Project Description	Learning Targets
In this visual arts component, students will participate in a one-of-a kind African mask adventure as they compare and contrast traditional African masks and their role within African Masquerades to the work of contemporary artist Nick Cave. Students will create a 3D African mask using a variety of materials inspired by cultural attributes from an assigned region in Africa.	"I Can…" ● Design and create an African mask inspired by contemporary artist Nick Cave and the culture of Africa based on the Ashanti, Bantu, and Swahili ethnic groups ● Understand the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups ● Explain the difference between religious groups and ethnic groups ● Compare and contrast how African culture and traditions impact culture and traditions in the United States

ESSENTIAL QUESTION(S)

- How can we combine elements from contemporary artist Nick Cave's work, our own culture, and the cultural traditions from Africa to form a personal perspective that influences our mask design?
- What is the difference between ethnic and religious groups?
- What do African masks symbolize for different ethnic and religious groups?
- What is nationalism?
- What is the Pan-African movement?
- How do masks represent the culture and religion of African ethnic groups?

STANDARDS

Curriculum Standards	Arts Standards
SS7G4 The student will describe the diverse cultures of the people who live in Africa. **a.** Explain the differences between an ethnic group and a religious group. **b.** Explain the diversity of religions within the Arab, Ashanti, Bantu, and Swahili ethnic groups. **SS7H1** The student will analyze continuity and change in Africa leading to the 21st century. **b.** Explain how nationalism led to independence in South Africa, Kenya, and Nigeria. **d.** Explain the impact of the Pan-African movement.	**VA7MC.1** Identifies and works to solve problems through creative thinking, planning, and/or experimenting with art methods and materials. **VA7CU.1** Discovers how the creative process relates to art history. **VA7MC.3** Interprets how artists create and communicate meaning in and through their work. **VA7CU.2** Investigates and discovers personal relationship to community, culture, and world through creating and studying art. **VA7PR.3** Uses the elements and principles of design along with a variety of media, techniques and skills to produce two-dimensional and three-dimensional works of art.

	National Standards:
	VA:Cr1.2.7a Develop criteria to guide making a work of art or design to meet an identified goal.
	VA:Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

KEY VOCABULARY

Content Vocabulary
- Independence   - Nationalism   - Ethnic groups   - Religious groups   - Deity   - Ashanti tribe   - Bantu tribe   - Swahili tribe   - Zulu people   - Masquerade

Arts Vocabulary
- Texture: refers to the surface quality in a work of art   - Actual: when a surface feels as it appears   - Implied: when a surface looks like a texture but is smooth   - Form: a term used to describe three-dimensional artwork. Forms can be geometric or organic. Three-dimensional art has volume, which is the amount of space occupied by the form. The form also has mass, which means that the volume is solid and occupies space.

TECHNOLOGY INTEGRATION

- Show examples of African masks on the Smartboard:
  http://flashbak.com/african-masquerades-incredible-photos-of-tribal-masks-1942-1972-37764/
- Share examples of contemporary artist Nick Cave's soundsuits:
  http://www.pbs.org/video/2226846036/
- Show examples of African masks used in masquerades:
  http://www.artyfactory.com/africanmasks/information/african-mask-functions.htm

ASSESSMENTS

Formative	Summative
- Are students referring to their list of words and design plan when creating their mask? - Does their design reflect the region they are studying?	- Students will write an artist statement explaining the design choices they made, why they made them, and how they reflect a personal perspective. - Students display their finished masks that convey the function of the masks.

ArtsNow.
Teaching and Learning Across the Curriculum

MATERIALS

Scrap cardboard, colored cardstock, wire, yarn, pipe cleaners, raffia, fun foam in a variety of colors, buttons, recycled materials, paint, sharpies, glue gun, Xacto knives, cutting mats, scissors, masking tape

Activating Strategy (5-10 min)

- Students will read the poem, **"We Wear the Mask"** by Paul Laurence Dunbar (see Downloads).
- In small groups, students will discuss the theme of the poem and what it means to wear masks figuratively.
- Then students will share their group's thoughts and opinions in a whole group setting led by the teacher.

Main Activity

PART 1
- Working in small groups, students will read an annotated worksheet titled **"Africa's Religious & Ethnic Groups."** (see Downloads)
- While continuing to work in groups, students will discuss and complete the handout **"Africa's Ethnic & Religious Groups Map."** (see Downloads)
- Students will then create and write a paragraph explaining the difference between ethnic and religious groups.

PART 2
- Share with the students the examples of masks from different regions in Africa as well as video footage of masquerades. (Links found in Technology Integration)
- Introduce students to the contemporary artist Nick Cave and his soundsuits.
- Compare and contrast the works presented.
- Students will create a sketch of a mask inspired by a region in Africa and the work of Nick Cave.

PART 3
- Students will revisit the poem by Paul Dunbar. They will look at images of masks from Africa and discuss what those masks symbolize for the various groups and religions.
- The images are found at the following link:
  http://www.artyfactory.com/africanmasks/information/african-mask-functions.htm

PART 4
- Students will choose one of the four options from the **African Mask Templates** based on an ethnic group. (see Downloads)
- Students will decorate their mask to incorporate key elements from their ethnic group; such as religion, fertility, economy, and language.

PART 5
- Share **The Creative Process** with students. (see Downloads)
- Discuss the process of translating their drawing into a 3-D wearable mask reviewing the **Elements of Art and Principles of Design**. (see Downloads)
- Introduce students to the available materials encouraging them to think outside of the box.
- Demonstrate how to create a form out of cardboard.
- Allow students time to brainstorm and develop an action plan.
- Encourage students to experiment with materials before making final design choices.

ArtsNow
Teaching and Learning Across the Curriculum
www.artsnowlearning.org | page 3 of 4

- Encourage students to rethink choices if they are not satisfied.
- Give students time to carefully complete their design.

REFLECTION

Reflection Questions
How can you create a 3D form from a drawing?   *Does your design reflect your African region?*   *What modern elements did you incorporate?*   *Can you wear your mask? Is it functional?*   *Does your mask reflect the purpose of your ethnic group?*   *Why are masks important to African ethnic and religious groups?*

DIFFERENTIATION

Accelerated Students:
Encourage students to increase the scale of their project by elaborating on their design.

Remedial Students:
- Ask students to create a collage of their mask incorporating texture.
- Provide students with an example of a completed African mask.
- Provide students with a paper African mask to complete a design before they begin creating their masks.

ADDITIONAL RESOURCES

Websites:
- Another resource to show more examples of African masks: https://www.novica.com/masks/
- A great website that has over 100 ethnic groups represented for African masks and art: http://www.zyama.com/
- Smithsonian National Museum of African Art: https://africa.si.edu/

APPENDIX (See Downloads)

- **"We Wear The Mask" Poem by Paul Dunbar**
- **Africa's Religious & Ethnic Groups**
- **Africa's Ethnic and Religious Groups Map**
- **African Mask Templates**
- **Elements of Art and Principles of Design**
- **The Creative Process**
- **Written Reflection**
- **Mask Research Sheet**

CREDITS

ArtsNow, Inc. and Bear Creek Middle School, Barrow County School System
Ideas contributed and edited by: YSheena Lyles, Shannon Green, Michele McClelland