VI. Monitor and Adjust:

Help students who need extra help with taping and un-taping their drawing to styrofoam. Monitor printmaking process to make sure proper steps are followed and help students who are unsure on the process.

VII. Accommodations:

Be aware of any specific disabilities and individual student needs relating to cognitive, physical or cultural barriers. Note adaptations.

VIII. Clean up:

Five minutes used at the end of class to clean up, extra time may be necessary on days involving Printmaking.

IX. Closure and Assessment:

Rubric

- 5 - Complete understanding of the process, completed the project and earned Golden Ruler Points.
- 4 - General understanding of the process and completion of the project.
- 3 - Partial understanding of the process and completion of the project.
- 2 - Incomplete line or color drawing, lacks understanding of the project.
- 1 - Incomplete project.
- 0 - Project not attempted.

