

Art 305 Lesson plan			
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Lesson Title:	Recycled Materials Heritage Masks		
Grade Level:	9-12	Length of Lesson:	4-5 days
Brief Description:	<p>In a lecture, students will be introduced to examples of various masks from different cultures around the world. Along with visual examples, students will learn the meaning of masks and of people's culture. During production, students will reflect on the impact and ways to process recycled materials to create a meaningful and environmental responsible artistic expression. By presenting the lesson, students will be required to complete the project in 4 phases: (1) research a mask related to the cultural heritage they choose, (2) present a proposal sketch of a mask that they desire to produce based on their research, (3) collect and manipulate recycled materials, (4) presentation and critique final projects.</p>		
State Standards:	<p>Content Standard 2 2.0 CREATIVE EXPRESSION Skills, Processes, Materials, and Tools. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p> <p>2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view.</p> <p>2.3 Assemble and display objects or works of art as a part of a public exhibition.</p> <p>2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.</p> <p>Content Standard 3 3.0 HISTORICAL AND CULTURAL CONTEXT: Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.</p> <p>3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures.</p> <p>3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art</p>		
Common Core Standards:	<p>Historical and Social Sciences Analysis Skills</p> <p>1.- Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</p>		

Big Question:	<p>How are the masks from different regions used throughout history?</p> <p>How do art and the creativity of the masks intertwine with the purpose of the masks? What is their function?</p> <p>How does knowing the contexts, histories, and traditions of art forms help us create works of art?</p>		
Objectives:	<p>Students will be able to manipulate materials to communicate meaning.</p> <p>Students will be able to express their cultures through the creative process.</p> <p>Students will create an original native heritage mask increasing complexity and skill in a variety of media, demonstrating craftsmanship and creativity.</p> <p>Students will reflect on the value and meaning of different cultures by creating a mask that reflects their own heritage.</p> <p>Students will analyze and critique concepts expressed in their work of art from diverse cultures.</p> <p>Students will be knowledgeable of technology using PearDeck.</p>		
Art History:	<p>During the lecture, instructions will provide historical information about worldwide masks, heritages, and recycling waste.</p> <p>By providing examples of ancient and contemporary masks, students learn how they are historically used for different rituals and ceremonies in different cultures across the world.</p> <p>By reflecting on the history of masks, cultures, and recycled waste, students will use their creativity to reuse materials that would have been thrown away to create a meaningful interpretation of a culture.</p>		
Major Themes:	<p>Different cultural values and beliefs.</p> <p>Diverse heritages around the world.</p> <p>Human Footprint.</p>		
Elements/ Principles:	<p>Shape, space, value, form, texture, color, proportion, balance, and unity</p>	Vocabulary	<p>Dimension, design, paper mache, heritage, native, culture, reduce, reuse, recycle, ecological footprint, plastic, environment, sustainability</p>
Materials needed:	<p>Online tools for research, recycled plastic and paper, cardboard, scissors, tapes, glue, and acrylic paint for finishing.</p>		
Anticipatory Set:	<p>An introduction video about masks from around the world will be present upon students arrival. The program PearDeck will be used as a way to check understanding while introducing the history of the masks around the world. Following, students are introduced to a brainstorm activity where they will use their creativity, along with the culture they choose to create a mask design. After presenting historical facts about masks from different times and cultures, students will discuss the topic among each other. A second exercise will require students to connect chosen native culture with their art so they can start their creative process. The class will discuss how their mask designs relate to the culture they choose. The instructor will use the results and give a brief explanation of each culture as examples for potential use in their project. This worksheet will start generating ideas of cultures they wish to create.</p>		

Strategies		Student Activities	
Day 1	<p>A video will be played as the students enter the classroom. https://www.youtube.com/watch?v=q2q3RiYMLpQ). Examples of a various mask from different cultures and regions from the world to be demonstrated along with the vocabulary. A discussion about the history and values of masks in its corresponding culture will be held by using PearDeack. The instructor will also introduce the importance of the environmental impact of recycling and how we can create a mask from recycling materials. The instructor will ask the students to bring materials for the next class.</p>	Day 1	<p>Students will watch the videos and they will use PearDeack to comment about the lecture.. Also, they will use the anticipatory worksheet to sketch a mask about the cultures they chose. They will share ideas they came up with their teacher and each other. They will also be given a worksheet that helps students transition from the activity to learning how art is depicted in their culture. The students will draw masks that relate to the culture they chose making sure they add personal touches.</p>
Day 2	<p>The teacher will quickly review the lesson and vocab from the day before. A second demonstration and explanation will be done to ensure everyone understands and is on track including the use of paper mache and/or other recycled materials.</p>	Day 2	<p>Students will bring their materials and refined ideas for their masks. Students will start working on their masks project.</p>
Day 3	<p>The instructor will check for understanding about the project and will help students as requested. The instructor will announce when is the last day to work on their projects.</p>	Day 3	<p>Students will continue to work on their projects and start painting.</p>
Day 4	<p>The instructor will announce the last day to work before the due date to ensure that the students finish their projects.</p> <p>Students will write in the note card answering the following questions to be prepared to present their art project.</p> <p>*If the students need more time before the critique, the instructor will take into consideration to extend the due date for a later day.</p>	Day 4	<p>Student's last day to work on their masks, finishing up any final details and painting.</p> <p>Students will write their assessment paper and also summarize for presentation questions.</p>
Day 5	<p>Critique day: The instructor will ask the students to place the mask around the tables for critique and ask the students to write two likes and one</p>	Day 5	<p>Students critique day. Students will be asked to place their mask on top of the tables. Each student will fill out a handout</p>

	<p>wish using a handout.</p> <p>*the instructor will take into consideration to extend the due date in case students require extra time to work on their projects and presentations on the following class day.</p>		<p>that gives anonymous feedback for three other classmate's masks. We will return the critique handouts and we will quickly discuss what we could have improved using the reviews.</p> <p>Each student will present their mask by answering the questions given.</p> <p><i>*Explain the culture you are representing in your artwork. How is your mask related to the culture? What personal characteristics did you incorporate into your mask? What did you enjoy/dislike about the project?</i></p>
<p>Assessment Plan:</p>	<p>Students will demonstrate their learning by answering the following questions:</p> <p>Explain the culture you are representing in your artwork. How is your mask related to the culture? What personal characteristics did you incorporate into your mask? How are the masks used within the culture you chose used throughout history? What did you enjoy/dislike about the project? What supported your creativity and innovative thinking? When and how do we encounter these images in our world?</p>		
<p>Closure:</p>	<p>The student's final masks will be displayed around the room in tables with a note card with brief information of the artwork. Students will be able to walk around and appreciated the projects. Each student will have the opportunity to present their mask and use the small note card for self-reference to give a short discussion. Lastly, we will end with a class critique that is positive and encouraging.</p> <p>Students will write in the note card answering the following questions to be prepared to present their art project.</p> <p><i>Explain the culture you are representing in your artwork. How is your mask related to the culture? What personal characteristics did you incorporate into your mask? What did you enjoy/dislike about the project?</i></p>		

Making A Mask: Native Heritage Mask

Teacher Name:					
Student Name:					
CATEGORY	4	3	2	1	Score
Creativity	Original design where no element is an exact copy of a design seen online. An effort is shown through the complexity of the designs and use of many materials.	Most of the mask elements are unique, but 1 element may be copied from the source material. There is some level of complexity in the designs.	Some aspects of the mask are unique, but several elements are copied from source materials or other students. Lacks complexity and unoriginality. Only some materials are used	The mask is a copy of a mask seen in the source material or one made by another student. Lack of design and use of materials provided. Little effort is shown.	
Attractiveness /Craftsmanship	The design and construction look carefully planned and well constructed. The mask is neat (free of unwanted bumps, drips, marks, and tears). The mask shows unity, balance, and proportion.	The design and construction look planned and well constructed. The item has a few flaws (unwanted bumps, drips, marks, tears), but these do not detract from the overall look. Overall unified look.	The design and construction were planned. The item has several flaws (unwanted bumps, drips, marks, tears), that detract from the overall look.	The mask looks thrown together at the last minute. It appears that little design or planning was done. Poor craftsmanship.	
Time and Effort	Class time was used wisely. Much time and effort went into the planning and design of the mask. It is clear the student worked at home as well as at school.	Class time was used wisely. The student could have put in more time and effort at home.	Class time was not always used wisely, but the student did do some additional work at home.	Class time was not used wisely and the student put in little to no additional effort. Poorly executed.	

Knowledge about Culture/Story	The student answered all questions relating to the project and is well informed in the culture being presented with the mask.	The student answer some questions about how the mask relates to the culture being studied.	The student answer a few about how the mask relates to the culture being studied.	The student does not understand how the mask relates to the culture being studied.	
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Teacher/Student plan

<https://docs.google.com/document/d/1w9J85KJye8ffWJuo2rlyx2VI-g2AhxrD1DN4b79-FdE/edit>