

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

Students will be asked a variety of questions in regards to masks. for the next portion of our lesson plan students will need to know the symbolism and purpose behind masks before they create their own.

We will begin each picture with prompt questions for them to discuss as we view the Powerpoint.

- Students will be asked how they can tell where each mask is from?
- What building techniques were used to make it?
- What is the masks purpose?
- How could these masks be used (Examples in PPT)? (ceremonial dances, home decor, in an art exhibit, or religious sacrament?)
- Can both men and women wear masks?
- Do we wear masks at all? (think baseball, spa masks, halloween masks.)
- How are these masks different from the one we looked at before?

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

You are joining a new club in your community, for initiation the club members have asked everyone to create a mask that describes who they are as a person. On day one the club members will go around and talk about their masks to the other patrons, this will allow everyone to get to know each other in a fun way.

Concepts:

List the big ideas students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation Look for concepts in the standards, content specific curriculum, etc.

- Observe
- Create
- Purpose
- Culture
- Expressive Features

Enduring Understanding (s):

Enduring Understandings show a relationship between two or more concepts; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Artists take elements of their own identity and transfer those ideas to create works of art.

Artists observe how other cultures use works to create meaning.

Creates expressive features connecting works of art and their own identity.

Standards: (All lessons should address all standards.)

1. Observe and Learn to Comprehend
2. Envision and Critique to Reflect
3. Invent and Discover to Create
4. Relate and Connect to Transfer

Objectives/Outcomes/Learning Targets:

Objectives describe a learning experience with a condition → behavior (measurable) → criterion. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. Should be written as: Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

Address the 5 art learning- ideation, art and culture, reflection, materials, inherent characteristics

1. Given examples of artwork, swbat discuss what the difference between different cultures masks, and why they might have been made. (Japanese, Inuit, Native American, Chinese, African, and Italian.) (Bloom's: Evaluating - Standard: Transfer - GLE: Viewer and patrons make person meaning and infer artistic intent - Art Learning: Historical/ Multicultural - Literacy)
2. Given painting and plaster mold techniques, swbat create a mask that expresses a purpose.(Bloom's: Creating - Standard: Create - GLE: Materials and processes can be used in traditional, unique, and inventive ways - Art Learning: tools and procedures - literacy)
3. Given worksheet students will be able to create sketches that represent purpose behind their design. (parts to whole) (Bloom's: Create - Standard: Reflect - GLE: Evaluative criteria is used when responding to works of art. - Art learning: Ideation - Literacy)
4. Using their artwork students will be able to explain their artistic choices in design that have a purpose. (Bloom's: Analyse - Standard: Reflect - GLE: Process and interpret forms of art and design - Art Learning: Critical Reflection - Literacy)
5. Given a gallery walk critique scenario SWBAT explain own as well as their classmates masks. (Bloom's: Understanding - Standard: Comprehend - GLE : Artists and viewers determine artistic intent by comparing and contrasting the characteristics and expressive features of art and design - Art Learning: Reflect - Literacy, Verbal)

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. Students must still meet the objectives.

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>Students will be aided in process by constantly assessing students throughout the process. We will ask students if they have questions and if they feel comfortable in what they are doing. If multiple students are needing more one on one support we will have support groups formed that can help each other.</p>	<p>We can group higher ability artists with those who may need more help to encourage community within the classroom.</p>

Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Thorough demonstrations will be given on the plaster mold process. Students will be shown how to make a mask on either a mask mold or they can choose to make masks on each other faces with assistance.	Students will be shown examples of how we have expressed ourselves. As we show our art pieces we will discuss with students how we incorporated our ideas through line, color, shape, and texture.

Literacy: List terms (vocabulary) specific to the topic that students will be introduced to in the lesson and describe how literacy is integrated into the lesson.
Students will be using a prompt worksheet to incorporate elements of their own identity to put into their own masks. They will be articulating their favorite interests and discussing what interests they chose to incorporate into their mask for the exhibition. https://docs.google.com/a/rams.colostate.edu/document/d/1QyxCLAFdJQJBVfjhlwx0J_syEhojMoexpv6ffF-3Lsg/edit?usp=sharing

Materials: Must be grade level appropriate. List everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) List all materials in a bulleted format.
<ul style="list-style-type: none"> ● clay ● paint- watercolor and acrylic ● magazines ● 3D found materials ● glue ● scissors ● plaster gauze ● plastic mask form ● oil pastels ● matboard ● assessment worksheets

- ideation ME worksheets

Resources:

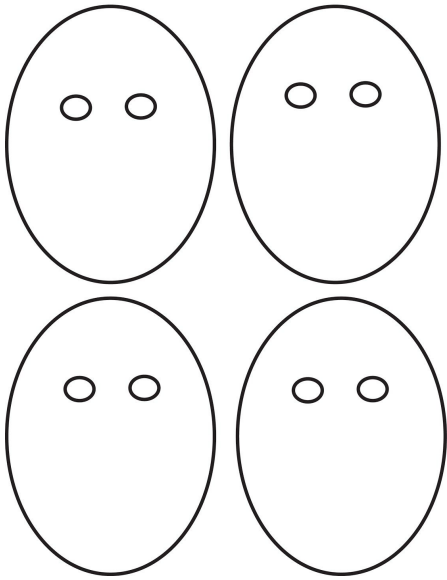
List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. Make reference to where the material can be found. (These are the resources used by the teacher to support/develop the lesson.) List all resources in a bulleted format.

Day one

https://docs.google.com/presentation/d/1HDZuViaDg4w7X1aQscfF4Bgcd2U5i3k5_iMRbU_Y25o/edit?usp=sharing

Ideation worksheets-

Name: _____



SLIDES DAY 1

Do Now

- Think about process
- Using your original sketches and worksheets
- How has your project changed?
- How has it stayed the same?
- What was most difficult?

Classroom critique expectations

- This room is a safe space
- Be respectful
- How would you describe your work?

Discussion topics

- Line
- Color
- Texture
- Balance
- Paint application
- Pattern
- How did you make your work?
- Discuss the process?
- What are worked well?
- What was difficult?
- What would you change?
- Describe your classmates work?

Masks



Masks

What are masks used for?

- Worn on the face
- Protection
- Disguise
- Performance
- Entertainment



This mask date back to 7000 BC

African Masks



North American Masks



Japanese Masks



Chinese Masks



Dia de los Muertos



Your Masks

- How can you represent yourself and your culture in your mask?
- How could your mask tell a story?
- What do the colors mean?
- What does your mask represent?

Slides Day 2

Do Now

- Why do different cultures wear masks?
- What makes these masks expressive?
- What do they say about the wearer?
- Why do we wear masks?

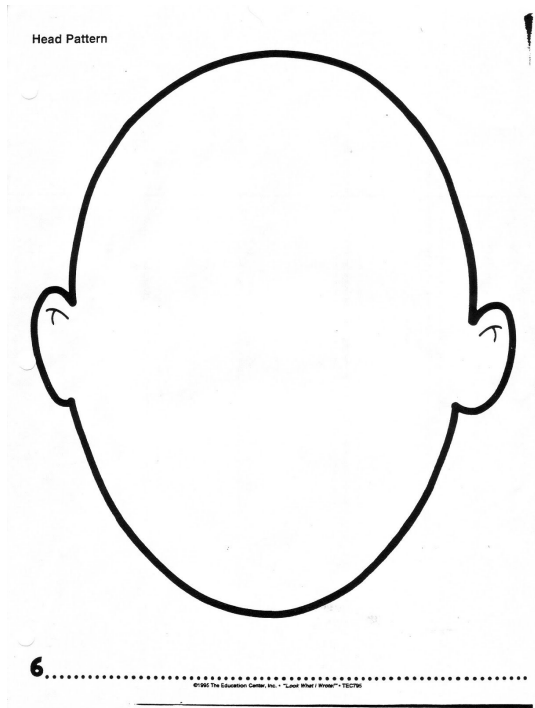


Thinking of your mask...

- Come up with a story about why you would wear your mask?
- Does the mask hold special powers?
- Does it cover your whole face?
- Does it extend past your face?
- What other elements will you add?



Mask_ideation



exit ticket masks day 2

Name: _____

Which cultures masks did you find interesting and why?

What is one thing you found difficult when working with plaster to make masks?

What is one thing you learned today?

Day 3 “Exit Ticket”

- How does this mask reflect you as a person?
- What is being expressed through your mask?
- What art elements does your mask possess, ie. line, color, form, what does it look like?

Day 4 (PowerPoint)

Classroom critique expectations

- This room is a safe space
- Be respectful
- How would you describe your work?

Discussion topics

- Line
- Color
- Texture
- Balance
- Paint application
- Pattern
- How did you make your work?
- Discuss the process?
- What are worked well?
- What was difficult?
- What would you change?
- Describe your classmates work?

Preparation:

What do you need to prepare for this experience? List steps of preparation in a bulleted format.

- Powerpoint will need to be up and running before the start of class.
- Tables will be set up for clay, painting, and plaster stations.
- Assessment packets, and ideation worksheets will need to be printed and collected at the end of class
- All supplies and material will be provided for students to either work with plaster on their skin or on plastic mask forms

- For masking making demo
 - Cut strips of plaster gauze
 - prep room with plast over tables and floor
 - Tarp under table
 - plastic on top of table
 - get bucket of water at every table

Safety:

Be specific about the safety procedures that need to be addressed with students. List all safety issue in a bulleted format.

- Scissors need to be handled with care
- Walking only within the classroom
- No consumption of plaster gauze

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to stimulate student's interest. How will you pique their curiosity and make them interested and excited about the lesson? What inquiry questions will you pose? Be specific about what you will say and do to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

Upon viewing masks around the world we will prompt students with these questions:

- Students will be asked how they can tell where each mask is from?
- What building techniques were used to make it?
- What is the mask expressing?
- How do masks express identity in different cultures?
- How could these masks be used? (ceremonial dances, home decor, in an art exhibit, or religious sacrament?)

- Can both men and women wear masks?
- Do we wear masks at all?
- How are these mask different than the ones we looked at in previous slides?

Ideation Me worksheet-

students will be given a worksheet to answer questions about themselves, using this worksheet students will choose elements of their own identity to incorporate into their masks.
see resources.

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions and processes you will engage students in to help them develop ideas and plans for their artwork.

We will be showing how masks have been used all over the world and prompting them with questions.
To follow students will be sketching masks based on things they identify with.
They will choose two options based off the Ideation Me Worksheet (In Resources)

Instruction:

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Day 1	<p>Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p> <p>Beginning of class come from previous lesson plan</p>		Time
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<p>Critique for clay sculpture</p> <p>Slide 1.4 What are masks used for?</p> <p>Slide 1.5 This stone mask from the pre-ceramic neolithic period dates to 7000 BC and is probably the oldest mask in the world</p> <p>The use of masks in rituals or ceremonies is a very ancient human practice across the world, although masks can also be worn for protection, in hunting, in sports, in feasts, or in wars – or simply used as ornamentation. Some ceremonial or decorative masks were not designed to be worn.</p> <p>Ritual masks occur throughout the world, and although they tend to share many characteristics, highly distinctive forms have developed. The function of the masks may be magical or religious</p> <p>Slide 1.6 Many African masks represent animals. Some African tribes believe that the animal masks can help them communicate with the spirits who live in forests or open savannas.</p> <p>What is this made out of?</p> <p>Slide 1.7 Native American masks were usually created in the image of an animal. These animals represented certain</p>	<p>Student will be thinking independently</p> <p>students will be thinking precisely about thinking: using critical vocabulary</p>	
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<p>Native American ideas such as spirits, status, and characteristics.</p> <p>Slide 1.8 Japanese masks are used traditionally in theater, festivals or rituals. They are connected to folk myths and tails. Masks represent people, creatures, devil, ghosts, and animals.</p> <p>Slide 1.9 Masks developed during the time and entered other parts of life and culture and today they have many uses from births to funerals. They are used in dance performances, during celebrations, there are masks for newborns, masks made for protection against evil and theatrical masks. During ceremonies that are held as welcome celebrations of gods and spirits, groups of people wear “Sorcerer’s masks”.</p> <p>Slide 1.10 Dias de Los Muertos How do these masks appear different from some of the others color? design? Shape? expressivity?</p> <p>Slide 1.11 Masks How do masks represent yourself and your culture? How could your mask tell a story? What do the colors of a mask tell you about the mask or wearer of the mask? What does your mask represent</p>	<p>Students will be examining or evaluating assumptions</p> <p>Students will be exploring thoughts underlying feelings and feelings underlying thoughts</p>	<p>9:35 - 9:45 Clean Up</p>
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	<p>Hand out mask worksheet and have students begin drawing and sketching ideas for their masks</p>		
<p>Day 2</p>	<p>Teacher prep the class with water buckets at every table for plaster gauze. Pre-cut strips of gauze for demo</p> <p>Class will begin with group circle Check for 2 E's (#,#) 1-10 Students will suggest discussion topic and will explain their ideas with their number</p> <p>“Do Now” Slide 2.1 Formative assessment for understanding from previous class</p> <p>Why do other cultures wear masks? What makes them expressive? Why do we wear masks?</p> <p>Slide 2.2 Thinking of your mask creation.... Why would you wear a mask? Does the mask hold special powers? Does the mask cover the whole wears face? Why?</p> <p>Sketch your final mask resource (mask_ideation)</p> <p>Demonstration of materials and technique when making plaster masks. Go over laying saran wrap or foil down as the initial layer with cut up plaster gauze to lay over the top. I will demonstrate the process of cutting the plaster</p>	<p>Students will be exploring thoughts underlying feelings and feelings underlying thoughts</p>	

<p>gauze layers and dipping them in water. Water will be squeezed out and arranged on the mask figure.</p> <p>Use cross hatching technique when laying down gauze</p> <p>We can use foil to take a moulding of the face and lay plaster gauze over that to create a better fitting mask</p> <p>Use foil to make extensions to the masks.</p> <p>Being demonstration on mask building using plaster gauze.</p> <p>Students will be given a demonstration on how to change features using plaster gauze, as well as three dimensional objects such as foil or plasticine clay. Using crumpled foil teacher will place forms on the mask and show students how to plaster gauze over objects to create a new shape.</p> <p>Making a mask that only covers half of the face is a way to hide only a section on the wearer's face</p> <p>Why would a mask wearer only want half or portion of their face to be covered? What does this express or say differently about the mask? What does it mean if you can still see part of the wearer's face?</p> <p>Students will be given plastic mask molds, saran wrap, tape, plaster gauze, scissors, and a small bucket for water set up in stations around the room.</p> <p>If students finish their masks early they need to clean up their area</p> <p>Think of what they want their surface to look like?</p>	<p>Students will be making plausible inferences, predictions, or interpretations</p> <p>Students will be examining or evaluating assumptions</p>	
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	<p>Color? Expression? Emotion?</p> <p>Start cleaning up 15 minutes early to clean up plaster</p> <p>(resources) Exit ticket to get out of the door for recess (check for understanding)</p>	<p>Students will be making plausible inferences, predictions, or interpretations</p>	
<p>Day 3</p>	<p>Today's will be a workday</p> <p>Prepare for class:</p> <p>Pre cut plaster strips in various sizes: After examining exit tickets from previous class, a majority of students found it difficult to place and make the gauze smooth)</p> <p>Set up wet plaster station Tarp under table Plastic cover over table top Prepare water dish for dipping plaster gauze Set up table with found objects Set up paint station tables Print out and cut student "exit slips"</p>	<p>Students are thinking independently</p>	<p>8:15</p>

<p>(see resources) Begin class with circle-up and check for 2 E's - Energy and Enthusiasm</p> <p>Begin studio work day.</p> <p>Students will need to finish their masks today.</p> <p>Stress working class to finish.</p> <p>Cancel demo for sake of time.</p> <p>Begin demo with how to remove mask from the mold Bend the mask until it will remove easily from the mold</p> <p>Show the mask to the students Things to highlight include:</p> <ul style="list-style-type: none"> - area that are too thin - areas that have adequate amount of plaster layers - areas in which more plaster gauze can be added <p>Based upon student responses from formative assessment from previous class</p> <p>We can add cut individual custom sized strips of plaster gauze to an area ie. under eyes, lip, forehead, cheek, chin.</p> <p>all students should assess their masks after they remove from mold.</p> <p>Teacher will demonstrate how to add a shape project from the mask. Plaster gauze allows up to add features and stylization to our masks when the previous layer is wet or dry.</p>	<p>Students are exploring thoughts underlying feelings and feelings underlying thoughts</p> <p>Students are exploring implications and consequences</p>	<p>8:20</p> <p>8:30</p>
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	<p>Students will begin working on their projects</p> <p>Teacher will be walking around assisting students in creation</p> <p>Asking questions on line, form, color? Why have you chosen that color? What is your mask expressing? etc....</p> <p>For any students who finish early they are to draw in their sketchbook. Draw their character wearing their mask showing action.</p> <p>Begin Cleanup</p> <p>Give students “exit ticket” check for understanding (formative assessment)</p> <p>Class ends</p>	Cleanup	<p>8:45</p> <p>9:30</p> <p>9:45</p>
Day 4	<p>Today is the final day of class at PE</p> <p>Teacher will have the gallery set containing students work</p> <p>Prep name cards for all works. This include:</p> <p>Title</p>		

<p>Student name Medium</p> <p>Morning circle 2-E's energy and enthusiasm</p> <p>The class today will consist of a silent critique.</p> <p>(slide 4.1) The art room is a safe space Be respectful</p> <p>Students are to evaluate and reflect on other students work during the silent critique. In a silent critique (gallery walk) students go around and look at each other's work. Students will need to write something positive or that they like about 2 students works One observation that they would do differently.</p> <p>Teacher will bring students down to the art Art Show</p> <p>Prep for the art show by putting an index art by every student work.</p> <p>Facilitate students gallery walk. Are the students using proper art vocabulary? Art elements? Principles?</p> <p>What is a good way to end a silent critique? Come back together as a group? Have the students read their cards?</p> <p>Reflection activity? Exit Ticket?</p>	<p>Students are exploring thoughts underlying feelings and feelings underlying thoughts</p> <p>Students are analyzing or evaluating actions or policies</p> <p>Students are thinking precisely about thinking: using critical vocabulary</p>	<p>8:15</p> <p>8:30</p> <p>8:45</p>
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	Cleanup		9:40
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<p>Student reflective/inquiry activity: Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)</p>
<p>We will have the students do a gallery walk after the completion of the masks. After the gallery walk has commenced the students will pair up and conduct an exit interview worksheet on each other with the following questions:</p> <ul style="list-style-type: none"> -How does this mask reflect you as a person? -What is being expressed through your mask? -What art elements does your mask possess? -What might you do differently for future mask making?

<p>Post-Assessment (teacher-centered/objectives as questions): Have students achieved the objectives and grade level expectations specified in your lesson plan?</p>	<p>Post-Assessment Instrument: How well have students achieved the objectives and grade level expectations specified in your lesson plan? Include your rubric, checklist, rating scale, etc.</p>
<ol style="list-style-type: none"> 1. Given examples of artwork, I can discuss the differences between different types of masks and their purpose. 2. Using painting and plaster mold techniques, I can create an artwork that expresses identity in a 3D form. 3. Given prompts I can create sketches that synthesize my ideas. 4. Using their artwork I can explain my artistic choices in design that express identity. 	<p>See Bottom of Handout</p>

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Self-Reflection:

After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

What went well:

- I surveyed the room and gauged when to end the critique and go on to the next portion of class, introducing our next project. I instructed the students to put their glazed works back on the sink counter and circle around the smart board.
- cleanup was timed well.
- I stopped the class from working, made an announcement for anyone who wanted to make alterations to their mask. This caught the attention of four other students and together we participated a mini demo. Using this method of questioning was beneficial in using my time efficiently.

What didn't go well:

- We as educators can't let every student take as much time as they need to finish an assignment because we will never move on. Unfortunately this sometimes feels like tough love.
- One main thing I need to plan better for is the procedure when working with materials like plaster. This was difficult because we don't have our own art classroom where we can be messy.

What will I do differently:

- I am setting a goal to stand by my deadlines. I feel as though I communicated my expectations for deadlines well, but I think this situation could have been avoided if I would have reiterated the deadline for the project each class period.
- set up more appropriately for the classroom. This will include pre cutting more gauze strips. The amount of plaster dust was not an issue in the classroom, but it would allow students more time to work on their masks. I will also set up 5 gallon bucket next to the sink half full of water for the student to wash the plaster off their hands before they use the sink to minimize plaster going down the sink.

- I am going to make a PowerPoint slide with directions for the day. This will look like a step-by-step guide for the students to follow.

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

Scale	Comprehend	Planning-Ideation	Create	Reflect
Advanced	Student is able to explain why people make masks in different cultures and what different designs on masks could mean.	Students explored a variety of prompt examples to create a variety of different sketched ideas.	Students used 3 mixed media (pastels, watercolor, acrylic, collage) to create a 3D form that expresses identity.	Student can explain their artistic choices in design that expresses identity within their own work. Student can cross connect between different mediums.

Proficient	Student can describe why people make and use masks.	Student explored a prompt worksheet to create a plan for sketch idea.	Students used 2 mixed media (pastels, watercolor, acrylic, collage) to create a 3D form that expresses identity.	Student can explain their artistic choices in design that express identity within their own artwork.
Developing	Student can somewhat describe why masks are used in other cultures	Student explore a prompt worksheet to create somewhat of a plan for a sketch idea.	Students used 1 mixed media (pastels, watercolor, acrylic, collage) to create a 3D form that expresses identity.	Student can somewhat explain their artistic choices in design that express identity within their own artwork.
Basic	Student cannot describe why masks are made.	Student didn't use prompts, and did not create a sketched idea.	Student did use any techniques, and did not express identity in a 3D form.	Student cannot explain their artistic choices in design that express identity within their own artwork.