

# Recycled Materials Heritage Masks

*with*



# Vocabulary

**MASK:** *is an object normally worn on the face, typically for protection, disguise, performance, or entertainment. Masks have been used since antiquity for both ceremonial and practical purposes.*

**CULTURE:** *the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.*

**HERITAGE:** *something that is handed down from the past, as a tradition: usually pertaining to honor, pride, and courage.*

**ENVIRONMENT:** *the natural world, as a whole or in a particular geographical area, especially as affected by human activity.*


**FOOTPRINT:** *the impact on the environment of human activity in terms of pollution, damage to ecosystems, and the depletion of natural resources.*

By reflecting on the history of masks, cultures, and human waste, we access creativity to reutilize and manipulate recycled materials in order to create a meaningful and environmentally responsible artistic interpretation about culture.

*What do you want to know  
about today's topic?*



Students, write your response!

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Match the native people with the sculpture representing their heritage.



África



China



América



India



México



Tótem pole



The skull of the Smoking Mirror



lord shiva



Queen Mother Pendant Mask: Iyoba



Bodhisattva Avalokiteshvara



## Worksheet that helps students transition into the art activity

The worksheet has the students connect the native people with their sculptural artwork representing their heritage. We will then talk about the correct answers and it will be a transition from researching about native cultures to drawing and creating mask.

## 2.0 Creative Expression: Skills, Processes, Materials, and Tools

*Reflect on:*

- *What supports creativity and innovative thinking*
- *How do you describe its aesthetics*
- *Describe how it was produced*



*Tlaloc is the Aztec god is the god of rain, lightning and thunder. He is a fertility god, but also a wrathful deity. He is responsible for both floods and droughts.*

### 3.0 Historical and Cultural Context: Role and Development of the Visual Arts

*Reflect on:*

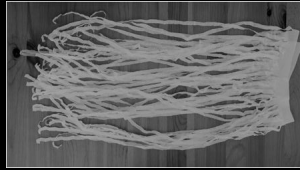
- *When and how do we encounter images in our world?*
- *What does it symbolize? What it was used for?*
- *How does it differ from other cultures?*



*In Mayan mythology, the Jaguar was seen as the ruler of the Underworld, and as such, a symbol of the night sun and darkness.*



Students are exposed to creative processes that respond to their own interaction with the lesson theme and material



*Omulu is an orixá from Candomblé – a Brazilian religion that absorbed elements of African beliefs, Roman Catholicism, and includes indigenous American traditions. Orixás act as intermediaries between humans and the Supreme Being, deities of several major religions in the the African diaspora.*

*\* By reflecting on a chosen heritage ,  
students will develop appreciation towards different cultures.*

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*\* By exploring recycled material,  
students learn about society's footprint  
and reflect on how to make environmentally  
responsible choices as individuals.*





*Drag your dot to indicate whether you agree or disagree:*

Agree



Disagree



Students, drag the icon!




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QUESTION ?



I wonder...



Students, write your response!

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