

1. Lesson Title:

El Corazón / The Heart: Honoring Who We Hold Close

2. Objectives:

Academic Objective(s):

- Students will identify and write the name of someone important in their lives.
- Students will articulate the significance of that person in verbal or written form using basic sentences.

Artistic Objective(s):

- Students will create a three-dimensional heart sculpture inspired by the *sagrado corazón* using polymer clay.
 - Students will express symbolic meaning through the use of shape, color, and added embellishments.
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3. Standards:

Academic Standards:

- TEKS English Language Arts and Reading: 110.12(b)(15) Composition: write brief compositions that convey thoughts and feelings.
- TEKS Social Studies: 113.12(b)(15) Culture: understand the importance of family customs and traditions.

Arts Standards:

- National Core Arts Standards (Visual Arts):
 - VA:Cr2.1.2a: Experiment with various materials and tools to explore personal interests in a work of art or design.

- VA:Cr1.1.1a: Engage collaboratively in exploration and imaginative play with materials.
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4. Vocabulary:

Academic Vocabulary English:

- Family
- Memory
- Symbol
- Love

Vocabulario Académico:

- Familia
- Recuerdo
- Símbolo
- Amor

Artistic Vocabulary English:

- Sculpture
- Polymer clay
- Relief
- Embellishment

Vocabulario Artístico:

- Escultura

- Arcilla polimérica
 - Relieve
 - Adorno
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5. Materials/Resources Needed:

- Polymer clay (variety of colors)
 - Simple sculpting tools or toothpicks
 - Toaster oven (follow clay package instructions for baking)
 - Heat-resistant baking tray
 - Parchment paper
 - Optional: metallic paints or small decorative elements (e.g., beads, glitter, foil)
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6. Lesson Introduction (5–10 minutes):

Begin by showing images of *sagrado corazón* folk art from Mexican and Latinx traditions. Lead a discussion:

“Who do you keep in your heart?”

“What are ways we show love for someone who is close to us, even if they are far away or no longer with us?”

Explain that they will be creating a heart sculpture to honor someone who is in their heart, incorporating that person’s name and special symbols connected to them.

7. Guided Practice (15–20 minutes):

1. **Explore:** Brainstorm as a class: Who might we keep in our hearts? Family? Pets? Chosen caregivers?

2. **Model:** Show how to shape the polymer clay into a heart and carve or press the name of a loved one into it.
 3. **Demonstrate:** Add embellishments or symbols that represent the person—colors, objects, initials, or patterns.
 4. **Discuss Safety:** Review safe handling of tools and clay. Emphasize adult help when baking.
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8. Independent Practice (15–20 minutes):

Students will:

- Sculpt a heart using polymer clay.
 - Add the name of a loved one and symbolic decorations that reflect that person's importance.
 - Place finished sculptures on a tray for baking. Once cooled, students may reflect further on their artwork in writing or a class discussion.
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9. Closing (5–10 minutes):

Have students present their heart sculptures using a structured prompt:

“Who is in your heart?”

“What did you include in your sculpture and why?”

Model this with your own heart piece first to establish vulnerability and celebration. Emphasize that every story and heart is unique.

10. Assessment:

Academic Assessment:

- Students will complete a short written or oral explanation: “Who did you choose and why are they important to you?”

- Assessment of sentence construction and clarity for grade-level appropriateness.

Artistic Assessment:

- Use a rubric evaluating creativity, safe use of materials, craftsmanship, and symbolic representation.
 - Participation in the final critique or sharing circle.
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11. Differentiation Strategies:

- Provide sentence stems or word banks (e.g., “This person is in my heart because...”).
 - Allow for oral storytelling or drawings for students with emerging writing skills.
 - Allow caregiver support in family day settings for younger learners.
 - Offer clay substitutes like modeling dough for students who may need softer materials.
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12. Reflection (Post-Lesson):

- Did students engage meaningfully with the concept of honoring someone through art?
 - How well did they connect symbolism with personal storytelling?
 - Was the polymer clay medium accessible and manageable?
 - What aspects of the lesson sparked the most emotional or artistic expression?
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Notes:

Additional Extensions:

- Have students sculpt other symbolic body parts (e.g., hands, brain, stomach) and link these to other meaningful relationships, referencing the tradition of **milagros**.
- Students can create a “Heart Stories” book with written narratives or illustrations about the people who fill their hearts.
- Create a class playlist of songs that “fill their hearts” and listen during transitions or reflection times.
- Collaborate with families to display finished hearts in a gallery-style event or digital slideshow.

Age Range:

Best suited for Grades 1–5. Can be extended to younger students during family events with adult support.

Community Cultural Wealth Objectives:

- This lesson centers **Familial Capital**, honoring both biological and chosen families, and inviting students to reflect on love, memory, and identity through art.