

Name: Alejandro Camacho

Theme: Children's Literature

Title: Plaster Masks Inspired by Children's Literature

Grade Level: 6th grade



History/ Background:

There are so many amazing characters in children's literature. *Where the Wild Things Are*, *Narnia*, and *The True Story of the Three Little Pigs* are just a few books that have exciting characters that are captivating. Sometimes children like to emulate those characters after they are finished reading a book. Pretending to be a character or playing "make-believe" is a great way for children to learn how to put their feet in other character's shoes. Masks can be used for storytelling and can bring characters to life. They can be used for ceremonies, festivals, celebrations, theatre, Halloween, costume parties, concerts, movies, reenactments, or to simply just have fun with your friends. Over the course of history, people from many different cultures have developed ways of using masks to create characters, express feelings, and/or symbolize emotions to tell a story. Masks can be used for all ages and used all over the world.

PA Standards:

9.1.5.A: Know and use the elements and principles of each art form to create works in the arts and humanities. (Visual Arts: color, form/shape, line, space, texture, value)

9.1.5.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles, to produce, review and revise original works in the arts. (Visual Arts: paint, draw, craft, sculpt, print, design for environment, communication, multimedia)

9.1.5.C: Recognize and use fundamental vocabulary within each of the arts forms.

9.1.5.D: Use knowledge of varied styles within each art form through a performance or exhibition of unique work.

Goal/Activity:

Students will create their own plaster masks inspired from a character in children's literature of their choice.

Objectives:

1. **Knowledge:** (Cognitive) Students will be able to connect with the history of masks in order to use masks for communication.
2. **Skill:** (Psychomotor)- Students will be able to use plaster molding procedures in order to construct a 3D mask.
3. **Attitude:** (Affective)- Students will be able to apply study children's literature to their artmaking in order to become a character through a mask.

Teacher Preparation:

Teacher will:

- Make slideshow of the history of masks
- Make slideshow on plaster mask making and examples
- Make exemplars of plaster masks
- Create step-by-step instructional paper on making a plaster mask
- Outline objectives for students.
- Write learning objectives on the board.

Resources/ Materials/ Visual Aids:

- Videos of masks from different cultures
- Video of plaster mask making
- Slideshow of the history of masks
- Slideshow on plaster mask making

- Exemplars of plaster masks
- Instructional poster on making a plaster mask
- Children's literature for students to choose their characters

Prior Knowledge:

- Reading children's literature
- Creating paper plate masks
- Painting with acrylic paint

Supplies/Material:

- Acrylic paint
- Markers
- Plaster Strips
- Pencil/eraser
- Color Paper
- Cardboard
- Scissors
- Vaseline
- Straws
- Fuzzy pipe cleaners
- Beads
- Glue
- Tubs

Teaching:

Motivation:

Teacher: Hello, class what is the first thought that comes to mind when you think of masks?

Student: (response)

Teacher: Why do you think that? Student: (response)

Teacher: Where have you seen masks in your life? Student: (response)

Teacher: Today we are going to look at masks from all over the world and how varying cultures use masks.

Directions/Demonstration:

Intro:

- Students will observe a slideshow/videos on the history of masks from all over the world.
- Students will observe a slideshow/video on how to make plaster masks.

- Exemplars of plaster masks will be displayed so the students can examine finished artworks.
- Instructional paper on making a plaster mask will be passed around to each student.

Choosing a Book:

- Students will locate a children's book from a pile of books provided by the teacher or they can bring a book to class that they enjoy reading.
- The character they choose will inspire them to construct a mask that exemplifies that character.
- Children should ask themselves... "Why did I choose this character?"

Mask Making:

- Teacher will go over the instructional paper on making a plaster mask.
- Teacher will demonstrate how to make a plaster mask with a student.
- Making plaster masks will require teamwork so the class will divide into partners.
- They will:
 - Cut plaster strips into strips of varying sizes with scissors.
 - Have one partner lay on a table.
 - The person on the table must cover their face in vaseline.
 - The partner not on the table will lay down the plaster strips on their partner's face. Make sure the strips are wet.
 - Make sure your partner can breathe by not covering their nose and mouth.
 - Wait patiently with your partner until the plaster strips are dry and you can carefully take the mask off of their face.
- Switch roles.

Mask Decorating:

- When plaster masks are dry they can be decorated with acrylic paint, markers, color paper, fuzzy pipe cleaners, beads, found objects and/or cardboard that can be glued to the plaster mask.

Mask Presentation:

- When mask is complete, each student wear their mask and present their mask in front of class. They can find ways to act like their character by using movement or their voice.

Conclusion:

Teacher: Elaborate how masks can show inspiration and exemplify a character? How was the process of constructing our own unique 3D artwork? What have you learned from your chosen character in your book? Did you learn anything new about the character in your book?

Vocabulary:

- **Plaster:** A soft mixture of lime with sand and water for spreading walls, ceiling, or other structures to form a smooth hard surface when dried.
- **Three-dimensional:** Having or appearing to have length, breadth, and depth.
- **Illustration:** An example of a picture that is used to make story more clear.
- **Form:** An element of art that is three-dimensional, and encloses volume.
- **Texture:** An element of art that refers to the way things feel, or look as if they might feel if touched.
- **Shape:** An element of art by which positive and negative areas are defined or a sense of depth achieved in a work of art.
- **Emphasis:** A way of combining elements to stress differences between those elements.
- **Proportion:** A principle of design that refers to the relationship of certain elements to the whole and to each other.

Assessment Strategy:

At the end of everyone's presentation students will be assessed according to the class rubric. Rubric will grade the completion of their mask, the relationship their mask has with their character in children's literature, their presentation of their mask, and class participation. Classmates will respond to each student's presentation. Classmates will ask the presenter questions they have about the mask. They can also respond, criticize, and evaluate each other's artwork.

Adaptations:

- If a student does not want to make a plaster mask because of the discomfort in the process of constructing the mask or if the process is too advanced then paper plate masks or brown paper bags (as puppets) can be an alternative.
- If a student needs help reading anything in the children's literature provided, a teacher or classmate will help read anything for them.
- Hand-over-hand assistance and extra time for students with motor skill deficiencies.
- Clear visual instructional paper with pictures to understand the construction of the mask.
- Students will have partners to assist in the construction of the mask.

Extensions:

- Students who finish early will clean up their work station.
- Students can offer assistance to any students that need help making their masks.
- Students can research ways to better understand their character by drawing reading their children's literature more extensively.

Time Budget:

Class Time: 4 Sessions, 45 min. each

Session 1:

- Intro, Slideshow, & Videos: 15 min.
- Choose a book and sketch ideas for mask: 25 min.
- Clean-up: 5 min.

Session 2:

- Review lesson: 5 min.
- Finish sketches & construct plaster mask: 35 min
- Clean-up: 5 min.

Session 3:

- Review lesson: 5 min.
- Finish construct plaster mask: 35 min.
- Clean-up: 5 min.

Session 4:

- Review lesson: 5 min.
- Presentations: 30 min.
- Conclusion and discuss the next lesson: 10 min.

Safety Concerns:

The process of constructing a plaster mask can be uncomfortable for some students. If the plaster gets over the nose or mouth the student will not be able to breath. Each student will have a partner and the teacher observing the entire process.

Bibliography/References:

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