

# MUNDOS de MESTIZAJE: A DIGITAL EXPLORATION

ES 4/5

Lesson Title: **Painting and Plaster: A Virtual Tour of Mundos de Mestizaje**

Grade Level: 3-5

Estimated Time: 2 to 3 hours

## PAINTING AND PLASTER: A Virtual Tour of *Mundos de Mestizaje*

### STANDARDS AND BENCHMARKS:

Social Studies IABD  
Language Arts IBC, 2ABC, 3AB  
Visual Arts IABC, 2A, 3AB, 4A, 5AB, 6A, 7A

### MATERIALS/RESOURCES

- Plaster of Paris
- Styrofoam plates (small)
- Drinking straws
- Watercolor or tempera paint
- Paintbrushes
- Cups/containers for holding water
- Online Supplemental Resources: Significant Images Sheet, Syllables Handout
- Computer, internet, projector, screen

### VOCABULARY

Buon Fresco  
Fresco Secco  
Plaster of Paris

### OBJECTIVES

- Students identify the difference between buon fresco and fresco secco.
- Students create their own work of art painting on Plaster of Paris.
- Students make connections between imagery in the *Mundos de Mestizaje* mural and their own lives.
- Students practice the art of short poetry writing.

### PROCEDURE

#### Preparation

1. The teacher creates the plaster plates for the students.
2. Following package directions, make a batch of Plaster of Paris. Pour the mixture into each Styrofoam plate making enough for every student. Several batches of Plaster of Paris may have to be mixed to fill the plates.
3. Smooth the Plaster of Paris on the plates until the surface is smooth, using a rubber spatula.
4. Cut drinking straws into two-inch segments.
5. Place the drinking straw at the top of each wet surface until it pokes the Styrofoam plate. This will make the hole needed to hang the fresco. Leave the straw pieces in the plaster to set. Let the Plaster of Paris dry in the plates overnight.
6. Teachers familiar with buon fresco and fresco secco can use the reading of materials on fresco in the Additional Resources referenced on page two of this lesson plan.

#### Fresco Exploration Phase

1. Use the online interactive to explore the *Mundos de Mestizaje* on the National Hispanic Cultural Center's website mural with students.
2. Describe the difference between fresco secco and buon fresco to the class. Explain that they will be painting on dry Plaster of Paris and the difference between fresco plaster and Plaster of Paris.

3. Students identify four images from the mural that have a personal significance.
4. Students complete the Significant Images Sheet to document which images are personally significant, important, and meaningful.
5. Facilitate a class discussion about the meaningful images in the mural. Teacher begins by modeling/sharing an image that has personal significance for you. Students are invited to share one of the items from their organizer and describe why that image is personally significant.

### Plaster and Painting Phase

1. Students choose one of the items from their list to paint on their plaster mold.
2. Students use a pencil and sketch the image on the dry plaster. Model how to do this.
3. Remind students that the part of the plaster mold with the straw in it is the top.
4. Distribute paints, water, and brushes to each group.
5. Once the students have a completed sketch, they can begin painting their mini-murals.
6. Let the paint dry overnight. Remove the straws and add string or wire for hanging.

### Poetry Writing Phase

1. Introduce a short format poetry writing exercise to the class (Haiku, Terse Verse or Cinquain).
2. Pass out the Syllable Handout with words from the mural. Identify how many syllables each word has.
3. In small groups, the students create a short poem using one of the words or phrases from the handout and then read the poem generated by the group.
4. Using their artwork for inspiration, the students work individually to write a short poem about the image that is personally significant to them.
5. Students type a final copy of their individual poem. The poems are printed and glued to the back of the artwork. Teachers can also print the poems on labels which will easily affix to the back of the artwork.
6. Students read their poems to the class and present their final projects.

## EXTENSION

Students can conduct research on the tradition of fresco making in Europe, take notes and share their findings with the class.

## ASSESSMENT

- Online Supplemental Resources: Art Assessment Rubric, Poem Scoring Rubric

## ADDITIONAL RESOURCES

- Fresco Painting: <http://unesco.org.pk/culture/documents/publications/Fresco%20Painting.pdf>

## COMMON CORE

CCSS.ELA-Literacy.W.4.10  
 CCSS.ELA-Literacy.L.4.2

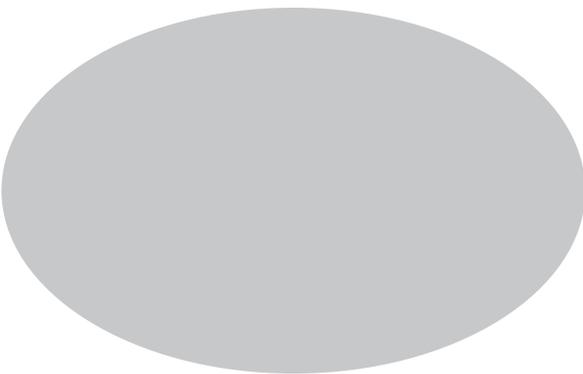
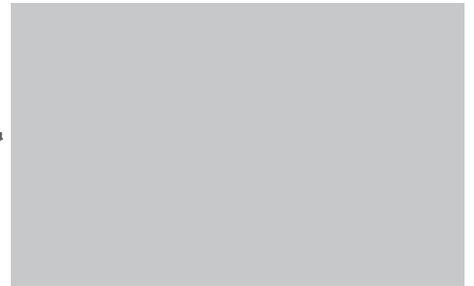
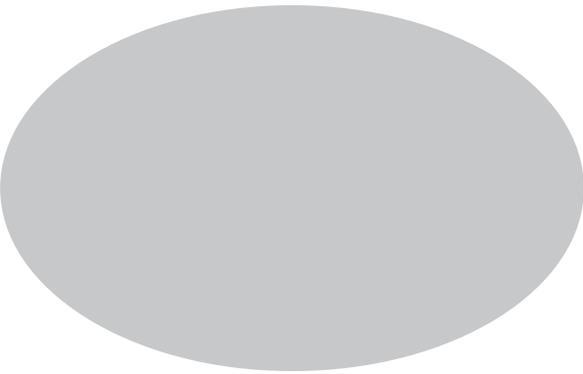
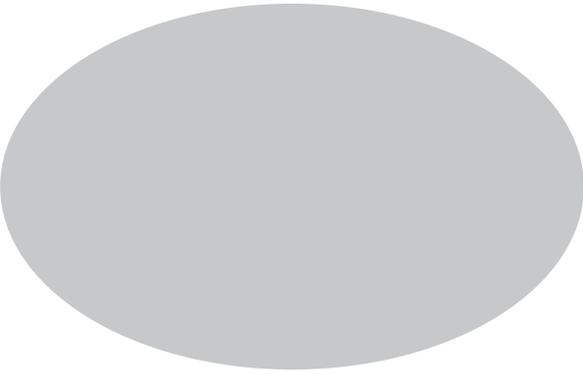
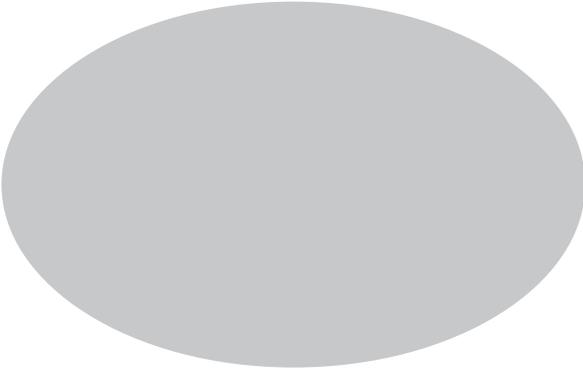
**Directions:**

Name: \_\_\_\_\_

Look at the *Mundos de Mestizaje* mural. Which images are interesting or special to you? In the oval, list the name of the image that is special to you. In the rectangle, describe why the image is special or interesting to you

Name of image from mural

Significance: Why is it special or interesting?



**Directions:**

Identify the number of syllables in each word or phrase. On the line divide the word or phrase into syllables. The first one is done for you.



Syllables  
**5**

Adobe Horno

A-do-be Hor-no



Syllables

Beating Heart



Syllables

Camino Real



Syllables

Jaguar Warrior



Syllables

Golden Eagle  
Rattlesnake



Syllables

Wooden Ladder  
Pueblo Kiva

### Art Assessment Rubric

Quality	Excellent 2 pts	Good 1 pt	Needs Work 0 pts
How well did the student address the goals/expectations for the assignment?			
Student art work reflects attention to neatness and care			
Student art work demonstrates experimentation with art form being studied			
Student work demonstrates creativity			
Student work exhibits attention to artistic elements appropriate for art form			
Comments or Questions for Student			
Name:		Total Points	

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Comments or Questions for Student			
Name:		Total Points	

## Poem Scoring Rubric

Quality	2	1	0
Topic	The topic of the poem is clearly related to the mural	The topic of the poem is somewhat related to the mural	The topic of the poem is not related to the mural
Syllable Pattern	The poem follows a 5-7-5 syllable pattern	There is one syllable error in the pattern	There are two or more errors in the syllable pattern
Rhythm	The poem has a rythmical form	The poem is somewhat rhythmic	There is no rhythm. The poem reads like a collection of words
Flow	The words in the poem share a relational element	Two out of three lines of the poem share a relational element	The lines and words of the poem appear random and unrelated
Spelling	Poem is free of spelling errors	Poem has one spelling error	Poem has two or more spelling errors

Name:

Total Points

Cut Here

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Name:

Total Points