

**CODE/MOE/UOIT Makerspaces Project**

**Lesson Plan—Grade 8 Visual Arts—Making a Mask**

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| **Lesson Objectives:**  Understanding other cultures.  Creating 3D representations.  **Curriculum Expectations:**  Overall Expectations:  Visual Arts - apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies  Specific Expectations:  Visual Arts -   * Create art works, using a variety of traditional forms and current media technologies, that express feelings, ideas, and issues, and that demonstrate an awareness of multiple points of view * Use elements of design in artworks to communicate ideas, messages, and understandings for a specific audience and purpose * Use a variety of materials, tools, and techniques to respond to design challenges: □ drawing □ mixed media □ painting □ printmaking □ sculpture □ technology | |
| **Learning Goals:**  “We are learning to…”  Use plaster to create a face mould. We are also uses paint to create intricate designs. | **Success Criteria:**  “We will be successful when…”  We can create a mask and paint on our design. |
| **Lesson Overview:**  Students will use plaster to create a face mask and then paint an intricate design on the mask. This lesson ties in nicely to Day of the Dead in Mexico. | |
| **Materials and Technology:**  [Modeling plaster cloth](https://spectrum-nasco.ca/product.htm?PRODUCT=9715207X&Source=Search&Category=AC%20-%20MASK%20MAKING%20ACCESSORIES)  [Mask Forms](https://spectrum-nasco.ca/product.htm?product=9706419&Source=Search)  Buckets for water  Scissors  Paint  Paint Brushes | |
| **Student Accommodations/Modifications:** | **Lesson will be differentiated by:**   * **Content, specifically:** * **Process, specifically:** * **Product, specifically:** * **Environment, specifically:** |
| **MINDS ON: Getting Started** | |
| During this phase, the teacher may:  • activate students’ prior knowledge;  • engage students by posing thought-provoking questions;  • gather diagnostic and/or formative assessment data through observation and questioning;  • discuss and clarify the task(s). | During this phase, students may:  • participate in discussions;  • propose strategies;  • question the teacher and their classmates;  • make connections to and reflect on prior learning. |
| Describe how you will introduce the learning activity to your students. What key questions will you ask? How will you gather diagnostic or formative data about the students’ current levels of understanding? How will students be grouped? How will materials be distributed?  Introduce [Day of the Dead and the Sugar Skull tradition](http://www.mexicansugarskull.com/support/dodhistory.html). Talk about how mourning the dead is different in your area and how this can be meaningful for a family.  Show students multiple pictures of Sugar Skulls (simple google search reveals many). Talk about the symbolism.  Introduce the materials and how to construct the mask. | |
| **ACTION: Working on it** | |
| During this phase, the teacher may:  • ask probing questions;  • clarify misconceptions, as needed, by redirecting students through questioning;  • answer students’ questions (but avoid providing a solution to the problem);  • observe and assess;  • encourage students to represent their thinking concretely and/or pictorially;  • encourage students to clarify ideas and to pose questions to other students. | During this phase, students may:  • represent their thinking (using numbers, pictures, words, manipulatives, actions, etc.);  • participate actively in whole group, small group, or independent settings;  • explain their thinking to the teacher and their classmates;  • explore and develop strategies and concepts. |
| Describe the task(s) in which your students will be engaged. What misconceptions or difficulties do you think they might experience? How will they demonstrate their understanding of the concept? How will you gather your assessment data (e.g., checklist, anecdotal records)? What extension activities will you provide?   1. Students will be taking a face form and putting 2 inch, strips of wet plaster on the mask. 2. Once covered they are to use their hands to smooth the plaster and take out all the rough patches. 3. Let stand to dry. 4. Once dry, remove face form to reuse and cut away excess plaster. 5. Using paint and paint brushes, students will paint their design on their mask. | |
| **CONSOLIDATION: Reflecting and Connecting** | |
| During this phase, the teacher may:  • bring students back together to share and analyse strategies;  • encourage students to explain a variety of learning strategies;  • ask students to defend their procedures and justify their answers;  • clarify misunderstandings;  • relate strategies and solutions to similar types of problems in order to help students generalize concepts;  • summarize the discussion and emphasize key points or concepts. | During this phase, students may:  • share their findings;  • use a variety of concrete, pictorial, and numerical representations to demonstrate their understandings;  • justify and explain their thinking;  • reflect on their learning. |
| How will you select the individual students or groups of students who are to share their work with the class (i.e., to demonstrate a variety of strategies, to show different types of representations, to illustrate a key concept)? What key questions will you ask during the debriefing?  At the end students can display their masks for others to see. Also you can have students write about why they chose the symbols they did to represent the dead people in their lives.  Process may be assessed through observations/conversations and anecdotal notes. Product may be assessed through a rubric or checklist. | |

