Día de Muertos

“Day of the Dead”

Facts Gathering TASK:

You will interview your family members to select one relative that has passed. You are going to commemorate their life in a memory box made of clay. You will need some vital information. Below is an interview form you will use to interview family member(s). You may need to interview more than one member.

1. Name of a family member that has passed:
2. Person interviewed and their relation:
3. Relationship to student?
4. Nick name: (if married female what was her maiden name?)
5. What do you remember about this relative?
	1. How old were they when they died?
	2. How did they die?
	3. Were they married?
		1. Spouse:
		2. Wedding Date:
		3. How did they meet?
		4. Anything special about their marriage you can remember specifically?
	4. Kids?
		1. Ages:
		2. Anything special they did with their kids you can specifically remember?
	5. Occupation?
		1. What did they do at this job?
		2. How long did they work there?
		3. Did they enjoy their job?
		4. Anything special you can recall about this occupation?
	6. Hobbies:
		1. Talents?
		2. Favorite things to do?
		3. What did they do at night? Weekends?
		4. Sports?
	7. Childhood:
		1. Where were they born?
		2. Where all have they lived?
		3. Why did they move (if they did)?
		4. Siblings?
		5. Where did they go to school?
		6. Parent’s occupations
		7. What was their childhood like?
		8. How did they like school?
	8. Dreams:
		1. How did their family celebrate holidays
		2. What did they want to be when they grew up?
		3. What did they hope to accomplish?
		4. Who did they have the greatest impact on?

Obituary: If you can secure a copy of the obituary (with permission) we would like to include this in their piece. Particularly if you can secure a photograph that can be used we would like to incorporate this as well. We will be showing respect to the family members and ask that respect is shown to your classmate’s family members as well! Thank you.

TASK:

* Using 4x4 block template you will create 6 equal sized slabs.
* Score and attach the 5 considering the proper method to assure the lid will be larger (problem solving time)
* Inset the lid by carving away (in class demonstration)
* You will apply the additive and subtractive method to decorate your piece
* You will include images and possible sayings that honor your family member.
* You will plan out appropriate design and coloring.
* You will document your firing and glaze needs.
* You will complete your piece along with a brief summary regarding your family member to be placed inside the memory box.
* (Optional) you will display your piece in our Día de Muertos display case (cross-curriculum) with Spanish classes.

*\*\*\*If you will have significant difficulty with this project for any reason please meet with me to make arrangements to meet the requirements another way.\*\*\**

Día de Muertos

“Day of the Dead”

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_

Rubric for Assessment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | 4Exceeds Expectations | 3Meets Expectations | 2Below Expectation | 1Unsatisfactory |
| History | Student demonstrated interest in project and learned more about their relative than what was on the interview form. | Student completed all questions on the questionnaire form within reason. | Student did not answer all questions on the questionnaire, but had a reasonable understanding of the relative.  | Student did not complete the questionnaire and did not have a reasonable understanding of the relative. |
| Timeliness | Student demonstrated excellent time management skills completing tasks. | Student completed task on time, but did not use his/her time wisely in the process. | Student did not use their time wisely and was late submitting their work. | Student did not use their time wisely and did not submit portions of their work or was significantly late completing their work. |
| Slab  | Student rolled 6 even slabs cut to precise shape smoothing all edges and evening out their surfaces.. | Student rolled 6 slabs of consistent thickness. | Student rolled 6 slabs that were moderately inconsistent. | Student did not roll 6 slabs or they were significantly inconsistent. |
| Construction | Student constructed their box with appropriate steps and smoothed all edges seamlessly. | Student constructed their box with smoothed joints | Student constructed their box without smoothing their joints. | Student’s box was not constructed appropriately (will likely not survive the drying process) |
| Design | Student’s design showed strong correlation to their relative highlighting their life in a visually pleasing manner.  | Students design names the relative and select information about them.  | Student’s work lacks details that would demonstrate a clear understanding of the relative being commemorated. | Student did not include information from the interview process. |
| Additive and Subtractive Methods(beyond handle) | Student incorporated both methods to increase the visual appeal and complexity of their work. | Student incorporated on of the two methods into their piece or they implemented both without it increasing the visual appeal or complexity. | Student incorporated one method that added no visual appeal or increased complexity. | Student did not incorporate additive or subtractive pieces beyond the construction of the box and addition of a handle.  |
| Color | Student chose complementary colors to their piece and colors selected enhanced their piece. | Student correctly applied colors to their piece. | Student applied colors to their piece with minor application errors. | Student has significant errors in color glaze application. |

*Comments:*