U2L2D4/6 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 strategize and apply minimal amounts of acrylic paint to their masks while

focusing on color selection, rhythm, and variety.

**Assessment Criteria:**

The paper mache mask has minimal amounts of acrylic paint that focus on color choice,

rhythm, and variety.

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

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

Computers with printing capabilities

Plastic mask bases

Newspaper

Glue, mixing containers, paper mache brushes

Paper

Acrylic paint, brushes, pallets, and cups for water

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| **Teacher Activities** | **Student Activities** |
| **Introduction:*** Attendance (1 min)
* Review “mask you live in” project and display stage exemplars. (4 min)
* Explain paint application to be minimal to not overpower visual culture images included. (5 min)

**Development:*** Have students collect paint choices and emphasize minimal paint usage (this includes paint amounts on pallets). (5 min)
* Assist students in painting masks. (25 min)

**Conclusion:*** Have students clean up and place masks in drying storage. (7 min)
* Discuss assemblage ideas (feathers, cards, found objects, etc.). Have students bring in outside found objects if desired. (3 min)
 | * Sit for attendance
* Listen to review of previous activity. Provide feedback from activity.
* Ask questions about the project and seek clarification.
* Collect materials asked by the teacher. Ask questions about the process of painting with color choice, rhythm, and variety.
* Paint masks.
* Clean area and place masks in drying storage.
* Add to class discussion about assemblage ideas.
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**Critical Comments and Reflections:**

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