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Lesson Title:	Ofrenda/shrine -cigar box
Grade Level:	High School 9-12

Vocab, Art History, Interdisciplinary Connections

<p>Artist/Culture/Movement Connections</p> <p>Holiday Día De los Muertos, Who celebrates Día De los Muertos? Nations who create ofrendas? How do make a traditional ofrendas? Do other parts of the world create shrines?</p>	<p>Interdisciplinary Connections Geography, Language: Spanish words, Religion,</p>
<p>Art Vocabulary: Ofrenda, Dia de los Muertos, pan de muerto, sugar skulls, marigold flower</p>	<p>Elements/Principles of Art (just the most important ones for this assignment)</p>
<p>Media and Materials needed: Cigar box, hot glue gun, special paper or paint, flowers, and any other decorative objects you would like to add to your decorative item.</p>	

Content Standards (choose 2/3, then delete the ones you didn't use.

Copy/paste the specific number and text. Link here: <https://www.cde.ca.gov/be/st/ss/vapacontentstnds.asp>
under "visual arts 1/2 page down)

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

PRESENTING

Anchor Standard 6: Convey meaning through the presentation of artistic work.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 8: Interpret intent and meaning in artistic work.

CONNECTING

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Learning Objectives (related to standards, specific to your project)

- 1.Students will be able to assemble their own ofrenda**
- 2.Students will be able to explain why ofrendas are created**
- 3. Students will be able to explain the history of the ofrenda**

<p>Anticipatory Set: After I demonstrate example pictures of ofrendas I will demonstrate a small click of ofrendas/Día de los Muertos</p>
<p>Big Idea: Creating this type of art can help explain why this type of art is so significant. Help explain why shrines are created for the deceased. Help explain that globally people still recognize/acknowledge the deceased in different ways, this is one of the them.</p>
<p>Essential Question: What is the significance of an ofrenda? What is an ofrenda? What are the origins of an ofrenda? What is the day of the day? What is traditionally placed in an ofrenda or a offering table? Do other parts of the world except Mexico create ofrendas?</p>
<p>Objective/Purpose: Students will choose a person that they will further explore in order to complete the assignment. Students will be able to identify the reasons why ofrendas are created and when they are created.</p>
<p>Model: Will not be creating a model because I will be grading on originality. I will provide examples of ofrendas I have completed in the past. I will make sure they get to look and study some examples before trying to complete the assignment.</p>
<p>Check for Understanding: Walk around the class and make sure students are using certain classifications that make an ofrenda.</p>

Step by Step Instruction of Lesson

Instructional Strategies (what the teacher does)	Activities (what the students do)
Day 1 Introduce PowerPoint and explain the assignment	Day 1 Students will provide examples of any shrine or offerings they have seen Students will search for pictures or search for other materials needed for project.
Day 2 Teacher will provide an overview of what is expected on the first day of assignment	Day 2 Start gathering materials for assignment Start assemblage of assignment
Day 3	Finish assemblage of assignment Finish the last details of assignment

Critique/Discussion: (What method of review and evaluation will be used to complete the lesson?):
 There are 4-5 things each ofrenda must have in order to complete all requirements.
 Will go around class guiding and helping making sure all projects have all characteristics in order for the student to successfully finish the assignment.