

Mask Sculpture/Focus -- Mardi Gras Mask



Target Group: Grade 4

Goal (Terminal Objective): Sculpture, Design, Painting

Objective: Students will demonstrate the ability to organize knowledge and ideas for the expression and production of art. Students will identify the sources for art expression and describe the processes artists use in developing their ideas. Students will understand that styles of art expression change as man changes his way of thinking about the world. Students will describe how art expresses ideas, events, and universal themes by comparing artworks from various cultures.

National Standards:

Visual Arts Grades K-4 Content Standard 1: Understanding and applying media, techniques, and processes

Visual Arts Grades K-4 Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Visual Arts Grades K-4 Content Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Visual Arts Grades K-4 Content Standard 6: Making connections between visual arts and other disciplines

Purpose: Students will respond to the comparison of a variety of artworks (masks) from various cultures. Students will understand that humans create images as a way of explaining, knowing and understanding the work in which they live including beliefs and values such as those embedded in mask designs of various cultures. Students will understand the multiple uses of mask forms and how they use symbolism, fantasy, and distortion. Students will use papier-mâché techniques to create a mardi gras mask.

New Vocabulary: portrait, self-portrait, abstract, realistic, profile, value, form, ritual, culture, pattern symbol, animism, distortion, facial expression, symmetry, unity, variety, mood, fantasy

Materials:



#22-8813 Sargent Art Pearlescent Acrylic Mixing Medium



#22-1908 Sargent Art Glitter Glue washable



#22-1206 Sargent Art Liquid Metals Metallic Acrylic Paint



#22-2499 Sargent Art Acrylic Paint



#22-2003 Sargent Art Sculpt-It! White Resealable Clay

Mask forms, yarn, seeds, shells, beads, brushes, glue brushes, paper mache supplies

Time: This lesson may be modified from one to five hours, depending upon the size and complexity of expectations.

Introduction and Motivation (Set):

View mask exemplars from various cultures: Chinese, Japanese, African, Eskimo, Native American.

Discuss masks worn by shaman of the Native American tribes who call on spirits to heal the ill.

Discuss the use of masks in China and Japan in theater. Describe how tribes in Africa and America use masks in conjunction with specific rituals.

Discuss the use of masks in our culture especially at celebration times such as Halloween and Mardi Gras.

Investigate the materials masks were made from as well as the symbols and processes used to construct masks of various cultures.

Discuss the various forms of masks such as those used to cover the entire face, part of the face, or worn on shoulders to cover the entire head.

Instruction:

Teacher leads discussion focusing on mask comparison with reference to colors, symbols, and styles. Teacher provides additional exemplars for analyzation.

Teacher leads in demonstration and/or presentation of armature construction for the mask.

Teacher leads demonstration on providing details for mask design and painting techniques.

Activities:

(1) Guided Practice:

1. Research masks, design mardi gras mask surface.
2. Students construct the armature or use prepared mask form.
3. Students cover the armature with strips of paper towel or newspaper dipped in glue.



4. When papier-mâché dries, add details and using Sculpt-it.
5. When details are dry, apply white paint.



outlines



6. Apply painted designs using Sargent Acrylic.

7. Additives such as beads, jewels, and feathers can be glued on to surface.

(2) Independent Practice and Check for Understanding: Teacher circulates among working students visually recording students demonstrating understanding of objectives and provides reinforcement.

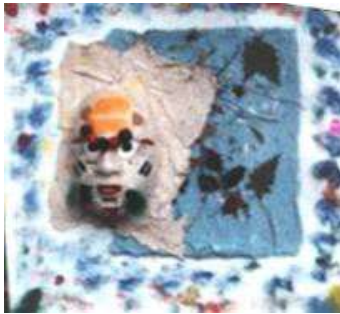
1. Students use Sargent Liquid Metal Acrylics, Sargent Acrylic Paint, to fill in larger background areas.
2. Students use a variety of colors to create visual interest.

3. Students use a variety of patterns to create surface design.

(3) **Closure:** Students record either by checklist or writing prompt, the symbols used, the connection to the exemplar, and the innovations they provided to the piece to make relationships to their culture.

Evaluation: Teacher/student critique and/or individual evaluation: What expressions did various cultures use on their masks? What items were added to your mask? What kind of balance does your mask have?

Extension: This strategy may be extended to a written class project providing a biography for the type of mask designed. Prepared backgrounds such as handmade paper may be created to provide an interesting matt.



Resources:

<http://www.ucmp.berkeley.edu>

http://en.wikipedia.org/wiki/Mardi_Gras

<http://en.wikipedia.org/wiki/Mask>

<http://www.masksoftheworld.com/>

<http://masks.novica.com/>

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www.sargentart.com 09/22/07