D A L I’ S M U S T A C H E
ARTIST STUDY & VALUE

TIME REQUIRED: Two @ 40-minute sessions or One @ 60-minutes
In this lesson, children create a portrait of surrealist painter, Salvador Dalí. Using only white paper, black oil pastel and black chalk, this striking portrait can be as simple or as detailed as you wish to make it. For younger students, adding a pipe cleaner mustache is a way to emphasize Dalí’s strange obsession with his mustache.

**ABOUT SALVADOR DALÍ**
Salvador Dali was born in Spain in 1904. He loved getting people’s attention by creating strange art or behaving in a fun way. Maybe he acted this way because as a child, Dalí struggled to form his own identity. His older brother died before Salvador was born. His parents named their second child the same name as the first. Salvador spent much of his life trying to be his own person.

Here are a few of Dalí’s strange quirks:
- He wouldn’t let anyone see his bare feet
- He was scared of grasshoppers
- He claimed he received messages from outer space through his mustache

**WHAT YOU’LL NEED:**
- 12” x 9” sheet of white sulphite paper
- 12” x 9” colored paper for background
- Black oil pastels
- Black chalk pastels
- Scissors
- White school glue
- Optional: black pipe cleaner

**DALÍ’S MUSTACHE**

![Dalí's Mustache Image]

![Dalí's Mustache Images]
On a sheet of white paper, draw a letter U in the middle of the paper. Add a “scoop” under the chin for the neck and two sloping lines for the shoulder.

Draw the collar, tie and jacket next: From the point where the neck and shoulders touch, draw a straight, angled line towards the bottom middle of the paper. This is the start of the jacket lapel. Do the same on the other side.

Add a lapel, collar and tie. They are made up of simple lines and shapes.

Look at the Dalí’s Mustache handout to see the various expressions. Decide the expression you would like your portrait to have. Draw the features, hairline and ears.

Add hair

Use black soft chalk pastel to add details to Dalí’s face. You can decide to add contrast or shading to one side of Dalí’s face to add depth and structure to his portrait. Use a very light touch with the pastel as a little goes a long way.

Look at the Dalí drawing guide to see where you might consider adding shading to Dalí’s portrait.
dali's mustache

DALI'S MUSTACHE
Cut out Dalí’s portrait and glue to a hot pink, purple or red background.
Draw a mustache on the portrait using a black oil pastel.
Draw directly off the face and onto the colored paper.
Encourage kids to draw a large, whacky and original mustache!
Use a long black pipe cleaner to create a 3D effect mustache. Glue pipe cleaner to paper with white school glue.

Pipe Cleaner Option:
dali's mustache

1st Grade Student Gallery
CREATING
- Generate and conceptualize artistic ideas and work — Collaboratively use imaginative play with materials—use observations to prepare for artwork
- Organize and develop artistic ideas and work — Explore materials to create artwork—demonstrate safe & proper procedures—identify and classify through drawing
- Refine and complete artistic work—use art vocabulary to describe choices in art-making

PRESENTING/PRODUCING
- Analyze, interpret and select artistic work for presentation— explain why some objects, artifacts and artwork are valued over others
- Develop and refine artistic work for presentation — ask and answer questions of where, when, why and how artwork should be prepared for presentation/preservation.
- Convey meaning through the presentation of artistic work — identify the roles and responsibilities of people who work in museums and art settings

RESPONDING
- Perceive and analyze artistic work- select art that illustrates daily life experiences to others—compare images that represent the same object.
- Interpret intent and meaning in artistic work — interpret art by categorizing subject matter and identifying the characteristics of form
- Apply criteria to evaluate artistic work— classify artwork based on different reasons for preferences

CONNECTING
- Synthesize and relate knowledge and personal experiences to make art- identify times, places and reasons by which students make art outside school
- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding —identify times, places and reasons by which students make art outside school
I CAN STATEMENTS FOR DALÍ’S MUSTACHE

• Today I will learn about SALVADOR DALÍ, so that I CAN talk about his artwork and learn about SURREALISM.

• Today I will learn about LINE and SHAPE, so that I CAN follow directions to draw a PORTRAIT.

• Today I will learn about VALUE, so that I CAN create light and dark areas on my portrait creating SHADOWS.

COMMON CORE STANDARDS FOR DALÍ’S MUSTACHE

CCSS.ELA-Literacy.RL.1.7
Use illustrations and details in a story to describe its characters, setting, or events.
As you read through the story (see the book list in the Bundle Guide), you can have students talk about the illustrations and why they were picked to go with that part of the text.

CCSS.ELA-Literacy.W.1.1
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Students address this standard when completing the artist statement worksheet (located in Resources). They are writing their opinion about the artwork they made based on how it was created and how they were inspired.

CCSS.ELA-Literacy.L.1.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
You can communicate to students that using conventions of standard English grammar when writing their answers to the artist statement worksheet should be emphasized. This is a wonderful way to help students see cross curricular connections between subjects!
MAIN IDEAS FROM:
DALÍ’S MUSTACHE

STUDENT NAME: ________________________________

- Can the student identify Dalí’s style? (Surrealism)
- Did the student draw a portrait with a fun mustache like Dalí?
- Did the student shade any areas?