

Museum of Sonoma County
Dià de los Muertos

CA Art Content Standards:

Respond [5.VA:Re7.2]

Identify and analyze cultural associations suggested by visual imagery.

Respond [4.VA:Re8]

Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.

Connect [4.VA:CN10]

Create works of art that reflect community cultural traditions.

Connect [4.VA:CN11]

Through observation, infer information about time, place, and culture in which a work of art was created.

ELD Standard:

Interpretive

[P1.B5] Listening actively to spoken English in a range of social and academic contexts

Collaborative

[P1.A1] Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

Productive

[P1.C12] Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas

Focal concept/idea:

Learning about Dià de los Muertos

Connecting students' personal lives and histories to artmaking as an offering practice

Essential Questions:

What is Dià de Los Muertos?

What is an ofrenda and what are essential aspects of it?

What does it mean to 'make an offering'?

Why is it important to reflect on our past loved ones?

Learning Objective(s): Students Will Be Able To (SWBAT)...

- SWBAT....learn about the significance of an important cultural holiday
 - SWBAT....learn about specific cultural practices related to the holiday
 - SWBAT...consider the meaning of 'offering'
 - SWBAT...make art connected to their own lives that is inspired by specific art practices
-

Curriculum Objective:

This curriculum aims to educate and give examples of important aspects of the holiday, Día de Los Muertos/Day of the Dead. Specifically, it will explain the use and cultural significance of an ofrenda/altar and the different elements of an ofrenda. To further engage students and connect this cultural practice to students' personal lives, students will then make art inspired by the cultural practices of the holiday and consider the meaning and act of 'making an offering'.

Learning Segment Overview & Vocabulary

2 days (Classroom Visit Optional)

Day 1 - 90 min in Museum

Day 2 - 90 mins in-classroom (Optional)

Day 1

- Exhibition tour with docent - 30 mins
 - Teaching Altar/Ofrenda
- I-Spy Activity 15 mins
- Creating art as an offering to a loved one who has died or something lost that we miss 30-45 mins
 - Making hojalata
- Wrap Up

Day 2

- Recap + Share Out: Students share highlights from exhibition
- Introducing Alebrijes - what are they?
- Students create Alebrijes

Essential Vocabulary:

Diá de Los Muertos

Altar

Offering

Hojalata

Alebrijes

Day 1

Materials:

I-Spy Handout

Pencils

Hojalata Materials - Not sure exactly what is needed to make these

• Welcome & Review Agenda (5 mins):

Begin by welcoming everyone and reviewing the the agenda and vision for today's activity

Agenda

- Exhibition tour with docent
 - Teaching Altar/Ofrenda
 - I-Spy Activity
 - Creating art as an offering to a loved one who has died or something lost that we miss
 - Making hojalata
 - Wrap Up
-
- **Exhibition Tour with Docent (30 mins)**
-
- C. I-Spy Activity (10-15 mins):**
 - [I-Spy Handout](#)
 - With the I-Spy Handout please take a tour of the different artwork and see what you can find!
-
- D. Discussion on Offerings & Making hojalatas (30-40 mins)**
 - Ask students, “Why do these altars have bread, tamales, and art work on them”
 - Ask students, “Does anyone know what an offering is or what it means to make an offering?”
 - Ask students, “Why is it important to make an offering to things that we love?”
 - Students will now make hojalatas - tin art as a type of offering to someone or something they lost
-
- E. Wrap Up (5 mins)**
 - Have students share any final reflections or share something they learned or appreciated from the time

Day 2 - School (OPTIONAL)**Materials:**

- Paper Mache Mix ([Like this](#))
- Tubs for mixing stations
- Rags for clean up
- **Welcome & Review Agenda (5 mins):**

Begin by welcoming everyone and reviewing the the agenda and vision for today's activity

Agenda

- Recap + Share Out: Students share highlights from exhibition
- Introducing Alebrijes - what are they?
- Students create Alebrijes
- **Discussion - What do we remember from the museum visit? (5 mins)**
- **Introducing Alebrijes (10 mins)**
 - [Show Alebrijes slides](#)
- **Making Alebrijes (45 mins)**
 - Sketch your alebrije first
 - With paper mache and tubs, then make your alebrije

Day 3 (OPTIONAL) Post-Visit: Paint your alebrijes!