U2L2D1/6 Art and Anthropology: Visual Culture in a Global Society Art Name:

DAILY PLAN

**Lesson Title:** Identity Masks – The Mask You Live In **Grade Level: 9-12**

**S & S Statements:**

*Art as Cultural Production*: Cultural anthropologists interpret artistic knowledge through an analysis of visual culture.

*Mediation*: Artists portray their messages through a variety of artistic processes and mediums.

*Multiple Readings*: Diverse strategies have been applied to artistic production to communicate various cultural values.

*Inquiry*: Contemporary visual culture can be explored through multiple methods in the production of art.

*Past/Present*: Approaches to art making have changed over time as societal mores and technologies evolved.

**Concept/Skill Vocabulary Terms:**

cultural development, lenses, paper mache, identity, polarity

**State Goals:**

25.B.5, 26.A.5, 26.B.5, 27.A.5, 27.B.5

**Overall Lesson Objective**:

Students will create a paper mache mask based on their “mask you live in” assignment;

this mask will display individual characteristics via printed visual culture, acrylic paint,

and found objects.

**Daily Objectives:**

Students will conduct the “mask you live in” assignment and plan the visual culture

images that will be used in the project that relate to the adjectives selected.

**Assessment Criteria:**

The “mask you live in” activity is apparent in the visual culture sketches and notes in the

visual journal.

**Teaching Resources Needed to Support the Lesson:**

Dry erase board and markers

Completed teacher mask

Three stages of mask project (base, foundation, adhesives)

Newspaper

Printed images

Glue, mixing containers, paper mache brushes

Computer capable of printing on standard paper

http://influencefilmclub.com/wp-content/uploads/2016/09/The-Mask-You-Live-In

Discussion-Guide.pdf

https://www.youtube.com/watch?v=N27stOLWhXA

**Art Materials Necessary for the Lesson:**

Sketchbook – for notetaking and sketching

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| **Teacher Activities** | **Student Activities** |
| **Introduction:**   * Attendance (1 min) * Pass out a sheet of paper for each student. Ask students to draw a mask similar to the example drawn on the board. Instruct students to draw quickly and without worry of detail for this exercise. (5 min) * Have students write three adjectives on the drawn mask that describe what they display every day when they walk into school that they let others see. (2 min) * Have students write three adjectives on the back of the mask of what they do not let others see. What is behind your mask? (2 min)   **Development:**   * Tell students to crumple up their masks and throw them into the middle of the room on the floor. (2 min) * Have each student collect one crumpled up mask drawing from the floor. (2 min) * Ask students to uncrumple the mask they selected. Prepare to be at the white board and write down adjectives from both the front and back of the masks. Seek common words and trends. (5 min) * Return masks to center table, have students collect their own, and then discuss. (5 min) * Introduce mask lesson and provide demonstration. (10 min)   **Conclusion:**   * Have students map out images from visual culture that they connect with the adjectives they used in their masks. (10 min) * Discuss how these responses define culture. (5 min) | * Sit for attendance * Listen to directions. Receive paper. Draw a mask similar to example on the white board. Draw quickly. * Write three adjectives that describe what you display every day when you walk into school that you let others see. * Write three adjectives on the back of the mask of what you do not let others see. What is behind your mask? * Crumple mask and throw into the center of the room. * Collect one crumpled up mask drawing from the floor. * Uncrumple the mask selected. Share adjectives with the teacher. Seek common words and trends. * Return masks to the center table, collect your own mask, and then discuss the process. * Follow demonstration. * Map out images from visual culture that connect with the adjectives you used in your mask assignment. * Discuss how the class responses define our culture. |

**Critical Comments and Reflections:**

*(Problems, successes, and what to think about for next lesson)*