

Mixed Media Mini Mask

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Table of Contents

Goals and Objectives

Course Outline and Overview

Lesson plan

Resource List

Student Work Samples

Adapter Application



Goals and Objectives

Mixed Media Mini Mask provides the elementary student with an easy way to explore mask making. Using recycled materials students can create a wide variety of 3D masks in a small format as they explore the cultural, festive and/or religious role masks play in different societies and cultural events. New Sunshine State Standards listed below:

[VA.5.O.2.1: Analyze works of art that document people and events from a variety of places and times to synthesize ideas for creating artwork.](#)

[VA.5.S.3.1: Use materials, tools, techniques, and processes to achieve expected results in two- and/or three-dimensional artworks.](#)

[SS.5.A.1.1: Use primary and secondary sources to understand history.](#)

[VA.5.H.1.1: Examine historical and cultural influences that inspire artists and their work.](#)

[VA.5.F.1.1: Examine and experiment with traditional or non-traditional uses of media to apply imaginative techniques in two- and/or three-dimensional artworks.](#)

[VA.5.S. VA.4.H.1.1: Identify historical and cultural influences that have inspired artists to produce works of art.1.2:](#)

[VA.4.S.1.3: Create artworks that integrate ideas from culture or history, technology, and other resources to inspire personal art-making decisions.](#)

[VA.4.S.3.1: Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.](#)

Course Outline and Overview

Working in groups or as individuals the student will explore shape versus form, additive versus subtractive as they construct their mixed media mini mask. Using recycled materials, the first lessons review the wide variety of materials used, the importance of detail; including discussion on the importance of recycling and the students' personal and collective environmental responsibility. (Student can supply own recycled bottle form).

This 3-D mixed media mini mask unit is for grades four, five and above with cross curriculum connections to social science and environmental issues. The timeline is approximately four to six weeks for one hour a week. The student lectures are short and to the point and involve visuals and resources on a variety of mask types and applications.

WEEK 1 (60 minutes)

The students review visuals of a variety of mask types with an emphasis on geographic location, cultural influences, and the application and materials employed by that particular mask maker. A pencil sketch of the basic design of the mask will assist the student in developing ideas for the construction of their piece. The instructor should demonstrate the proper way to prepare the mask to achieve the desired shape (plastic bottle forms). The students can mark and cut the basic shape of the template, as the instructor discusses the benefits of using recycled and natural materials-a readily available source for many mask designers. Home learning – student will research and or find a picture of mask they would like to emulate in their mixed media build. Instructor will review and provide feedback and assistance as appropriate.

Materials per table: Pencils, drawing paper, scissors

Course Outline and Overview

WEEK 2 (60 minutes)

Reviewing their sketches, students begin their build, if they did not begin the build in the first class. The instructor reviews all cut forms before student continue working on the extremities. This second week is dedicated to demonstrating how to cut the form and application of masking tape. The teacher demonstrates how to apply a mask template, discussing balance/symmetry types. Students trace from template and cover their cut pieces with tape. The instructor should review the technique and assist individual students as necessary.

Materials per table: 2 rolls of 1.5" masking tape

Templates (Student sketch cut on ½ fold)

Scissors

Pre-cut soft plastic bottle (1/2 gal. or smaller)

WEEK 3 (60 minutes)

The students should be finishing cutting, shaping and applying tape –review and correct as necessary. The student will need scissors, a paper punch, selected colored construction paper (shredded or cut strips /colored tissue paper. The student will hole-punch **marked areas** on cut mask form as needed. Students begin applying the skins (tissue/construction paper/natural materials). Instructor demonstrates proper techniques on applying skins with white glue and stiff bristle brush. Once the piece is approved for the skin application, the student can begin; the instructor should have an area set aside that is covered with a large garbage bag for work in progress.

Materials:

Plastics sheets

Scissors

Cut/shredded construction paper

assorted colored tissue

#10 /#8/#6 Stiff bristle brushes

White school glue

large garbage bags

WEEK 4/5/6

The students should be applying their selected skin types-paper strips, torn tissue or natural materials. Careful facilitation is necessary and attention to detail should be emphasized. By this time students have decided on their color schemes and should be working from dark to light when applying colors. This is the time to give individual feedback and direction to maximize the successful completion of the student's mixed media piece.

Each student should receive feedback on their application technique and be approved before selecting and application of found objects, selected recycled items, and sealer. Instructors will find that some will finish sooner than others and can assist those that may have issues with their pieces. Using weeks 5 and 6 may be necessary promote that extra degree of quality in overall student work. The student should be encouraged to write a short reflection on the process as a culmination to their project.

Materials:

Plastics sheets

Found objects for embellishment

Cut/shredded construction paper

assorted colored tissue

#10 /#8/#6 Stiff bristle brushes

White school glue

large garbage bags

Scissors

Visual Arts Lesson Plan Grade 4/5

Time: 4 to 6 hours

Lesson: Mixed Media Mini Mask

Media: 3D Mixed

Materials: Recycled soft plastic bottles(1/2 gal. or less), 1.41” masking Tape, white glue, glass beads –half round, Tissue paper-assorted colors, construction paper assorted/shredded/strip cut , Gloss medium, #10 ,#8,# 6 stiff bristle brushes, template of mask, raffia, plastic dividers, crayons, assorted colors of construction paper, hole puncher, large garbage bags, scissors ,hot glue gun for teacher use only.

Visual/Resources: Teacher demonstration/exemplars, Student exemplars, Internet resources,.

NSSSG Standards: (VA.5.O.2.1.) (VA.5.S.3.1.) (VA.5.H.1.1.) (VA.5.F.1.1,) (VA.5.S.) (SS.5.A.1.1) (VA.4.H.1.1) (VA.4.S.1.3) (VA.4.S.3.1) – Definitions of standards on page three.

Procedures: After a brief discussion on the history of mask making and demonstrating of techniques on preparing the mixed media mask, the student will create a template for transfer to plastic bottle. **1.** The student will tape cut template to bottle to transfer design with permanent marker. **2.** Cut plastic with scissor to define shape and form of mask. **3.** Apply masking tape to cover front of mask. **4.** Mark and punch hole as needed. **5.** Apply skins to bottle form to create patterns/color scheme. **6.** Stitch with materials- raffia string , as needed. **7.** Embellish with found objects as directed and seal with application of gloss medium

Visual Arts Lesson Plan Grade 4/5

Vocabulary: 3 dimensional, 2 dimensional, form, shape, media, recycle, functional, festive, additive, cultural, native, natural, symmetrical, embellish, transform

Performance Assessment

Observation of final product

Interview with student

Group assessment (critique)

Observation of process (student working)

Self assessment by student

Portfolio

A. tracking

B. demonstrates growth

C. compiles a variety of processes, techniques, and media

Journals

x A. ideas for projects

x B. sketches

x C. teacher generated assignments

Visual Arts Lesson Plan Grade 4/5

Base Assessment

x Vocabulary test

Sketchbook/Journal or Home Learning: Students will write a short reflection on process and final product as culminating activity.



Resource List

Websites:

http://gallery.sjsu.edu/masks/Masks/looklike_material.html

http://www.sunnyday.org/art_lesson_plans/mask_making_history.htm

<http://www.dickblick.com/lesson-plans/discipline/maskmaking/>

Fieldtrip Suggestion: The Lowe Art Museum

1301 Stanford drive, Coral Gables, FL 33124

Tel: 305-284-3535

Materials List:

Home Depot- 3m masking tape 1.5" rolls -

Michaels Craft –Hole puncher, Glass beads (half round)/colored tissue paper. **305-665-679**

Pearl Crafts- Gloss medium /white glue/ stiff acrylic bristle- brushes #10, 8, 6. **800-451-7327**

Please note that some the above items are available through the school system's **stores and distribution warehouse** <http://smd.dadeschools.net/> and can be ordered via your school site.



Work Sample: 5th Grade



Figure 1 -plastic cutting tools

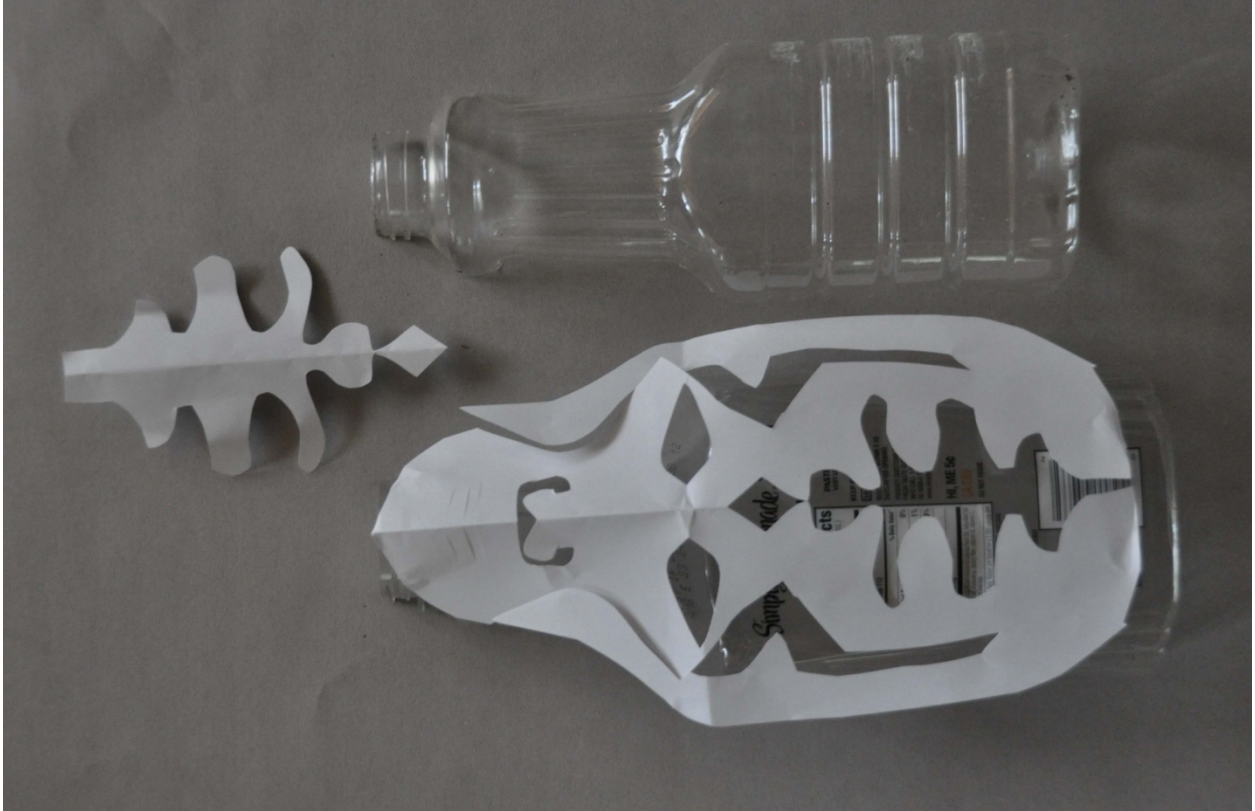


Figure 2: plastic bottle with template



Figure 3: Stiff bristle brushes

