Service Learning Lesson Plan #3

Title: Creative Masks­­­­­­­­­­ Group/Date: 3D Artistic Abilities

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| **Lesson Idea and Relevance:** What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background? | For this lesson we will be teaching students about how to express their personal identities through art. Specifically they will be making plaster cast masks that they will decorate next week at the museum after we view the exhibit about masks from the community. |

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| **Essential Understanding (s):** What are the “big ideas”?[1] What specific understandings about them are desired? | **Essential Question (s):**[2] What provocative questions will foster inquiry, understanding, and transfer of learning? |
| · Artists and designers use different mediums to express their personal identities.  · Artists choose media and make appropriate aesthetic choices to communicate their interests and passions.  · Artists and designers draw inspiration from the work of other artists. | · How do artists use techniques and materials to express their ideas in a three-dimensional form?  · How does art change through the process of creating it? Do artists make choices throughout the process of making art that change its aesthetic qualities?  · How can artists draw inspiration from other artists expressing their identity when they express their own in their artwork? |

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| **Outcomes - Students will be able to...**What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches?  **Students will be able to** |
| After discussing the way other artists have expressed their identity through their work , I will be able to create a mask using many different mediums that will express my own ideas about what makes me unique. |

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| **Student Reflective Activity**: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning? | **Assessment Instrument (s):** By what criteria will “performances of understanding” be judged? |
| When students visit the museum we will walk through the mask exhibit and ask the students guiding questions about the masks they see. The questions will relate to the choices each artist made in their artwork and why they made those choices. We will make the connection between the choices artists make and the expression of their identity.    After viewing the masks we will have a group discussion about how masks essentially hide a person’s identity, yet all of the masks in the exhibit were expressions of those identities. We will ask the students which masks were their favorites and which were their least favorite and why. We will ask what things we learned about each artist based on what they decided to put on their mask. | After students create their masks, we will ask each student to talk about how their mask shows us what is unique about them as well as why they made the choices they did in design and medium. This will mirror the tour of the museum we just participated in, but with their masks being the artwork included in the exhibit. |

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| **Pre-assessment:** How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)? |
| The slide show and discussion of different masks will help develop the student’s prior knowledge about masks. We will also reinforce the importance of brainstorming and sketching from the last class. We will talk about the ways to reference other artist’s work and how there is a fine line between borrowing ideas and stealing ideas. We will explain and demonstrate the process of creating the mold for the mask. We will show the students the variety of different materials that they will be able to use and how to use each material. This will help students the importance of the creative process, while targeting different styles for their masks. |

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| **Motivation:** How will you hook all students and hold their interest? | **Ideation:** How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work? |
| Before we introduce the lesson, we will ask students what they already know about maks (historical, cultural, and aesthetic). While we are presenting the slide show of different masks, we will ask them what category it falls into and what materials were used. This will engage the students (since showing slideshows can lose students attention), while generating ideas. After students are done creating their mask, they will be able to explore the different materials that they will have access to. Having a wide variety of materials promotes excitement and engagement.[3] | We will pre- assess students knowledge of masks before introducing the lesson. We will ask them different questions like:  · How are masks used in different culture?  · What are some ways people use masks?  · Have you ever used a mask?  · What do you think masks are made out of?  · What materials were used to make this mask? Where do you think this mask is from?  · How old do you think this mask is?  · Who made this mask?  · Why do you think this mask was made?[4]  · What is the purpose of a mask? |

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| **Procedures:** How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy? |
| We want the students to gain prior knowledge about the purpose and techniques of making masks before our museum visit. To do this, we will have the students create their own masks prior to our museum visit. By introducing and exemplifying different types of masks, creates a better understanding and appreciation towards their own future masks, and the masks that we will be viewing for our next class.   1. We will start off class with a pre-assessment, to find out students prior knowledge of masks. This will promote engagement and curiosity. Some of the questions that we will ask them are: How are masks used in different culture? What are some ways people use masks? Have you ever used a mask? What do you think masks are made out of? 2. We will then present a slideshow of a variety of different masks.[5] To engage the students throughout the slide show we will ask them questions. Some questions we will ask them are: What materials were used to make this mask? Where do you think this mask is from? How do you know this? How old do you think this mask is?[6] Who made this mask? Why do you think this mask was made?   Show students the following images and ask leading question:    For each mask ask:  What materials were used to make this mask?  Where do you think this mask is from?  How do you know this?  Who made this mask?  Why do you think this mask was made?  (Mask #1 FC Museum Mask, acrylic paint and clay, artists who like flowers,  reflects interest in gardening/flowers, continue with info on each mask you  use.)   1. We will then discuss the importance of using references for creating your own artwork. We will also discuss the fine line between borrowing ideas and stealing ideas. To do this we will show an example of an original piece of work, a replica, and a referenced piece. [7] 2. We will then introduce our lesson and talk about how we will be visiting a mask exhibit for our next class. 3. One of us will lead a demo for creating the mold for the mask. The individual will use a premade mask and place plastic wrap over the top of the plastic masks. They then will take the plaster strips, dip them in water, and then put them over the mask. Then she will put the mask in front of a fan to dry. We will have a dry mask available to use for the demonstration of how to use the different materials available. [8]   Show students mask making process:  -Show premade mask form--and cover with plastic wrap.  -Make sure all areas are covered with the plastic wrap.  -Show plaster strips. These need to be dipped in WARM WATER and  worked over with the fingers to activate the plaster.  . -Place on form and crisscross plaster strips for strength.  -Show students how to build up areas of their mask to accentuate areas  (nose, eye brows, etc.) by modeling the plaster.  -Remind students they can add materials (feathers, yarn, found objects,  etc)   1. After the demo, students will create their mold. We will walk around and help out the students. 2. When the students are done creating their mold (give them about 25-30 minutes), we will instruct them to place their molds in front of the fan to dry. 3. While their molds are drying, we will have the students brainstorm and sketch out ideas for their mask. We will walk around and help students generate ideas by asking them questions. 4. After the students are done brainstorming, we will have them get their masks from the drying station and begin their designing process. We will also ask them individually what their plans are before they start. 5. Students will have access to a variety of different materials located at the material section. 6. After the students are done we will have them individually show us their masks and ask how they have chosen to express their interests through their masks. 7. We will take the last 15 minutes to clean. |
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| **Materials and Resources:** What is needed to complete the learning plan? **List materials and resources in a bulleted format.** |
| ● Adapter for our slideshow presentation.  ● Plastic wrap  ● Pre-made masks  ● Hot glue guns and glue  ● Acrylic and watercolor paint  ● Paint brushes  ● Water cups  ● Scissors |

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| **Preparation and Safety:** What do you need to prepare for this experience? What safety issues need to be addressed? **List steps of preparation and safety in a bulleted format.** |
| ● Print out copy of guiding questions  ● Create a sample mask and have a dry (finished) mold for the demo  ● Collect all materials needed and organize in a manner that enables students to easily access what they need.  ● Have the fan out for drying molds  ● Have the power point available and ready  ● Have print outs from the example slides |

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| **Accommodations:** How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access** (Resources and/or Process) and **Expression** (Products and/or Performance)? |
| We want the students to have prior knowledge and be engaged while we're viewing the mask exhibit for our next class. The best way to do this is to have them create their own mask. We noticed that the students engage well when they are asked questions. That is why we implemented questions into our slide show and introduction. We thought that having a designated time to brainstorm ideas would be best, because most students finish early and we have a couple of students that take more time than necessary. We are showing a slide show and having paper copies available at each table to use for references and ideas. Students will be able to distinguish the different materials their priors and themselves used because of the exposure to a variety of materials. Students will gain knowledge about mask making and different types of masks. They will use this prior knowledge while viewing the masks on our museum trip. |