artsNOW
Integrated learning solutions

THE MASKS WE WEAR
Grade Band: 5
Content Focus: Visual Arts & Health



LEARNING DESCRIPTION

Students will discuss how people “wear” masks to cover their true feelings. Students will view masks of various cultures and how color, line, shape, and expression are used in masks.

LEARNING TARGETS

Essential Questions	“I Can” Statements
How can I use the elements of art to create a mask that represents a feeling or emotion?	I can create a mask using the elements of art that depict a feeling or emotion.

GEORGIA STANDARDS

Curriculum Standards (if applicable)	Arts Standards
HE5.1 Students will comprehend concepts related to health promotion and disease prevention to enhance health. HE5.1.c Describe and apply the basic health concept of mental and emotional well-being.	VA5.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA5.PR.1 Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist.

	VA5.CR.5 Demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes. VA5.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy. VA5.CN.3 Develop life skills through the study and production of art (e.g. collaboration, creativity, critical thinking, communication).

SOUTH CAROLINA STANDARDS

Curriculum Standards (if applicable)	Arts Standards
Standard 1: "Students will comprehend concepts related to health promotion and disease prevention to enhance health" (NHES, 2007). M-5.1.1 Describe coping strategies to promote mental health. **Standard 7:** "Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks" (NHES, 2007). M-5.7.1 Model behaviors that promote healthy relationships with family and peers. M-5.7.2 Demonstrate positive self-management skills.	**Anchor Standard 1:** I can use the elements and principles of art to create artwork. **Benchmark VA.CR** I can combine several elements of art to express ideas. **Indicator VA.CR NM.1.2** I can combine several elements of art to construct 2D or 3D artwork. **Anchor Standard 2:** I can use different materials, techniques, and processes to make art. **Benchmark VA.CR NM.2** I can use some materials, techniques, and tools to create artwork. **Indicator VA.CR NM.2.2** I can use three-dimensional art materials to explore ways to make art. **Anchor Standard 4:** I can organize work for presentation and documentation to reflect specific content, ideas, skills, and or media. **Benchmark VA.P NL.4** I can show and describe the idea of my artwork. **Indicator VA.P NL.4.2** I can describe my artwork.

KEY VOCABULARY

Content Vocabulary (if applicable)	Arts Vocabulary
• Emotions - The feelings we experience in response to what happens around us or inside our minds • Expression - The movement or arrangement of facial muscles that conveys a person's emotions, intentions, or reactions—such as	• Symmetry - A sense of balance and harmony created when elements on one side of a composition mirror or correspond to elements on the other side • Balance - This is a sense of stability in the body of work. Balance can be created by repeating the same shapes and by

smiling, frowning, raising eyebrows, or widening eyes	creating a feeling of equal visual weight. • Contrast - The arrangement of opposite elements in a composition (light vs. dark, rough vs. smooth, etc.) Similar to **variety**, which refers to the differences in a work, achieved by using different shapes, textures, colors and values. • Symbolism - The use of images, colors, objects, or figures to represent ideas, emotions, or concepts beyond their literal meaning • Color - An element of art with three properties: 1) Hue: the name of the color, e.g. red, yellow, etc.; 2) Intensity: the purity and strength of the color (brightness or dullness); 3) Value: the lightness or darkness of the color (shades and tints) • Line - A continuous mark made on some surface by a moving point. It may be two dimensional, like a pencil mark on a paper or it may be three dimensional (wire) or implied (the edge of a shape or form) often it is an outline, contour or silhouette. • Shape - A flat, enclosed line that is always two-dimensional and can be either geometric or organic • Value - This describes the lightness or darkness of a color. Value is needed to express volume. • Texture - The surface quality, or "feel" of an object, such as roughness, smoothness, or softness. Actual texture can be felt while simulated textures are implied by the way the artist renders areas of the picture.

MATERIALS

- 9X12 paper
- Pencils
- Markers or colored pencils
- Scissors
- Glue
- Beads

- Feathers
- Yarn
- Mask template
- Create mask video
- Sketchbooks
- Examples of masks: African tribal masks, Japanese Noh masks, Greek theater masks

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Show students expressive masks from various cultures such as African tribal masks, Japanese Noh masks, Greek theater masks, etc.
    - Ask students:
        - What emotions do you think these masks are showing?
        - What do you see (colors, lines, shapes) that makes you say that?
- Facilitate a discussion about the role of masks–why do people wear them? Ask students if we "wear" masks in our daily lives. Ask them to discuss with a partner a time when they wore a "mask" and what purpose it served.

Work Session

- Discuss the Elements of Art and have students explore the elements and how they can show emotions in their sketchbooks.
    - Line: jagged for anger, wavy for calm, swirly for confusion, etc.
    - Color: red for anger, blue for sadness, yellow for joy, etc.
    - Shape/Form: sharp vs. soft shapes to convey intensity or gentleness
    - Texture: rough = tension, smooth = peace
    - Value: light/dark contrast to show drama or calm
- Provide or have students brainstorm a list of emotion/feeling words. Have each student select one to convey in their mask.
- In their sketchbooks, students should plan out their designs for their masks. Students should label how they'll use each element to express that emotion.
- After students have designed their masks, students should use the mask templates, collage materials, and/or drawing tools to bring their masks to life.
    - Encourage creative texture and layering for depth and dimension.

Closing/Reflection

- Gallery walk: Display masks around the room. Have students circulate and observe how their classmates conveyed emotions through masks; students should leave sticky notes with feedback about how students used the Elements of Art to convey emotion.
- Artist statement: Each student should write or present a short reflection:
    - What emotion does your mask represent?
    - Which Elements of Art did you use to express it?
    - What other design choices did you make and why?

ASSESSMENTS

Formative

- Observe students' responses to the opening discussion.
- Circulate the room and guide students in the creative process. Observe whether students can use the Elements of Art to convey their chosen emotion.

Summative
• Artwork rubric

DIFFERENTIATION

Accelerated: Have students design a character to go with their mask. Students should continue to use the Elements of Art to design their characters. Students can then name their characters.

Remedial:

- Create a short list of emotions for students to choose from.
- Brainstorm as a class how the Elements of Art can be used to convey emotion. Create anchor charts of each element to post on the walls.
- Provide students with pre-cut masks.
- Limit student materials to a manageable amount.

ADDITIONAL RESOURCES

- Color chart showing common color uses for feelings and emotions.
- Line chart that shows common uses for color and emotions.

CREDITS

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**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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