

## African Mask

**Date:** January 21-25, 28-30, February 1, 4-8, 11-15

**Big Concepts:** What is art?

**Teks:** Art Grade 3:

Perception: 3.1A Identify sensory knowledge and life experiences as source for ideas about visual symbols, self, and life events. 3.1B Identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.

Creative Expression/Performance: 3.2A Create artworks based on personal observations and experiences. 3.2B Develop a variety of effective compositions, using design skills. 3.2C Produce drawings, paintings, prints, constructions, ceramics, and fiberart, using a variety of art materials appropriately.

Historical/Cultural Heritage: 3.3A Compare content in artworks from the past and present for various purposes such as telling stories and documenting history and traditions. 3.3B Compare selected artworks from different cultures. 3.3C Relate art to different kinds of jobs in everyday life.

Response/Evaluation: 3.4A Identify general intent and expressive qualities in personal artworks. 3.4B Apply simple criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers

**Materials:** scissor, dried beans, raffia, black sharpie markers, color pencils, tempera paint, foam carving print, glue

### **Content Objective:**

- Students learn about African and Mexican yarn masks.
- Students learn about printmaking by carving a foam plate making multiple prints.

### **Language Objective:**

- Students will learn how to draw basic shapes, organic shapes, and freeform shapes.
- Students learn to create patterns and symmetry through repeating shapes.
- Students will create symmetrical balance by creating a face.

### **Project Objective:**

Students will create an African mask showing an emotion. Students will choose from: 1. Happy 2. Sad 3. Mad 4. Scared 4. Funny 5. Excited 6. Inquisitive

### **Activities:**

#### **Introduction:**

Review basic shapes, organic and freeform shapes. Read page 72 Pattern in masks in 3<sup>rd</sup> grade art book and discuss African masks. Compare and contrast African masks to Mexican yarn masks. Students learn about African masks.

Africa's traditional arts, like its beliefs are concerned mainly with spiritual content. Masks are created to be dwelling places for spirits. African masks represent Gods, ancestors of great wisdom, or monsters familiar in the myths and beliefs of each tribe. The masks express and celebrate the moral and religious convictions that underlay

daily life. They are created to be worn in tribal religious ceremonies and ritualistic dances and are a way of connecting with the supernatural world for various reasons: initiation rites, ensure health or fertility, teach laws and traditions, administer justice, influence forces of nature, embody spirit of deceased, mark territories. Masks makers practice intense meditation and concentration when creating a mask often secluding themselves to keep the mask concealed during its creation. Rules for how a mask must look and how it is made are handed down from generation to generation. Their mysterious, sometimes tortured, and often terrifying lines express the ultimate in supernatural forces.

**Project:**

1. Draw a Mask: On white construction paper, draw an African Mask in pencil then cover the pencil lines in markers.
2. Cut pieces of tissue paper for the mask drawing. (Choose areas for tissue paper. Lay a piece over the drawing and trace and cut out the shape.)
3. Glue tissue paper onto mask.
4. Color areas of mask with marker.
5. Spray or flick the mask with liquid watercolor.
6. Add raffia and yarn as fringe.
7. Glue different textures to the mask.
8. Make African Stamp by carving a foam print and printing different tempera paint.

**Checks for Understanding:**

Students discuss the different texture, prints, patterns, and how they created symmetrical balance.