

Lisa Bailey

Cultural Mask

Grade Level: 3rd, 4th, 5th grade

Class time: 2-3 weeks

Concepts: Students will explore the cultural significance of masks. After recalling some of the contexts in which masks are worn in the United States-e.g., Halloween, Mardi Gras, the circus, parades, plays, or costume parties. Students then investigate the role masks play in ceremonies and on special occasions in Native American cultures, specifically Cherokee.

Objectives:

- ❖ Students will explore the cultural significance of masks.

VA3CU.1 *Investigates and discovers the personal relationship of artist to community, culture, and world through making and studying art.*

b. Discovers personal relationship to community, culture, and world through making and studying art.

- ❖ Students will compare and contrast masks of different cultures.

VA5AR.2 *Uses a variety of approaches to understand and critique works of art.*

e. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, and intentions of those who created a work of art.

- ❖ Students will create a paper mache mask based on the Cherokee culture and utilize elements and principles of design in a 3 dimensional form - show balance, repetition - integrate planning.

VA3PR.3 *Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed media) using tools and materials in a safe and appropriate manner to develop skills.*

b. Creates sculpture using a variety of methods (e.g., papier-mâché, cutting, folding, found objects).

Motivation: Explore what students already know about masks and discuss how masks are used in the United States. Begin by asking students to name places and events where they have seen masks. Students might, for example, mention Halloween, Mardi Gras, the circus, parades, plays, or costume parties.

Vocabulary: Mask- A face covering. Usually it is something worn on the face, with openings for the eyes, to conceal one's identity, either for partying (as at a masquerade ball), to frighten or amuse (as at Halloween), for ritual, or for performance.

Papier-mâché- A material, made from paper pulp or shreds of paper mixed with resin, wallpaper paste, or flour and water (2:1 by volume), which can be molded or modeled into various shapes when wet and becomes hard and suitable for painting and varnishing when dry.

Armature - A skeleton-like framework to give rigid internal support to a modeled sculpture.

Mold- A hollow form for shaping (casting) a fluid or plastic medium, such as clay, plaster, plastic or molten metal.

Overlap - When one thing lies over, partly covering something else.

Symmetry- The parts of an image or object organized so that one side duplicates, or mirrors, the other.

Instructional Strategies:

1. Discuss masks with the students. Show power point about masks.
2. Have mask examples with you that students can pass around, see, touch, try on. They will be making an animal mask. They can choose between a bear, a wolf, or a bird.
3. Have paper mache already mixed and give one tub per table. Give each student a regular size balloon.

Student Procedures:

1. Students will blow up their balloons to about the size of their heads and tape the end down on the desk to keep it stable. Have students write their name on masking tape and attach it to the side of the balloon they are not applying paper mache to.
2. Let students rip their own strips of newspaper; they can make a pile of strips for the whole table or make individual piles.
3. Students will dip the strips of newspaper into the paper mache and cover half of the balloon with at least two layers of newspaper. Have students clean up and place balloons in a safe spot to dry until next class meeting.
4. When dry students may pop the balloon and cut off excess materials. They may begin to build up the face of their mask. The bear and wolf will have a muzzle while the bird will have a beak. Students will use newspaper and masking tape to build up the shapes they need.
5. When satisfied with the shape of their mask students will cover their mask with at least two or three layers of paper mache. Students will clean up and allow masks to dry and harden.
6. When masks are dry students can paint a layer of primer or white paint over whole mask. Now that the masks have been constructed and primed, they must plan their design on paper before they can begin painting the mask. They must have at least three thumbnail paintings of the mask design, using different colors, line, and pattern, like the Cherokee masks.
7. Once a design is approved by the teacher the students can begin to paint. Allow to dry.

8. When finished painting students can mark the eyeholes for the teacher to cut out with an x-acto knife.
9. Students may choose to add a string for the back of the mask by using a hole punch and a pre cut piece of string. They are now finish and ready to wear!
10. Students will present their finished masks to the class telling why they chose their animal.

Modifications: An ESL student: Student may choose to do a mask from their own culture and explain the use of masks in their culture.

For Students with Behavior Disorders: Assignments can be divided into smaller blocks. Good work and behavior should be positively reinforced. For kids with attention difficulties, remember to minimize distractions.

Assessment:

Excellent	Good	Adequate	Unsatisfactory
90-100	75-89	65-74	55-64
Artist has planned the mask by making a very clear color sketch and it has been handed in with the mask	Artist has planned the mask by making a color sketch and it has been handed in with the mask	Artist has planned the mask by making a color sketch, but it is not that clear what the artist's intentions were, and it has been handed in with the mask	Artist has planned the mask by making a color sketch, and it has NOT been handed in with the mask
Uses collage materials very firmly taped to the mask to make the features of the mask very 3-D	Uses collage materials somewhat firmly taped to the mask to make the features of the mask very 3-D	Uses collage materials taped to the mask to make the features of the mask, BUT they are kind of falling off, and they are not very 3-D	Uses collage materials taped to the mask to make the features of the mask, BUT they are falling off and don't support the paper mache very well, and/or not 3-D – they have gotten buried under the layers of paper mache
Applies paper-mache by overlapping small pieces of newspaper at least 4-5 layers, and all the little edges are down and the surface is smooth	Applies paper-mache by overlapping small pieces of newspaper at least 4-5 layers and the little edges are down and the surface is pretty smooth	Applies paper-mache by overlapping pieces of newspaper at least 3 layers and some of the little edges are down, but many are up, and the surface is not that smooth	Applies paper-mache by overlapping pieces of newspaper at least 3 layers and some of the little edges are down, but many are up, and the surface is not that smooth
Painted the mask by painting the larger areas first and then carefully and neatly adding details	Painted the mask by painting the larger areas first and then pretty carefully and neatly adding details	Painted the mask by painting some of the larger areas first and then adding details, but the painting is not that neat in the details	Painted the mask by painting the larger areas and the small details at the same time, and the result is a sloppy look and mixing of paints that are not intentional
Color has been mixed to create various values and hues – not used straight from the bottle	Color has been mixed to create various values and hues in most places - not used straight from the bottle	Color has been used straight from the bottle in most places - not mixed to create various values and hues	Almost all the color has been used straight from the bottle - not mixed to create various values and hues in almost any spots
The artist has	The artist has	The artist has	The artist has not completed a

completed a thoughtful, honest, clearly and neatly written reflection on the art project	completed a somewhat thoughtful, pretty neatly written reflection on the art project, but the writing could have been expanded somewhat	completed a written reflection, and/or it is not very thoughtful, or somewhat sloppy in appearance	written reflection, or it is clearly not thoughtful, or very sloppy in appearance
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Materials:

Scissors

Glue

Flour

Drawing paper

Newspaper

Hole punch

String

Acrylic paint

Paintbrushes

Water cups

Paper towels

Resources: <http://nativeamericans.mrdonn.org/southeast/chokeee/index.html>

<http://www.chokeee.org/>

Closing Statement: Have the students list functions of masks that they know about and invent new ways masks could be used.