

Holi Elephant

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Basic Information

Title	Holi Elephant
Summary	This lesson will be the India sub-unit of a multicultural curriculum. In this lesson, students will create a picture based on the Indian celebration of spring, Holi (also called the festival of colors). Students will use powder paints in either warm or cool colors along with metallic and colored pens to create a patterned background upon which a drawing of an elephant will be placed. For the elephant, students will practice drawing by starting with large shapes to indicate the main form then adding details to refine their image.
Grade/Level	Grade 2
Time Frame	The lesson will take 2 full lessons with the option of a half day to complete, about 50 minutes each class.
Subject(s)	Art
Modifications	<ul style="list-style-type: none">• Use a paint alternative (liquid or pan watercolors, tempera cakes, or watered down tempera) instead of the powder paints• if more time permits, students may collage the elephant with painted paper instead of using gray construction paper.

Standards and Key Concepts

MA- Massachusetts Curriculum Frameworks

Subject: Visual Arts

Strand: The Arts Disciplines

Standard 1: Methods, Materials, and Techniques Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

Grade PreK-4:

Learning Standard 1.1:

Use a variety of materials and media, for example, crayons, chalk, paint, clay, various kinds of papers, textiles, and yarns, and understand how to use them to produce different visual effects

Standard 2: Elements and Principles of Design Students will demonstrate knowledge of the elements and principles of design.

Grade PreK-4:

Learning Standard 2.1:

For color, explore and experiment with the use of color in dry and wet media

Identify primary and secondary colors and gradations of black, white and gray in the environment and artwork Explore how color can convey mood and emotion

For example, students mix light and dark values of colors or predict the results of overlapping and blending primary colors.

Strand: Connections

Standard: 8: Concepts of Style, Stylistic Influence, and Stylistic Change Students will demonstrate their understanding of the concepts of style, stylistic influence, and stylistic change by identifying when and where art works were created and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Standards

Grade: PreK-4

Learning Standard:

8.3: Perform or create works inspired by historical or cultural styles

USA- NAEA National Visual Arts Standards (2012)

Grade: K – 4

Content Standard:

1. Content Standard: Understanding and applying media, techniques, and processes

Achievement Standard:

a. know the differences between materials, techniques, and processes

Content Standard:

2. Content Standard: Using knowledge of structures and functions

Achievement Standard:

a. know the differences among visual characteristics and purposes of art in order to convey ideas

Content Standard:

6. Content Standard: Making connections between visual arts and other disciplines

Achievement Standard:

b. identify connections between the visual arts and other disciplines in the curriculum

Overarching Goal	To create an artwork inspired by the Indian spring festival, Holi. Students will apply knowledge of color families and shapes to design their images.
Understandings and Lesson Objectives	<ul style="list-style-type: none"> • SWBAT reference a cultural holiday in the process of their artmaking • SWBAT identify warm and cool colors. • SWBAT demonstrate use of patterns. • SWBAT assemble shapes to create a whole, unified image of an elephant.
Essential Questions	<ul style="list-style-type: none"> • How do can celebrations bring together a community? • What are ways we can show community through art making?
Unit (Guiding) Questions	<ul style="list-style-type: none"> • Regarding Holi, why would a culture want to celebrate the season of Spring? • Why is do you think color powder is thrown around during the celebration of Holi? What does this express? • What is a warm or cool color? • What shapes can you uncover on this picture? • How do you create a pattern? Can someone demonstrate on the board?
Knowledge and Skills	<ul style="list-style-type: none"> • To study a holiday from another culture and think about why the culture celebrates this particular day. • Distinguish between warm and cool colors. • Identify large shapes within a picture of an elephant and recreate the elephant to the best of the abilities on a separate paper. • Create a background design using powder paints, metallic pens and Sharpie that illustrate traditional Indian motifs.

Performance Tasks and Assessment

Performance Task/ Activity	After being introduced to the Indian spring festival Holi, students will be prompted to create a composition using powdered paints (that emulate color powders strewn during Holi celebrations) and traditional Indian motifs. Students will consider color families, patterns, shapes, and composition in their process.
Motivation	<ul style="list-style-type: none"> • Students will watch a YouTube video on Holi: https://www.youtube.com/watch?v=AbFikJ8KFZ8 then discuss why cultures have holidays. • Switch to images of painted elephants during Holi on Powepoint • Show exemplar
Rubrics:	
Assessment/Rubrics	1. Holi Elephant Rubric

Learning Experiences and Resources

Routines	<ul style="list-style-type: none"> • Meet and greet on rug • Introduce lesson • Show Powerpoint/other resources if needed • Ask students to share expectations and objectives before going to seats • Always have students write their names on their paper before continuing, check this step since there are so many kids (500 in a week), artwork will get lost if unnamed. • Review material usage • Clean up 5 minutes before class end unless: <ul style="list-style-type: none"> ◦ If there is a story, have students clean up 15 minutes prior to accommodate the book. • Have students line up at the door. • Walk students out, give verbal reminder of next week's goals.
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Instructional Approaches

Multicultural- Integrates study of a holiday from another country and considers significance and symbolism of the events.

Constructivist- The lesson prompts students to apply their understandings of art elements to create a unified composition that demonstrates cultural influences from the country of focus.

Day 1

- Play [Get an Up-Close Look at the Colorful Holi Festival](#) in Resources
- Ask students why they think people in India use bright colors to welcome spring.
- Show Exemplar
- Do demo for elephant background, explain they will be using powder paints next week so they need to finish their borders today.
 - emphasize light pencil strokes before using Sharpie
 - those done with Sharpie outlining may use colored Sharpie to add details
- Dismiss students by table to retrieve large paper.
- Students should spend the rest of the class creating their borders.
- Dismiss via Routines

Day 2

Sequence of Activities

- review Holi with students
- show Holi Elephant Powerpoint
- Demo elephant drawing on gray paper for students, emphasize breaking down the figure into large shapes (mainly circle, oval, and rectangles).
 - emphasize light pencil strokes for sketching out elephant
 - final design may be outlined with Sharpie, students may begin drawing designs on elephant using Holi Pattern printout as reference
- as students finish their borders and begin their elephants, call students up by table to the powder paint station at the back table (have them bring their backgrounds; if they are not done with the border, they may still come up to paint--as the paint dries they may work on their elephants before adding more details to their border)
 - instruct students to pick either **warm or cool** colors only
 - show them how to sprinkle the powder "like sprinkling salt over soup" to avoid too many clumps
 - after they have covered their paper, show students how to gently blend the powder clumps with a watercolor brush.
 - continue until all tables have had a chance to paint
- students should be mostly completed with their elephant and backgrounds
- Dismiss via routines

Day 3

- This is the last day for students to finish their pictures, reiterate they will be cutting out and gluing on their elephants before the end of class so all designs should be completed.

Differentiated Instruction and Adaptations

- adaptive tools for fine motor impairment
- students with tactile defensiveness may use liquid watercolors (or other paints listed in the modifications)
- for ELL students, work one-on-one to ensure comprehension of directions
- checklist of procedures if needed

- Materials and resources:
 - YouTube video
 - Powerpoint
 - Exemplar
 - Handouts
- Technology resources:
 - PowerPoint, Youtube
- The number of computers required is 1.

Resources

Attachments:

1. **Holi Elephant Exemplar.jpg**
2. **Holi Elephants.pptx**
3. **Holi Pattern printout.docx**

Links:

1. [Get an Up-Close Look at the Colorful Holi Festival](#)

Materials

- powdered paint, either storebought or handmade:
 - 1 box of cornstarch
 - liquid watercolors in a variety of colors
 - separate the cornstarch into however many batches of color you have and add drops of watercolor, mixing until the cornstarch has been saturated
- 12" x 9" watercolor paper
- 6" x 9" gray construction paper
- spray bottles with water
- paint pens (if available)
- colorful Sharpies
- metallic markers
- construction paper crayons
- scissors
- glue
- pencil

Key Words / Vocabulary

Culture- a set of ideas and beliefs accepted by a community.

Community- a group of people living in the same place or having a particular characteristic in common.

Organic lines/shapes- forms that suggest the natural world or are free-flowing in appearance

Attachments:

1. **Holi Elephants.pptx**
2. **Holi Pattern printout.docx**

Links:

Appendices

1. [Elephant tutorial](#)
2. [Elephant tutorial 2](#)
3. [Get an Up-Close Look at the Colorful Holi Festival](#)
4. [Henna designs](#)
5. [Holi elephants](#)
6. [Holi elephants 2](#)
7. [Holi elephants 3](#)
8. [Holi elephants 4](#)
9. [Mehndi designs](#)