

# sandscapes

The setting for *The Little Prince* is the Sahara desert. In this activity, students will create their own desert landscape.

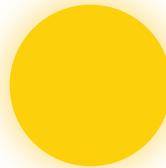
Before beginning either version of the sand painting activity, share with your students the Desert Fun Facts found on this page and show them some images of desert landscapes. Discuss the different colors and shapes they see in the images.

For suggestions, here are some images to get you started:

<http://www.phototravels.net/namibia/namib-desert-index.html>

<http://environment.nationalgeographic.com/environment/photos/desert-landscapes/>

<http://kids.nationalgeographic.com/kids/photos/gallery/desert-landscapes/>



Desert regions are the driest places on Earth. They have less than 9 inches of rain each year, and most have less than 4 inches.



In the desert, there are a few places where water seeps up through the ground to form an oasis. Oases are vital for animals, including people, traveling across the desert.



Source consulted: The DK Science Encyclopedia



There are no clouds to block the sun's heat during the day or to hold in the warmth at night. So, temperatures during the day can reach more than 120°F (50°C). And, the sand can be as hot as 195°F (90°C). At night, the temperature is much colder.



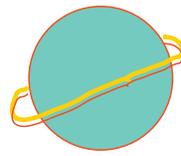
Only a few species of plants and animals can survive in the desert. Both have special ways of storing water to survive in the dry climate. Desert plants have deep or wide-spreading roots, tough skins and small leaves. Many desert animals get their water from their food. While others, like the camel, can store fat in their bodies which is then broken down to provide energy and water.



THE NEW VICTORY® THEATER

## SUGGESTED ACTIVITY

NYS Learning Standards: A  
Common Core Learning Standards:  
Reading Standards for Literature 11



# After the Show

# sandscapes v.1

## PREP WORK:

For each group of four students, fill four disposable cups 2/3 of the way with sand. Add different colors of powdered tempera paint to each container of sand. Stir the contents of each container until the sand is saturated with color. Red, yellow, blue and green are great colors to start with!

1. Distribute the paper and crayons/colored pencils.
2. Ask students to sketch the outline of a desert landscape of their choosing. They can recreate one of the images they have seen or create their own.

**NOTE:** Students should not color in their drawing. They will be painting in the image with sand.

3. After students have sketched a landscape, distribute the paper cups with colored sand (see prep work above). Also, add liquid glue to paper cups (one for each group of students). Dilute the glue with a few drops of water so that it can easily be painted onto paper.

4. If students will be using trays, ask students to place their sketch in the tray.
5. Using paint brushes or popsicle sticks, student should apply glue to an area of their painting.

**NOTE:** Students should apply glue to one area and “paint” that area the same color before moving onto another area of a different color. It will be easier to work in one color at a time.

6. After students have applied glue to an area, they should use spoons to sprinkle the colored sand onto the glue.
7. Students should then move on to another area of their paper, changing colors of sand as necessary. They should continue applying glue and sprinkling sand until all areas of the original sketch are filled in. For areas that require a thin line of color (or an outline), students can use glue from the bottle to make a thin line of glue and then add sand.
8. Once students have finished, let the sand paintings dry. Invite them to share their work with their classmates.

## MATERIALS NEEDED

Sand (inexpensive and can be purchased from any home improvement store)  
Glue  
Thick paper/cardstock (one for each student)  
Crayons or colored pencils  
Powdered tempera paint (several colors)  
Disposable cups  
Paint brushes or popsicle sticks (for spreading glue)  
Spoons (to distribute the sand)  
Trays for each student  
(optional – to keep the mess to a minimum)

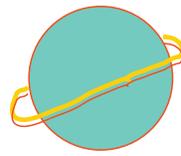
*Directions for alternate version  
of this activity and reflection  
questions for students!*



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## SUGGESTED ACTIVITY

NYS Learning Standards: A  
Common Core Learning Standards:  
Reading Standards for Literature 11



# After the Show

# sandscapes v.2

### MATERIALS NEEDED

(FOR ALTERNATE VERSION OF SAND DRAWINGS):

Sheet of coarse sandpaper (one for each student)  
Crayons

1. Distribute sandpaper and crayons to each student.
2. Ask students to draw and color in a desert landscape of their choosing. They can recreate one of the images they have seen or create their own.
3. Once students have finished, invite them to share their work with their classmates.

**Don't forget to send The New Victory Theater photos of your students' work!**

Send all student work to  
[education@new42.org](mailto:education@new42.org).

Or, you can mail them to us at  
Education Department,  
The New Victory Theater,  
229 W. 42<sup>nd</sup> Street, NY, NY 10036.

Please include Name, School, Age.

## REFLECTION QUESTIONS

*What colors do we see in desert landscapes?*

*How is your sand painting similar to or different from the set design used in the production of The Little Prince?*

*What was it like creating a work of art with sand?*

*What challenges do you think the performers might have encountered when working with sand in the show?*

Activity adapted from <http://www.funroom.com/summer/sndpntng.mgi>  
and [http://www.dltk-kids.com/world/africa/sand\\_paper\\_art.htm](http://www.dltk-kids.com/world/africa/sand_paper_art.htm)



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