Becca Black

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EDUC466/ART326

**Lesson #3: Masks: Reveal and Conceal**

**Enduring Understanding:**

Art involves the transformation of subject, form, and media.

Visual arts can be used as a wearable item

An object's function and form can change throughout history

Materials, Methods and Techniques are used by artists to communicate meaning

* Visual arts connect to multiple characteristics of art
  + *Develop and build appropriate mastery in art-making skills, using traditional and new technologies and understanding of the characteristics and expressive features of art and design*
* The critique process informs judgments about artistic and aesthetic merits in works of art
  + *Analyze, interpret, and make meaning of art and design critically using oral and written discourse.*
  + *Recognize, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research.*
* Apply an understanding of art processes and creative thinking to plan and create art in traditional, unique, and inventive ways
  + *Explain, demonstrate, and interpret a range of purposes of art and design, recognizing that the making and study of art and design can be approached from a variety of viewpoints, intelligences, and perspectives.*
  + *Create works of art that articulate more sophisticated ideas, feelings, emotions, and points of view about art and design through an expanded use of media and technologies.*
* Artists, viewers, and patrons respond to art from familiar and unfamiliar cultures and assign intended meaning to works of art
  + *Identify, compare and justify that the visual arts are a way to acknowledge, exhibit and learn about the diversity of peoples, cultures and ideas.*
* Historical time periods and cultural settings are interpreted in works of art
  + *Identify, compare and interpret works of art derived from historical and cultural settings, time periods, and cultural contexts.*

**Objectives/Outcomes/Concepts/Standards:**

1. 1) Students will be able to create a 3-Dimensional mask using plaster. *(Creating; Create: Apply an understanding of art processes and creative thinking to plan and create art in traditional, unique, and inventive ways)*
2. 2) Students will be able to experiment with finishing techniques by trying at least 2 finishing techniques on their piece. I will be providing, acrylics, watercolors, oil pastels, crayons and showing students how to create a wash with acrylics and watercolors. *(Creating; Observe: Visual arts connect to multiple characteristics of art)*
3. 3) Students will transform at least two aspects of their personality into visual form. Students will be writing their traits in their sketchbook and  responding to those works by relating color and images to them. *(Creating; Reflect: Artists, viewers, and patrons respond to art from familiar and unfamiliar cultures and assign intended meaning to works of art)*
4. 4) Students will be able to identify Cindy Sherman and explain how masks have been used throughout history. Throughout history mask forms have related to their various functions: disguise, ceremony, etc. *(Understanding; Transfer: Historical time periods and cultural settings are interpreted in works of art)*
5. 5) Students will be able to demonstrate proper studio habits. Students will effectively use their time, and use materials properly. For example, no plaster goes near the sink and area is cleaned up at the end of class each day.

**Pre-Assessment:**

1. Can students create a 3-Dimensional mask using plaster?
2. Can students experiment with finishing techniques by trying at least 2 finishing techniques on their piece?
3. Can students transform at least two aspects of their personality into visual form?
4. Can students identify Cindy Sherman and explain how masks have been used throughout history?
5. Can students demonstrate proper studio habits?

**Accommodations and Modifications:**

If a student has a problem with how the plaster feels, or any skin reaction we will have some rubber/ latex gloves that they can use. With Aaron I will have to continually encourage his participation in the lesson by providing him something to hold while listening or making sure the creation of the mask is challenging enough to hold his interest. Davis does not do well keeping his hands to himself in lengthy lectures, so I will need to limit the amount of time I am talking and move him to his own chair during the discussion.

**Materials:**

-plaster gauze

-lukewarm water

-paint (acrylic)

-embellishment materials (material box from marionettes)

-hot glue

-rubber gloves

-mask forms

-press n’ seal (so plaster doesn’t stick to mask)

-flat boxes for storage

-paint shirts

-tape

-permanent marker or pen

-Hand Mirrors

-sand Paper

-paint brushes

-rags to use for staining

-gel stain?

**Resources:**

<http://www.alyssaravenwood.com/photo-albums/tri-plaster/pages/plaster-mask-workshop-27_jpg.htm>

<http://4.bp.blogspot.com/_praNlkqgxag/TQt62R99MSI/AAAAAAAAA4E/IkcVImAPwEM/s1600/beast+sculpt.jpg>

<http://www.indigoarts.com/gallery_asianart_balimask1.html>

<http://www.litsite.org/data/index.cfm?fa=article&ContentId=1297>

<http://3.bp.blogspot.com/_6Y_HlG-Gz3c/R8G8V1TAsmI/AAAAAAAABVg/sBjQpXurJms/s1600/HydraStorm-Gas-Masks-GMAK.jpg>

<http://4.bp.blogspot.com/_X8kkU30yuvU/S-s-pBAGKoI/AAAAAAAAA1w/xAlhPT0ebuE/s1600/0512+plague+doctor+first+attempt.jpg>

<http://pics.novica.com/pictures/5/p90560_1.jpg>

<http://www.howard.edu/library/art@howard/goa/images/MaskGelede400.jpg>

<http://masks.torresgallery.com/Graphics/Gallery2/DeerAntlerMask.jpg>

<http://www.gadgetmadness.com/archives/darth_vader_mr_helmet.jpg>

<http://larrybrownsports.com/wp-content/uploads/2012/03/kobe-black-mask1-530x419.jpg>

<http://pcpsports.com/wp-content/uploads/2008/11/alex-auld.jpg>

<http://di1-1.shoppingshadow.com/images/pi/e7/c0/31/68101095-260x260-0-0_Paintball+JT+Elite+HeadShield+Single+Paintball+Mas.jpg>

<http://www.ensemble-loupan.com/MasksIV.JPG>

Cindy Sherman:

<http://accessibleartny.com/index.php/2012/04/cindy-sherman-at-moma/>

<http://dailyserving.com/2009/08/cindy-sherman/>

<http://www.saatchi-gallery.co.uk/aipe/cindy_sherman.htm>

<http://www.pbs.org/art21/artists/cindy-sherman>

<http://phlearn.com/photographers/cindy-sherman>

**Preparation**

- Create plaster mask examples

- Find other mask examples

- Gather buckets/ bowls of warm water for wetting strips and rinsing hands

-Cut plaster into strips (lots of strips!)

-Gather enough butcher paper to completely cover tables

-Find boxes for mask storage

**Safety**

* Students will be informed of the hazards of putting plaster down the sink. Putting plaster down the sink can build up, harden, and cause long term damage. There will be a bucket for the students to wash their hands in. All dried up bits of plaster must be discarded in the trash and desks must be wiped down with a sponge after the butcher paper is removed.
* Students will be reminded that the hot glue is hot. If hot glue is used.

**Ideation:**

Instead of creating masks to hide our identity we are expressing aspects of our identity and personality on the masks. In your sketchbook I would like you to divide a page into four section. in each section, write the words you came up with to describe your personality. Next, in those boxes draw an image of something resembling that trait, draw a pattern, texture, or even simply use a color to describe that trait. Do any of your traits overlap? Are there connections between your traits? After viewing these four sections draw an idea for a mask design that most clearly expresses your identity. Remember we are not hiding ourselves in these masks, but celebrating ourselves as individuals. How will this mask express who you are? Remember what Brooke has shown you about the descriptive quality of texture. The mood of color. Is the size important? Now that you have drawn a plan for your mask consider the structure. If you have added antlers, big ears, or any other structural attachment we must discover a way to make that a 3 Dimensional reality.

**Action to Motivation/ Anticipatory set:**

Because we have been learning about *transformation* we are going to be transforming our faces, not through face painting, and not by drawing on a portrait of ourselves, but by creating masks.

(Slide 1) By a show of hands, how many of you have used a mask before? Can one of you raise your hand and tell me what a mask is, and what it might be used for? (Slide 2) (Literacy& Technology) What do you see in this mask? Is this mask happy? Or what emotion does it show you? What do you think this mask is used for? (Slide 3) By a show of hands, how many of you have seen a mask like this before? Who can tell me what this mask is used for? Wonderful! Doctor’s have used protective masks for a long time. (Slide 4) (History) Here is another example of another doctors mask. Have any of you seen this mask before? Why does it have a funny shape? Well this mask was used by doctors in the Late Middle Ages (1340) for protection from a disease. Many doctors stuffed the nose of this mask with rose petals and straw to filter out bad air and bad smells that loomed in the air as this disease spread. Also, this mask was meant to identify the wearer. People who were sick in the Late Middle ages knew this person was a doctor because of the type of mask they were wearing. (Slide 5) What do these masks say about the people wearing them? What are these masks used for? (Slide 6) How about these masks, What are they used for?

As you can see, masks have been used for many different reasons throughout history. They have been used for protection, disguise, fashion, ceremony, and masks have even been used to identify the person wearing them. Today, we are going to be using plaster to create our own mask forms, but first I need you all to come up with some personality traits that you believe truly explain who you are. We have already had some practice with this during our last lesson, but during this lesson I want you to challenge yourself and truly identify yourself with these traits.

Questions to guide student thinking:

* What are they used for?
* Where do you see them?
* Have you used a mask? When?
* Are masks functional or decorative? Why?
* Do masks always cover the entire face?

Definition of mask: A covering for all or part of the face. A covering worn as a disguise, or to amuse or scare other people. A protective covering or fitting over the whole face worn in sports.

Uses: protection, disguise, storytelling (theatrical), ritual, ceremonies, festivals. African ritual masks. Used in North America, Latin America, Asia, Indonesia, China, Korea, Japan, Middle East, and Europe.

Functional masks: Oxygen masks, burn mask, surgical masks, face shield, occupational, fashion

**Procedures:**

1. Before the students show up, I will cover all of the desk with butcher paper, so that the plaster mess can be contained. Also, I will fill the buckets with warm water, but not place them at the desks yet. After the butcher paper is laid out, I will have sketchbooks waiting at the student desks.
2. **Day 1: Begin with Motivation**:

* Have students meet in the front of the room on the couches and begin lesson. Because we have been learning about *transformation* we are going to be transforming our faces, not through face painting, and not by drawing on a portrait of ourselves, but by creating masks.
* (Slide 1) By a show of hands, how many of you have used a mask before? Can one of you raise your hand and tell me what a mask is, and what it might be used for? (Slide 2) (Literacy & Technology) What do you see in this mask? Is this mask happy? Or what emotion does it show you? What do you think this mask is used for? (Slide 3) (History) By a show of hands, how many of you have seen a mask like this before? Who can tell me what this mask is used for? Wonderful! Doctor’s have used protective masks for a long time. (Slide 4) Here is another example of a doctor’s mask. Have any of you seen this mask before? Why does it have a funny shape? Well this mask was used by doctors in the Late Middle Ages (1340) for protection from a disease called the plague. Many doctors stuffed the nose of this mask with rose petals and straw to filter out bad air and bad smells that loomed in the air as this disease spread. Also, this mask was meant to identify the wearer. People who were sick in the Late Middle ages knew this person was a doctor because of the type of mask they were wearing. (Slide 5) What do these masks say about the people wearing them? What are these masks used for? (Slide 6) How about these masks, What are they used for?
* As you can see, masks have been used for many different reasons throughout history. They have been used for protection, disguise, fashion, ceremony, and masks have even been used to identify the person wearing them. (Slide 7) Today, we are going to be using plaster to create our own mask forms, but first I need you all to come up with some personality traits that you believe truly explain who you are. (6 minutes)

Questions to guide student thinking: What are they used for? Where do you see them? Have you used a mask? When? Are masks functional or decorative? Why? Do masks always cover the entire face?

Definition of mask: A covering for all or part of the face. A covering worn as a disguise, or to amuse or scare other people. A protective covering or fitting over the whole face worn in sports.

Uses: protection, disguise, storytelling (theatrical), ritual, ceremonies, festivals. African ritual masks. Used in North America, Latin America, Asia, Indonesia, China, Korea, Japan, Middle East, and Europe.

Functional masks: Oxygen masks, burn mask, surgical masks, face shield, occupational, fashion

1. We have already had some practice coming up with personality traits during our last lesson, but during this lesson I want you to challenge yourself and truly identify yourself with these words. For the next 5 minutes, I need you to go back to your desk and open your sketchbooks to a new clean page. I would like you to divide this page into 4 sections by drawing two lines, like this (Draw a cross or “X” on the board). Then, in each section I would like for you to write one new trait that you have not written in the last lesson. If I am having you write one trait in each section, how many traits are you coming up with to describe yourself? (Let one person who was quiet and raised their hand answer: 4). (5 minutes) (Literacy & Numeracy)
2. Now that you have come up with four new traits, I would like you to draw an expression, form, texture, or even simply use a color that best describes the trait shown. Can anyone define expression for me? (Showing your thoughts or feelings on your face. Showing emotion on your face.) For example, if I were to say I am cheery, I may use the color yellow in my square. Or if I were to say I am bubbly I may draw bubbles in my square. I am going to give you 3 minutes to work on this, so stay focused and work quickly. (4 minutes) (Literacy)
3. Now that we have come up with some ideas that we can use in our masks, I would like you to leave your sketchbooks and drawing utensils at your desk and rejoin me here at the front of the room for a brief demonstration. (As I talk, Brooke will be placing plaster strips, and paint shirts at everyone’s desk, so that when the demo is over they can get right to work without interruption.) Next I will show the students the process of creating a plaster mask. (5 minutes) (Technology: by using plaster gauze) (21st century skill: critical thinking)
   1. By a show of hands, how many of you have worked with plaster before? Awesome! It is great to know that many of you have already used plaster. Can any of you remember one of the most important rules of working with plaster? (Allow 1 or 2 responses) That’s right, NO PLASTER GOES IN OR AROUND THE SINK! Because of this, I have covered the sink with a board to remind you that no one should need to even go back there. If you need to wash your hands I will have buckets placed at each of the tables that you can dip your hands in and rinse off.
   2. I have already put plastic wrap on the mask forms in order to be able to peel off the mask once it dries, so make sure you leave the plastic wrap on the masks as you are creating.
   3. Then, I will show them how to dip plaster strips in water and lay them onto the plastic to create the mask form. Often, I dip the plaster gauze in water and lightly rub the strip so that the plaster fills in all of the voids. If the students rub the plaster, the students will also get a smoother surface once the plaster dries. Also, you can rub the plaster once the strip has been placed on the mask to create the same effect.
   4. I will show them how to build the strips up to create a horn, or a nose, or an eyebrow, or how you can just lay them flat to create the basic form of a face. All of this demonstration will help the students envision ways in which they can incorporate their characteristics into their masks.
   5. Before allowing the students to jump in I will remind them that they need to use at least two of the four personality traits in their mask. They can show these traits through form or their finishing technique (like painting), but I would like them to at least try to communicate one trait through form. For example, making a face covered with bubbles to show I am a bubbly person.
   6. Also, students need to finish the basic form on their masks today so that they will have time to finish them the next week. Plaster can be added later, but the basic form must be finished.
4. Creating: I will already have bowls filled with water and bring it to their desks to share with their table. Students will need to use paint shirts or aprons due to the mess that is created with plaster. Sleeves need to be rolled back and possibly long hair needs to be tied back.
   1. As they work, I will hand out tape that has their name on it. This name tape needs to be put on the back of the mask so we can identify them the following week.
   2. Also, Students need to work at their desks. This is a messier lesson and the mess can be minimized if students are at their seats and not floating around and socializing. At the end of the lesson (Day 3) students will be given plenty of opportunity to discuss their artwork and display their final product.
   3. We will remind the students that the plaster CANNOT GO DOWN THE SINK. This means hands are rinsed in buckets and any wasted strips need to go in the trash. Dipping water will not be poured down the sink, but into buckets.
   4. Work time! I will be floating about the room, helping students through the process, and helping brooke interview and document the students progress. (21st century skill: Problem solving. i.e. How can I make a large nose with this wet material?)
5. Cleaning up the plaster. 10 minutes before class ends, I will be stopping students from working. Depending on how much the students finished, I can remind them that we will bring the plaster again next week so that they can finish their forms. If only a few have to finish the form, I can provide a *plaster station* for them to work at the following week.
   1. To start, I will get everyone’s attention and begin clean up.
   2. I will tell them the bucket we have provided for the plaster water is where they should wash their hands, and tell them to NOT PUT ANY PLASTER IN THE SINK. There is no reason students should even need to leave their desks.
   3. Students will bring their masks to the back of the room where we will have a big piece of butcher paper on the floor for them to lay their plaster masks to dry. Later as they are drying we can take them out of the classroom by placing them in flat boxes and stacking them. Plaster does not take too long to dry, so can later be consolidated into larger boxes.

**Day 2**

Students will come into room to find their masks at their desks. This day will be all about finishing the addition of features and beginning a finishing process. Students will be able to use mixed media, acrylic paint, and watercolor to finish their piece.

1. Students will come into the room and sit at their desks. While students sit at their desk they will be asked to share with a partner next to them something that was difficult last week, something they enjoyed last week. (5 minutes)
   1. Then, I would like students to share their four personality traits with their partner. After sharing the traits, I would like the students to collaborate with their partner on what two traits should be expressed in their masks. I am going to have each student chose at least one positive trait. They can both be positive traits, but cannot be two negative traits. For example, it cannot be annoyed and angry. It must be annoyed and energetic, or energetic and helpful. (21st century skill: collaboration)
   2. After students have chosen two personality traits, (one positive and one negative, or both positive) students will be asked to write in their sketchbook how they will be showing this on their masks. If they do not want to write they can draw out their masks and use color to express how the masks will be finished. (Literacy & Numeracy)
2. Next, I will have students rejoin me at the front of the room for a couple of demonstrations on finishing techniques.
   1. I will be providing watercolors, acrylics, and oil pastels for finishing techniques. Students can use one or the other or both. With the acrylics, I would like to show the students a staining technique. For the experimentation with acrylics I will bring paint rags and sponges so that the students can discover which technique works best.
      1. When doing the acrylic staining technique, students can work directly on the white plaster surface or paint a light coat of acrylic paint, then stain on top. To stain with acrylics, you water down a darker color and apply that color with a brush, rag, or sponge. Because the paint is thinner, students can then use a clean rag to wipe away extra paint, leaving behind a stain.
   2. Another way to make the mask look aged is by painting with watercolors on the mask. This will also create a stained appearance.
3. Also, I will have a station for attachments. For example, some students want their mask to be functional and have a way to be held up to their face. Other students who made a moveable part such as a jaw can use the attachments station to attach their entire mask together. (21st century skill: problem solving)
   1. If the students have painted their mask, hot glue can be used to attach ribbon and rope. If the students want the attachments really strong they can take their mask to Janis so that she can drill holes into the masks for string to be attached.
4. The final station will be the plaster station. I want all the students to have the opportunity to finalize their mask form, so I will provide more plaster strips at this station. Again, the sink will be covered up, and students will need to exhibit proper studio habits. For example, keeping the plaster on the table, not wiping their hands anywhere other than the towels, and washing their hands in the bucket.
5. Today is mainly a work day so we will not spend very much time at the end discussing the work. Also, the next day we will be participating in a reflective activity that will allow students to showcase their creations. Some questions I may have the students consider are: On your mask, is the mouth open? mouth closed? Do you have ears? A big nose? Is your mask functional or decorative? What is the purpose of your mask? Does it achieve that purpose? Does it need to be worn?
6. Finally, I will have the students complete a 3,2,1 writing prompt in their sketchbooks where they list 3 discoveries or things they learned in the lesson, the 2 personality traits they chose to represent, and 1 thing they would change if they were to do this project again. I will only do this activity if it seems students are finishing up quickly. (Literacy & Numeracy)

**Day 3**

Today we will be finishing the mask lesson.  Students will again be able to use mixed media, acrylic paint, and watercolor to finish their piece. Once the students are done with their masks they can work on finishing up their other projects from the other lessons (Janis and Brooke will be bringing in their projects that were unfinished so students will be able to complete all of their work in class). If the students have finished everything they can draw or paint in their sketchbook, work on scratch art. or play with a student reflective activity i.e. the dice game: where students take turns rolling a die and answer the questions that land facing up.

1. Students will come into the room and sit at their desks. Because it was not covered last week, while the students sit at their desk they will be asked to share with a different partner next to them something that was difficult last week, and something they enjoyed last week.
2. Students will begin to work on finishing up their masks at their desks. they will figure out a way to make their masks functional ( adding a string so they can wear it or attaching it to a dowel so they can hold it in front of their face). Or, students can choose to have their mask remain decorative.
3. 3. If students have finished their masks, we will have stations set up so that student can finish their other projects (most of the students have not finished all of their other projects so they will have something to work on).
4. If students finish all of their projects then they can work at their desks on drawing or painting in their sketchbook, or they can do some scratch art. Also, once all students have finished I will conduct a cleanup by assigning students various duties. Students will also be instructed to pick up 15 pieces of trash off of the floor before we move on to the reflective activity.

**Day 4 (this is a short class this week)**

**1. We will engage students in a reflective activity by directing a Masquerade Ball :** (7 minutes)

In this activity students will be asked to march about the room with their masks covering their faces and randomly be set up with a partner to interview. First, I will divide the class into two equal groups. Then, these two groups will be organized into two circles: one inner circle and one outer circle. Students who did not make their masks functional by including eye holes will need to find a way to hold their mask up, partially cover their face and march around effectively. After students are organized into the two circles the students will parade with the outer circle moving clockwise and the inner circle moving counter clockwise. After having students walk around for about 15 seconds, I will tell them to stop, face the partner in front of them and answer a question. Then after 15-30 seconds I will have students march around again. Once students are facing a different partner, I will stop them from walking and ask them to interview their partner a different question. I can repeat this process of parading and interviewing as multiple times as long as the students remain engaged in the activity. (21st century skill: effective speaking)

This activity will allow all of the students to move, interact with each other, and interpret each others work in a less intimidating manner. Questions to ask:

* How does this mask use color to communicate?
* What is unique about this mask? Why?
* Is the mask functional or not? Why did the artist make it functional or not?
* What is this mask communicating to you? Why?

**2.** Next, we will come together in the front of the room and have the students sit on the couches. Once on the couches I will ask students what were some of the things they learned either in the last activity or the last lesson as a whole. This way students will be able to hear some of each other’s reflections and be able to conclude the lesson on masks. (6 minutes)

**Student Reflective/Inquiry Activity:**

Masquerade Ball!

In this activity students will be asked to march about the room with their masks covering their faces and randomly be set up with a partner to interview. First, I will divide the class into two equal groups. Then, these two groups will be organized into two circles: one inner circle and one outer circle. Students who did not make their masks functional by including eye holes will need to find a way to hold their mask up, partially cover their face and march around effectively. After students are organized into the two circles the students will parade with the outer circle moving clockwise and the inner circle moving counter clockwise. After having students walk around for about 15 seconds, I will tell them to stop, face the partner in front of them and answer a question. Then after 15-30 seconds I will have students march around again. Once students are facing a different partner, I will stop them from walking and ask them to interview their partner a different question. I can repeat this process of parading and interviewing as multiple times as long as the students remain engaged in the activity.

This activity will allow all of the students to move, interact with each other, and interpret each others work in a less intimidating manner. Questions to ask:

* How does this mask use color to communicate?
* What is unique about this mask? Why?
* Is the mask functional or not?
* What is this mask communicating to you? Why?

**Post Assessment (teacher-centered):**

1. Are students able to create a 3-Dimensional mask using plaster?
2. Are students able to experiment with finishing techniques by trying at least 2 finishing techniques on their piece?
3. Are students able to transform at least two aspects of their personality into visual form?
4. Are students able to identify Cindy Sherman and explain how masks have been used throughout history?
5. Can students demonstrate proper studio habits?

Assessment Instrument: For the assessment I will be using multiple instruments. To be clear that students are meeting the objectives I will be using a checklist. Additionally I will be floating about the classroom discussing the students artwork with them on a one-on-one basis.

**Checklist:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Completed Mask in plaster** | **Experimented with form and color** | **Transformed at least 2 traits** | **Identified Cindy Sherman** | **Demonstrated proper studio habits** |
| **Aaron** | **✓** | **✓** | **✓** |  |  |
| **Andrew** | **✓** | **✓** |  |  | **✓** |
| **Anika** | **✓** | **✓** | **✓** |  |  |
| **Cameron** | **✓** | **✓** | **✓** |  | **✓** |
| **Connor** | **✓** | **✓** | **✓** |  | **✓** |
| **Coral** | **✓** | **✓** | **✓** |  | **✓** |
| **Davis** | **✓** | **✓** |  |  | **✓** |
| **Desiree** | **✓** | **✓** | **✓** |  | **✓** |
| **Ella** | **✓** | **✓** | **✓** |  | **✓** |
| **Evan** | **✓** | **✓** | **✓** |  | **✓** |
| **Jason** | **✓** | **✓** |  |  | **✓** |
| **Joseph** | **✓** | **✓** |  |  |  |
| **Justin** | **✓** | **✓** |  |  | **✓** |
| **Kayah** | **✓** | **✓** |  |  | **✓** |
| **Landon** | **✓** | **✓** | **✓** |  | **✓** |
| **Maria** | **✓** | **✓** | **✓** |  | **✓** |
| **Sequoia** | **✓** | **✓** | **✓** |  | **✓** |
| **Zina** | **✓** | **✓** | **✓** |  | **✓** |
|  | **5 ✓ = A** | **4 ✓ = B** | **3 ✓ = C** | **2 ✓ = D** | **1 ✓ = F** |

Include Interesting poem?

*Hiding in the Mask* by Ellen Bauer

Dear reader: This is a poem for two voices. It is meant to be read with one voice reading the left side, the other voice reading the right. Whenever two sentences or words are on the same horizontal level, they are meant to be read at the same time. When there is a blank on one side, that reader is quiet while the other side reads, until there are words again.

|  |  |
| --- | --- |
| The masks we wear  Hiding  Ritual flames  Eyes, in masks  Are the only part  That lives.  Masks of  Death  Life  Rain  Summer  Joy  Fear  Weeping  Beneath the mask.  Hiding  Of the worshipped  Bringing out  Our hidden one.  Some wear them  From shame.  Some wear them  During joy,  Celebration.  But our masks,  Bringing up  Ancient  Are ours.  The masks we wear. | The masks we wear  What?  Reflecting in our eyes.  Eyes, in masks  Of our faces  That lives.  Life  Death  Summer  Rain  Fear  Joy  Hiding tears.  Weeping  Love,  Of the worshipped  Being.  Bringing out  Our soul.  From shame.  An ancient vow.  During joy,  A wedding  Deep with mystery,  Ancient  Rituals,  Are ours.  The masks we wear. |

**Self Reflection:**

During this lesson a lot went well and a lot could have been better. I showed the students several examples of masks and also showed the the artist Cindy Sherman. Due to a time crunch in completing the form of the mask in one day, the students were not allowed very much time to discuss Cindy Sherman and therefore were not tested on identifying her artwork.

If I were to teach this again I would like to place more emphasis on what a mask can mean. For example, throughout history what have masks been used for? and I would also like students to be able to define whether their mask was intended to reveal who they are or conceal their identity.

Students worked wonderfully with the plaster gauze! Throughout the entire first day when students were creating their initial forms the room was quiet and every student was intently engaged in the activity. The only mistake on this first day was not requiring students to put on their paint shirt before taking a seat at their desks. Instead, several students sat down, and began getting their hands messy; this led to some complications as I frantically tried to get all the students to put their paint shirts on and roll back their sleeves.

For the next lesson I would like the students to work collaboratively. Even though we are only in the classroom creating artwork on fridays, we have seen the students continually become more comfortable and social with each other. Now seems like the perfect time to have a collaborative project. Also to the next lesson, we need to introduce a new material that they may not have very much experience with. The students responded so positively to the plaster that it would be working backwards to have them return to another more traditional medium that is not new and exciting to them.