

Drama Unit Plan - Dia de los Muertos

Discipline: Drama/Theatre
Grade Level: 4th and 5th
Lesson Name: Candy Skull Culture
Sample Student Outcomes: Students will: <ul style="list-style-type: none">● Jigsaw information in a group and take on the role of teacher to share what they have learned with their group.● Collaborate in a group to research information on the cultural aspects of Dia de los Muertos.● Analyze elements of the sugar skull art.● Learn basic stage make up techniques● Create their own candy skull make up designs● Execute their make up designs on themselves or a partner
Unit Description: <p>This unit will integrate the theatre skill of make up design and application as well as the cultural history of the tradition of Dia de los Muertos. The students will apply the jigsaw group strategy in which each student in a group will have job, those jobs will meet for a time to share the same information. Then those jobs will reconvene with their group and teach the rest of the group what they learned. The students will look at the history of Dia de los Muertos, the tradition of the candy skulls, the origin of candy skulls, a short play about Dia de los Muertos, and the application technique of stage make up. After the students have completed the front loading of informations, each students will synthesize common elements in candy skull designs and create their own candy skull make up design. Finally the students will apply this design to themselves or a partner.</p>
Pre-requisites to this lesson (if applicable) <ul style="list-style-type: none">● Collaborative group work
Length: 3 to 4 lessons @ 60 mins each
National Core Arts Standards: <u>Anchor Standard:</u>
Enduring Understandings: <ul style="list-style-type: none">● Elements of design combine to create meaning.● Culture is expressed in many ways.
Essential Questions: <ul style="list-style-type: none">● How do make up artists use research in their designs?● How does a culture express its beliefs?

- How do symbols create meaning?

Cognitive Skills: *The skills the students must have in order to meet the standards in the performing arts*

- **Linguistic**
- **Analytic**
- **Collaborative**

Assessments:

Formative:

- Student visual self assessment during lesson.
- Checklist of student progress
- Daily Drama Rubric
- Mind Maps

Summative:

- Student design reflection
- Peer Feedback Responses

Evidence of Student Learning: *Provide a list of process documentation that you plan to acquire during the course of the lesson. (i.e. photographs, draft of work, quotes, video, interviews, etc)*

- Pictures of student make up design execution
- Make Up Design Sheet
- Design Explanation Sheet
- Mind Map

Texts/Resources/Materials:

- Design Template
- Information sheets on History/Tradition/Origin/Scripted Scene/Make Up Packet
- Basic Make Up Kit

Learning Activities:

Restate Learning Description:

Students will jigsaw information in groups and create original Candy Skull designs.

**Lesson 1:
Level**

Energy

<p>Teacher Introduction:</p> <ul style="list-style-type: none">● Describe Goals of this unit<ul style="list-style-type: none">○ Learn the process of make up design from research to re-design○ Collaborate in a groups, jigsawing information about the culture of the dia de los muertos holiday○ Apply Theatre Make Up	Low
<p>Warm Up:</p> <ul style="list-style-type: none">● Statue	Low
<p>Instruction:</p> <ul style="list-style-type: none">● Explanation of Jigsawing Groups<ul style="list-style-type: none">○ Each member in the number group chooses a research job.<ul style="list-style-type: none">■ History■ Tradition■ Origin■ Make Up Technique■ Script○ Once jobs are chosen in the number groups the students break out into their job groups and read over the job information together. As a job group the students will share the same information and fill out a mind map of important information on their topic.○ Once the job groups have had time to discuss and share info, they will meet back up with their number groups.○ Each member of the number group will share what they learned in their job group.	Medium
<p>Activity:</p> <ul style="list-style-type: none">● Get into Number groups● Choose jobs● Get into job groups● Begin researching information.	

Reflections: <ul style="list-style-type: none"> • How will you share this information with your group? 	
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Learning Activities:

Restate Learning Description:

Students will jigsaw information in groups and create original Candy Skull designs.

Lesson 1:

Energy

Level

Teacher Introduction: <ul style="list-style-type: none"> • Review Goals 	Low
Warm Up: <ul style="list-style-type: none"> • Statue 	Low
Instruction: <ul style="list-style-type: none"> • Review Jigsaw 	Low
Activity: <ul style="list-style-type: none"> • Continue Job Group research • Fill out Mind Map Sheet • Practice explaining in job groups 	Medium
Reflections: <ul style="list-style-type: none"> • How can you help your group learn what you know? 	

Learning Activities:

Restate Learning Description:

Students will jigsaw information in groups and create original Candy Skull designs.

Lesson 3:

Energy

Level

Teacher Introduction: <ul style="list-style-type: none"> • Review Goals 	Low
Warm Up: <ul style="list-style-type: none"> • Statue 	Low
Instruction: <ul style="list-style-type: none"> • Show the students the Candy Skull Slide Show 	Low
Activity:	Medium/ High

<ul style="list-style-type: none"> • Students get back in the job groups to review their mind maps. • Students get back into number groups and present their learning. • I will walk around and check for understanding of key concepts. • Students begin designs. 	
Reflections: <ul style="list-style-type: none"> • How has the information your group members shared with you helped your beginning design? 	

Learning Activities:

Restate Learning Description:

Students will jigsaw information in groups and create original Candy Skull Make up designs.

Lesson 4:

Energy

Level

Teacher Introduction: <ul style="list-style-type: none"> • Review of goals 	Low
Warm Up: <ul style="list-style-type: none"> • Statue 	Low
Instruction: <ul style="list-style-type: none"> • Discussion on design description sheet 	Medium
Activity: <ul style="list-style-type: none"> • Students continue designs and design description sheet. 	Medium
Reflections: <ul style="list-style-type: none"> • How will you execute your design? What elements are you using in your design? What do they mean? • 	

Lesson 5&6

Energy

Level

Teacher Introduction: <ul style="list-style-type: none"> • Review of goals 	Low
Warm Up: <ul style="list-style-type: none"> • Statue 	Low

Instruction: <ul style="list-style-type: none"> Overview of Make up materials 	Low
Activity: <ul style="list-style-type: none"> As students get design descriptions checked off by me, they begin applying their designs to their own or partner's face. 	Medium
Reflections: <ul style="list-style-type: none"> What was difficult about applying make up? What was easier than you thought? 	

Rubrics:

DAILY DRAMA RUBRIC

	Mastery	Developing	Emerging
Participation	Regularly encourages ensemble activities and games and shows enthusiasm for the work.	Participates fully in ensemble activities and games.	Complains, makes excuses, or sits out of ensemble activities and games.
Collaboration	Volunteers to work with a variety of classmates. Asks for and shows interest in the ideas and contributions of classmates.	Works with some new classmates. Listens to classmates and respects their contributions.	Works only with friends. Interrupts, ignores, orders, or ridicules classmates.
Standards for Performance	Wants the ensemble to do outstanding work, even if there is no additional reward.	Wants the ensemble to perform well enough to earn all available rewards.	Wants the ensemble to avoid work, even if it hurts them.
Use of Dramatic Skills	Acquires new skills and uses them regularly to improve performance.	Acquires new skills and uses them as needed to meet requirements of performance.	Unable or unwilling to develop skills to contribute performance.
Focus	Gives complete attention to the task at hand, is	Is mostly focused on the task at hand, knows the	Is not focused on the task at hand, does not respond

	aware of classroom cues, responds to teacher's directions immediately, and gives complete attention during discussions/lecture.	classroom cues, responds to the teacher's directions often, and gives attention during discussions/lecture.	to the teacher's directions the first time they are given, and disrupts during discussions/lecture.
Giving & Receiving Feedback	Is comfortable asking for feedback and adopts suggestions to improve from ensemble members and teacher. Regularly offers constructive feedback to others to improve performance, even if it doesn't impact their own performance.	Helps ensemble members only if it is essential to success. Does not solicit feedback, but respects and responds to feedback from ensemble members and teacher. Offers feedback to others but only when it impacts their own performance.	Does not assist ensemble members. Quits if the work becomes difficult. Student is defensive about receiving feedback and will not accept help or advice from ensemble members and teacher. Student gives no or only negative feedback to others.