Service Learning Lesson Plan

Title: Mask Exhibit and Masks Part Two ­­­­­­­­­­ Group/Date: 3D Artistic Abilities- 4/7/18

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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 our group will be visiting the Fort Collins art museum to view the exhibit on masks made by members of the community. We are going to teach students about the purpose of creating masks in our culture as well as others and encourage them to express their own ideas through decoration of the plaster cast masks they made last week. Our students have expressed a lot interest in expressing their identities through art so our lesson will focus on the juxtaposition of disguising one’s identity with a mask while still expressing that identity through embellishment of said masks. |

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| **Essential Understanding (s):** What are the “big ideas”? What specific understandings about them are desired? | **Essential Question (s):** What provocative questions will foster inquiry, understanding, and transfer of learning? |
| * Students will understand how other members of the community have used masks to express their own identities. * Students will be able to transfer information gained from viewing the work of other artists into inspiration for their own artwork. * Students will understand how to use found materials and media to express their identities in a 3D mask. | * What materials/media have the artists in the mask exhibit used to express their ideas? * How do the aesthetic choices of these artists communicate their ideas? * How can you use paint, found objects, and sculptural media to express your ideas about your identity? * What makes you unique? What about your identity would you like to express in your mask? |

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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 artwork; analyze sketches?  **Students will be able to** |
| 1. Students will use knowledge of three-dimensional art forms to choose appropriate media to decorate their plaster casts masks in a way that expresses their own ideas about what makes them unique. 2. Students will observe how other artists have used visual language to express their identities through masks and transfer this knowledge to the creation of their own masks that use three-dimensional media to express their personalities. 3. After observing the work of other artists and creating their own masks, students will be able to describe the aesthetic choices they made in their artistic expression and understand how this relates to their identities. |

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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? |
| * Students will participate in a discussion as we tour the exhibit about why artists have chosen to create masks that look the way they do. We will ask them leading questions that get them thinking about why artists made the choices they did in expressing their identities. For example, what media they used, what objects, ideas, or emotions they represented etc. * Students will participate in a group brainstorming activity using a play sheet that records the characteristics of each student’s unique identities. * Students will transfer the knowledge about how other artists express their identities combined with how they would like to express their identity and create a decorated plaster cast mask. * We will ask the students questions like: “how did this artist use symbols to express their interests?” “based on the figures used in this mask, what do you think this artist’s favorite animal is?” “how do you think this artist felt when they were making this artwork?” | * As we lead the discussion we will try to keep all students engaged and expressing their thoughts about identity and the community masks- this will help us judge if they are understanding the link between masks and identity. * We will record the ideas students come up with during the brainstorming activity on a play sheet in order to have tangible evidence that we can see, and the students can see of their understandings about what makes them each unique. * To judge students understanding of identity expression through mask creation we will ask them to do a gallery walk of each other’s work and explain to their peers their artistic choices behind art media and motifs used in their masks. We will ask them questions about why they chose to use certain motifs or symbols, colors or patterns, and what materials they chose. |

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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)? |
| We will use a combination of motivation and ideation strategies as we tour the museum and brainstorm our ideas in order to help students see what is expected from the lesson. As we tour the museum students will observe other artists’ expression through masks and will be encouraged to investigate the choices those artists made in expressing their identities through masks. This will help us gauge their knowledge about the use of art in expressing identity. When we return to the workroom we will have a brainstorming activity with a group play sheet to record each student’s ideas on what make them unique and help them transfer the knowledge they gained from the mask exhibit into their own creations. Then we will introduce them to the art store where they can choose the materials they would like to use to decorate 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? |
| The tour through the exhibit containing many colorful and unique masks will motivate students by showing them many ways they could express themselves in their masks and our leading discussion questions will hold their interest and encourage deeper inquiry into how artists make choices about their artistic expression and what choices they may make when it comes time for them to create their own masks. | We will use a group play sheet that we record student’s ideas about how they will create their masks and what representations they may want to use to express their identities. We will also show them all the materials available in the portable art store that are available to them to decorate their masks. |

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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? |
| * First, we will introduce students to the exhibit: we will explain that the exhibit is made up of masks made by members of the community. We will discuss how a mask essentially covers the wearer’s face and therefore disguises their identity, yet artists still find a way to express their identity through decoration of the mask. * Next, we will walk through the exhibit and the teachers will facilitate a loose discussion using guiding questions about the masks we are viewing which will help students start to think about the choices artists have made in expressing their identities as well as encourage them to interpret the ideas the artists are trying to communicate. We will ask the students questions like: “how did this artist use symbols to express their interests?” “based on the figures used in this mask, what do you think this artist’s favorite animal is?” “how do you think this artist felt when they were making this artwork?”      * After we walk through the exhibit we will gather in the activity room and begin our brainstorming session with our group play sheet. We will work through the play sheet “what makes you unique” and students will explore their interests and characteristics that make them unique which will enable them to start to come up with ideas for what to represent with their masks. * Next, we will introduce them to the mobile art store and show them all the materials that are available for them to use on their masks. We will encourage them to think about how their ideas about identity could be expressed using the different media available. * Once they are done with their masks we will lead a group discussion asking the students to reflect on their decisions and share with the class how their masks express their identities. We will ask them to do a gallery walk of each other’s work and explain to their peers their artistic choices behind art media and motifs used in their masks. We will ask them questions about why they chose to use certain motifs or symbols, colors or patterns, and what materials they chose. |

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| **Materials and Resources:** What is needed to complete the learning plan? **List materials and resources in a bulleted format.** |
| * We will need to transport the student’s pre-made plaster masks to the museum as well as materials for the mobile art store: * We will need feathers, pipe cleaners, fabric, paint, markers, found objects, hot glue, scissors, xacto knives, wire, wire cutters, colored paper, and magazines. |

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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 and group play sheet. * Give brief tutorial about the importance of carefulness when using hot glue guns, sharp wire, and scissors. * Collect all materials needed as well as the pre made masks and bring to the museum 1-2 hours ahead of time to set up and view the space to prepare for any possible hindrances to our lesson. * I have emailed Elizabeth Morrissette about the accessibility of the building and our need for more tables for our student in a wheelchair. |

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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 have noticed that our lessons sometimes fail to create an understandable connection between our motivation, ideation, and the student’s creation of the art project. This time we decided to use the museum tour as the motivation for our student’s masks and to flow into ideation for their own masks using the group play sheet. Having a tangible example of their ideas will help students who like to see the product of their brainstorming and will also give them something to look back to if they run into a wall trying to come up with ideas for their masks. We have tried to incorporate more “doing, showing, saying” into our lesson. We will walk through the museum facilitating a group discussion about masks while showing them the examples other artists have created, then transition into personal ideation about their own masks using the group play sheet, then we will show them the media they can use to create their masks. We also want to make sure Jared is interested in participating in the mask lesson so we will be bringing lots of magazines for him to browse through for ideas and/or to decorate his mask with. |