

Lesson Plan: Drawing Sounds, Tasting Colors: Translating Senses

- Overview

In *Tito Puente, Mambo King*, the illustrator Rafael Lopez uses his pictures to communicate sounds. In essence, he translates one sensory experience into a completely different sensory experience. In this lesson, your students will explore how to change a detail they hear into a detail they can see – or a detail they see into a detail they can taste.

- Resources & Preparation

- Materials and Technology

The book *Tito Puente, Mambo King*

Regular paper

Optional: crayons, colored pencils

- Instructional Plan

- Student Objectives:

- Give examples of translating one sensory detail into another
- Draw what different sounds would look like
- Take a picture and describe what that object would taste like
- Express the tastes of various foods using clapping

1. This lesson should take place after you read *Tito Puente, Mambo King*. You may choose to re-read the book to the class. (Repeated readings help deepen understanding and reflection.)
2. "This book is all about music, but you can't hear the music, can you? How does Rafael Lopez, the illustrator, show music?" Possible answers: by using color, lines, pictures, music notes.
3. "Let's look at one page to see what Rafael Lopez does to show the music." Show the page where Tito Puente has 4 arms drumming on the drum. "Does he really have 4 arms? What does the 4 arms show us? What about the lines coming out of the drum sticks? What do they show us?"
4. "Illustrators use the sense of *seeing* or vision to show us what something *sounds* like or other *senses*."
5. Ask students to take out a blank piece of paper and fold in half, and then in half again so there are 4 separate sections.
6. "Now I'm going to play the first sound for the first section on your paper. Listen carefully, and then see if you can do what Rafael Lopez does and express what you hear into something you can see – a drawing that expresses the sound."
7. Play 4 clips of songs (classical music is good for this), 1 for each section, of various tempos and moods. Stop after each song to ask students to draw what they hear. Tell them they can use lines and shapes OR pictures of real things (it's up to them). You may want to play a test song and draw on the board as an example.

- ALTERNATIVE: Ask students to title each section with different words: 1) Happy 2) Sleepy 3) Angry 4) Excited and draw something that corresponds with each one.
8. "You just translated sounds into pictures, just like Rafael Lopez. Now let's take some tastes and make them into sounds. Use your hands to clap or snap or make other noises to represent different tastes. Think about what a piece of chocolate cake tastes like. Now