

MASKS ACROSS CULTURES

Performance Standard Vi25A26B27A.C (visual art)

Compare and contrast masks across cultures accordingly:

- *Knowledge:* Know the terminology and concepts related to constructing artworks and expressing a concept or emotion.
- *Process:* Construct a mask demonstrating skill in decorating, cutting, gluing, and construction.
- *Creative Expression:* Create a mask of construction paper that celebrates a favorite season using 2 warm or 2 cool colors, detail and embellishments.
- *Communication:* Write a short paragraph to explain why the color choice was best for the favorite season, describing the warm or cool color scheme and the properties (e.g., effect of happy, activity, sad, calm).

Procedures

1. *In order to understand the sensory elements, organizational principles and expressive qualities of the arts (25A), apply skills and knowledge necessary to create and perform in one more of the arts (26B), and analyze how the arts function in history, society and everyday life (27A)*, students should experience sufficient learning opportunities to develop the following:
 - Recognize the difference between warm and cool colors and other aspects of color theory.
 - Create a composition expressing a personal idea from observation, research, or imagination.
 - Compare ways the arts are used in a celebration (e.g., masks, costumes, banners, songs, dances).
 - Compare artworks from different cultures.
 - Create paper masks to express different effects.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Provide each student a copy of the “Mask Descriptors Chart” task sheet. Display an exhibit of masks and other artworks from at least 3 different cultures. Explain how the masks are used in each culture for celebration. Point out that masks are often abstract. Review the meaning of abstract. This is necessary because they will be using unusual colors to create faces. Ask each student to write short descriptions on task sheet, identifying different construction techniques and materials and the uses of the mask for celebration in that culture. Next, have students underline the materials, techniques and uses that are similar among the cultures.
4. Ask each student to create a mask of their favorite season – just as other peoples have made masks to celebrate. Provide each student with pencils, scissors, glue and construction paper (enough colors so they can choose colors appropriate to the chosen season). Have students write down the name of their favorite season and identify it as cool or warm. Their mask will be abstract because of the use of color. Neutral colors may be used in combination with the cool or warm color. After the masks are complete, create a mask exhibit.
4. Ask each student to write a short paragraph that identifies the color scheme they used to make their mask and how their choice made a difference in the effect of the mask. Students may describe what would have been the effect if the opposite color scheme were used.

Example: I made a mask to celebrate winter. It is my favorite time of year. Because winter is a time of cool temperatures, I used only cool colors. The cool colors I chose were blues and purples. I used the neutral color white to make snow for my hair. This mask makes me feel calm and like I need a warm jacket. A warm color scheme of yellows, reds, and oranges would make me feel hot instead of cool.
5. Evaluate each student’s work using the Fine Arts Rubric as follows and add the scores to determine the performance level:
 - *Knowledge:* Understanding of the terminology and concepts were demonstrated in the construction of the mask (process dimension of the rubric).
 - *Process:* The demonstration of skill in decorating the mask, cutting skills, gluing skills and the overall construction was complete and competent.
 - *Creative Expression:* The creation of the mask showed creativity in expressing the celebration of a favorite season using 2 warm or 2 cool colors.
 - *Communication:* The comparison chart was complete and correct.

Examples of Student Work follow

Time Requirements

- Three class periods

Resources

- Large prints of 3 different masks from different cultures
- 18 x 24" colored construction paper
- Scissors
- Glue
- Writing Paper
- Pencils
- Erasers
- Masks Across Cultures Rubric

NAME _____ DATE _____

MASKS ACROSS CULTURES

- Exceeds = 15 - 16 total points Approaches = 8 - 11 total points
 Meets = 12 - 14 total points Begins = 1 - 7 total points

KNOWLEDGE/PROCESS				
	Decorations	Cutting Skills	Gluing Skills	Construction
4	<ul style="list-style-type: none"> The mask had 2 eyes, a nose, a mouth, 2 ears and additional details 	<ul style="list-style-type: none"> All cut edges are smooth 	<ul style="list-style-type: none"> Application is even and without smears or loose edges 	<ul style="list-style-type: none"> Chart lists 5 or more construction materials and/or techniques
3	<ul style="list-style-type: none"> The mask had 2 eyes, a nose, a mouth, and 2 ears. 	<ul style="list-style-type: none"> All cut edges are smooth except a few places that are jagged 	<ul style="list-style-type: none"> Applications is even except for 1 or 2 areas with smears or loose edges 	<ul style="list-style-type: none"> Chart lists 4 construction materials and/or techniques
2	<ul style="list-style-type: none"> The mask has 1 of the elements missing: nose, ears, mouth or eyes. 	<ul style="list-style-type: none"> All cut edges are smooth except for 3 or 4 places where edges are jagged 	<ul style="list-style-type: none"> Application is even except for 3 or 4 areas with smears or loose edges 	<ul style="list-style-type: none"> Chart lists 3 construction materials and/or techniques
1	<ul style="list-style-type: none"> The mask as at least 2 facial features 	<ul style="list-style-type: none"> Five or more areas are cut in a jagged manner 	<ul style="list-style-type: none"> Application has five or more smears or loose edges 	<ul style="list-style-type: none"> Chart lists 2 or less construction materials and/or techniques
0	<ul style="list-style-type: none"> Missing and/or incorrect 	<ul style="list-style-type: none"> Missing and/or incorrect 	<ul style="list-style-type: none"> Missing and/or incorrect 	<ul style="list-style-type: none"> Missing and/or incorrect
Score				

- Exceeds = 15 - 16 total points Approaches = 8 - 11 total points
 Meets = 12 - 14 total points Begins = 1 - 7 total points

CREATIVE EXPRESSION/COMMUNICATION				
	Season/Expression	Color Scheme	Choice	Comparison
4	<ul style="list-style-type: none"> All elements of the mask design communicated the chosen season and expression 	<ul style="list-style-type: none"> The effect of the color scheme was elaborately described. 	<ul style="list-style-type: none"> Student elaborated on why color scheme was the best choice to a great degree with creative/ unique explanation 	<ul style="list-style-type: none"> More than 3 similarities are underlined
3	<ul style="list-style-type: none"> All but 1 of the elements of the mask designs was appropriate for season/expression 	<ul style="list-style-type: none"> The effect of the color scheme was appropriately described but minimally elaborated upon 	<ul style="list-style-type: none"> Student elaborated on why color choice was the best, in an 	<ul style="list-style-type: none"> More than 2 similarities are underlined
2	<ul style="list-style-type: none"> All but 2 or 3 of the elements of the mask design are appropriate for the chosen season 	<ul style="list-style-type: none"> The effect of the color scheme was attempted but not elaborated upon 	<ul style="list-style-type: none"> Student provided minimal description of color scheme. 	<ul style="list-style-type: none"> 2 similarities are underlined
1	<ul style="list-style-type: none"> 4 or more of the elements of the mask design are inappropriate for the chosen season 	<ul style="list-style-type: none"> The color scheme was identified but no attempt was made to describe its effect. 	<ul style="list-style-type: none"> Student made no attempt to elaborate on why color choice was the best choice 	<ul style="list-style-type: none"> 1 similarity is underlined
0	<ul style="list-style-type: none"> Missing and/or incorrect 	<ul style="list-style-type: none"> Missing and/or incorrect 	<ul style="list-style-type: none"> Missing and/or incorrect 	<ul style="list-style-type: none"> Missing and/or incorrect
Score				

MASKS ACROSS CULTURES

Comparison Chart

Culture	Construction materials/techniques	Celebration uses
Egyptian		
Iroquois		
African		

Mask Descriptors Chart

"Meets" (page 1)

Culture	Construction Materials/Techniques	Celebration Uses
Egyptian	gold and stars it is made out of gold and <u>wood</u>	put it on specific people
Iroquois	they carved it out of the tree and it is made out of <u>wood</u>	when they're done using the mask they put it in a secret place
African	they used pebbles and clay they carved it and it was made out of <u>wood</u>	the young man is chosen to wear the mask

Spring

"Meets" (page 2)

1. I chose spring because I like spring.
2. The colors that I chose are red, blue, green and purple because they look like spring and I like them.
3. The shapes that I used are rain drops because it rains a lot in the spring and I used squiggle lines because it reminds me about the wind and because I used these shapes they go with spring.



Mask Descriptors Chart

"Exceeds" (page 1)

Culture	Construction Materials/Techniques	Celebration Uses
Egyptian	gold, coral, jewels, stone hands, raw materials <u>brains</u> <u>wood</u>	It is placed on the face of very important <u>king</u> made by artist
Iroquois	horse hair, wood copper hands knife, other carving materials <u>brains</u>	is a very secret mask is known to bring the spirit with the <u>wearer</u> made by artist
African	fabric, shells, wood, leather, beads, hands <u>brains</u> string	a mask of the secret society wear when become member only made by artist

Winter

I chose winter because I love snow. Another reason I like it is because I get to wear warm clothes! I chose white because snow and ice are that color. I chose light blue because the clouds in the sky in winter are sometimes that color and ice is too. Purple looks like ice. I used my white to make hair and a beard like the icicles that hang from my house and garage. I made the face of my mask is made so it looks angry because the north and south winds fight with each other. I used the light blue patches are because that person stayed outside so long they got frostbitten.

