

ACTIVITY/LESSON PLAN

Title

Sinopia Step II

Subject

Craft Activity, Writing

Purpose

Learners will explore and learn about the sinopia step of the fresco-making process and will plan, hypothesize, and test different techniques for creating a cartoon.

Key Questions

1. What is buon fresco?
2. Where does the sinopia step fit in to the fresco-making process?
3. Would fresco-making be possible without this step?
4. Which materials or technique works best for spolvero (varying hole/perforation sizes, pre-made sketch vs. sketching free-form)?
5. Which materials or technique works best for pouncing (varying materials such as chalk, charcoal, or cheesecloth, muslin, for the bag of "pigment")?
6. Where else could we apply this technique? In what daily activities or professions might this technique be used?

Values

Creativity, Appreciation for process and technique

Materials & Resources

About Buon Fresco Information Sheet; Example of spolvero; Materials List; White printer paper; black construction paper; pigments: crushed chalk of different colors, powdered tempera paint, charcoal; small bowls; 4x4 squares of muslin, cheese cloth, or other porous cloth; computer; projector; virtual tour of *Mundos de Mestizaje*; overstretch wheel or other perforating tools: hole punch, pen tips, push pins, awl; cardboard or cutting mat

Activities

1. Begin by asking learners to silently read their worksheets, making sure they are ready to create their spolvero.
2. Review the Materials List. Prepare learners for creating their spolvero. Review the sinopia step as necessary. Give instructions:

Instructions:

1. Choose a sketch (pre-made or self-made sketch).
 2. Perforate the outlines of this sketch using tools specified in hypothesis worksheet.
 3. Add pigment to bag with cloth of choice, tying it with a rubber band.
 4. Pounce the cartoon image onto black paper, using perforated sketch.
 5. After their "spolvero" is transferred, they may finish coloring in their spolvero using crayons, colored pencils, chalk, or other materials.
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3. Demonstrate to learners how to safely perforate their sketch (cutting away from themselves, keeping their other hand out of the way) and show how to tie pigment bags. Provide learners with the necessary materials, also noting where learners may discard of trash or wash their hands.
 4. Learners will use the majority of this time to execute their plan from their hypothesis worksheet.
 5. Once learners' spolveros are finished, they will return to their hypothesis sheets and write about their results (Second page of Handout 3).
 6. Ask learners to share their process with the group.

Evaluation/Assessment

[Feedback: Take this survey to share your feedback on this lesson plan](#); formative and summative assessment (e.g. [Edutopia](#); [CRLT](#)); state assessment tools.

Handout 3

Hypothesis Worksheet

BEFORE:

What materials or technique will work best for creating your *cartoon*, *pouncing*, and making your *spolvero*?

Circle your choices:

Sketch	Fresco image Your own sketch
Perforation tool	Wheel Hole-punch Pen tip Other
Pigment	Chalk Tempera Powder Charcoal Other
Cloth	Muslin Cheese Cloth Paper Towel Other

The materials I chose are _____
_____.

Question: Will the materials I use successfully transfer the cartoon onto my "wall" (black paper)?

Hypothesis:

If I use the above materials and techniques, then _____
_____.

I chose _____ (Sketch) because _____
_____.

I chose _____ (Perforation tool) because _____
_____.

I chose _____ (Pigment) because _____
_____.

I chose _____ (Cloth) because _____
_____.

AFTER:

Question:

Did the materials I used successfully transfer the cartoon onto my "wall"?

Results:

Circle one:

This art experiment was easy medium difficult

because _____

_____.

What happened when you created your spolvero? How did the materials used work for you?

_____.

If you did this art experiment again, what would you do differently?

_____.

Materials List

The Sinopia Step

Introduction

- Background information about the fresco process and examples
- Background information about *Mundos de Mestizaje* and Frederico Vigil

Based on technology accessibility:

- Link to virtual tour of *Mundos de Mestizaje** **OR** Saved images on computer* **OR** printouts of images
- Computer*
- Projector*
- Vocabulary Definitions (Handout 1)
- Crossword Puzzle (Handout 2)

Prepping for Art Activity ("Pigments" and Pounce Bags)

- "Pigments" (because true pigments can be costly, we suggest using one of these similar alternatives)
- Crushed chalk
- Powdered tempera paint (may stain)
- Charcoal
- Mortar and pestle used to finely crush chalk for pigments (or any small bowls, cups, or sturdy tools to crush)
- Spoons to add pigment to pounce bag
- Pounce bags (Can be prepped by teacher beforehand, or done as part of the lesson)
- 4"x4" squares of muslin, cheese cloth, or other porous cloth
- Rubber bands

Art Activity (Pouncing)

Ensure learners are aware of safety procedures.

See Safety Equipment and Cleaning Supplies on next page.

- Cardboard or cutting mat
- Overstitch wheel or other perforating tools (hole punch, pen tips, push pins, awls, toothpicks, etc.)
- Paper (for learners to draw their own design) **OR** Simple images printed to trace (pages from coloring books also work great for this!)
- Black construction paper* (This will act as learners' "wall")

*If using a light chalk, a dark background will help to see the pouncing dots. If using very dark chalk or charcoal, a lighter paper should be used.

Safety Equipment and Cleaning Supplies

Depending on your learners' ages and abilities, your workspace, safety requirements, chosen materials, etc. you may want to consider having these items on hand.

- Baby wipes
- First-aid kit
- Safety goggles
- Aprons or smocks
- Gloves
- Tablecloths
- Newspaper or drop cloths
- "Sharps" container (for broken items)
- Face masks or respirators (for learners with allergies)