Name: Bethany Allard

Date: August 9, 2012

Class: Arts & Literacy

Age: 7-8

**Title of Lesson: Marvelous Masks: Building Masks Out of Shapes**

**Lesson Components**

|  |  |  |  |
| --- | --- | --- | --- |
| Content  Masks made by cutting inventive shapes out of a piece of paper  | Materials/TechnologyPaperVisualsVocabulary | Techniques/SkillsCutting and cutting on the fold to create inventive shapes  | Elements and Principles of ArtShape |

**Goals: NY City BluePrint for Teaching and Learning in the Visual Arts**

Strand 1- Art Making – students will learn how to cut and fold paper in order to create a mask that uses a variety of shapes

Strand 2- Literacy in the Arts- students will be able to talk and write about their choices, using adjectives in order to describe the shapes they made

Strand 3- Making connections- Artists in different cultures use many combine many different kinds of shapes in order to show expression and create unique details

**Learning Objectives:**

* Students will learn how we can combine different shapes in order to create unique mask.
* Students will learn how to fold and cut paper in order to create a symmetrical mask. (symmetry will be touched upon if students notice it, but is not the learning objective of the lesson)
* Students will be able to describe using adjectives what details they included in their expressive mask and why they included it

**Preparation Before Class:**

Visual Inspiration Prep

* Make examples and visuals
* Find examples of masks

Literacy Prep

* Write out vocabulary words and examples
* Write out writing prompts on chart paper

Materials Prep

* Prepare paper in stacks by amount of students per table
* Have scissors in container, enough in each container for # of students at each table
* Writing paper and pencils in reserve for early finishers
* Markers in containers in reserve for early finishers
* Have cleaning materials, (bins, trash bags, broom and dustpan) ready

Classroom Management Prep

* Select trash, broom and dustpan monitors

**Lesson Development:**

*Motivational strategies Dialogue, key questions, demonstration, slides, reproductions, other visuals, music, costumes, other, or a combination.*

Visual Motivation

* Javanese wooden mask
* Images of masks

Visuals of Technique

* Physical examples of all the different shapes we could use to make the mask
* Physical examples of various cutting techniques
	+ Cutting on the fold
	+ Cutting on the open end
	+ Double folding

**Literacy and Vocabulary Components:**

Mask- a work of art that is meant to go over a person’s face. Masks use different shapes to create a new face for the person.

Shape adjectives (students will be prompted to add to the list of adjectives)

Big

Medium

Small

Tiny

Wiggly

Pointy

Curved

Round

Flat

**Lesson Time Line**

**0-5 minutes: Demo**

Show different masks.

Have children describe what shapes they see.

Students will be engaged kinesthetically by drawing shapes in the air with their fingers.

Model different ways to cut paper

* We only cut the paper!
* Cut on the fold for changing the middle of your mask
* Cut on the open ends for changing out edges of your mask
* Double fold if you want to make to of something
* Curvy shapes are made by moving only the paper.
* Pointy and flat shapes are made by moving your scissors in different directions and moving the paper only when you want to change direction.

Model cleaning as you go- picking up falling pieces.

Model making mistakes and how to fix them by improvising

Model how to change your work as you go (unfold paper, see what it looks like and refold it to add more details)

Now, we are going to go to our tables and do the first steps together as a group. I want you to listen for instructions and don’t start before I say so.

**5-7 minutes: Extended demo**

Hot-dog fold the paper together as a class. Have students cut out the edges together as a class. Have students place their trash in the trash bin.

Students are told to now create different shapes for their masks- pointing to examples of on the fold, off-the fold, and double fold cutting techniques. Remember to put your trash in the trash bin!

**7-35 minutes – Work time (5 minutes warning at the end)**

Students work on their masks and teacher circulates to help with individual problems or to demo techniques

**35-45 minutes- Clean-up/pair share**

Students clean their workspace of bits of paper. Each table is responsible for their table to be clean. After they check in with their teacher, they can write about their masks in their journal, using the writing prompt as a prompt for their writing.

**Additional related activities for those who finish early or alternative solutions.**

Early finishers can add patterns, lines and shapes to their masks using magic markers.

**Clean-Up Routine:**

Students are encouraged to clean as they work

Five minute warning

Announce roles

* Students sweep their tables clean with their hands (each table works as a team to clean up the table)
* Broom monitors sweep the floor

**In class reflection**

Time permitting- Students pair-share with their classmates about their masks using the writing prompt as their speaking prompt.

Writing/verbal reflection prompts:

There will be an example up on the board of how one would phrase the reflection and sentence starters depending on the literacy level of the students.

*Tell us about your mask! Describe the kinds of shapes did you use to make the different parts of your mask*. *Why did you create those kinds of shapes? What kind of expression did these shapes create?*

**Assessment Rubric:**

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Does Not Meet | Meets | Exceeds |
| Craftsmanship | Cutting and sloppy is messy and irregular | Creates the basic necessary shapes for a mask  | Experiments with shapes, including jagged and organic forms |
| Work Habits | Leaves work area messy | Cleans work area  | Assists other classmates with cleaning work area |
| Literacy | Unable to use adjectives in order to describe their mask and defend their choices | Utilizes 1-3 adjectives in order to describe their mask and defend their choices | Utilizes 3 or more of adjectives in order to describe their mask and defend their choices |

**Related Lesson(s):**

Lessons to lead up to this:

* cutting/collage exploration
* geometric collage based on Mexican Textiles
* Organic collage based on the work of Matisse
* Self-portraits (drawn from observation using a mirror)

Lessons that could follow:

* Collaged faces of an invented character
* Collaged faces of people who care about me
* 3-D masks using clay or papier-mâché
* Shadow puppets
* Collaged puppets

**Adaptations for Special Needs Students and English Language Learners:**

Breakdown steps one at a time, working as a group or at their table, depending on the number of special needs. Lots of visuals and physical modeling for the ELL learners.