U2L2D6/6 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 write a one-page artist statement discussing the project, what images were

used, the significance of color choice, and the addition of assemblage; after the artist

statement is completed, the mask will be displayed in the hallway cabinet.

**Assessment Criteria:**

The project is completed and is accompanied by a one-page artist statement that

reflects on the project process, the visual culture present, the significance of color

choice, and the purpose of assemblage materials in relation to the adjectives selected.

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

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

Discussion-Guide.pdf

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

Artist statement handout

**Art Materials Necessary for the Lesson:**

Sketchbook – for notetaking and sketching

Computers with printing capabilities – for writing artist statement

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| **Teacher Activities** | **Student Activities** |
| **Introduction:**   * Attendance (1 min) * Ask students to collect and prepare masks for display. (4 min)   **Development:**   * Ask students to repair assemblage portions if needed. A stand must be used to position mask for display. Discuss with students how they want their masks to be displayed and tell them about the mirror in the display case that will reflect the other side of the masks. (10 min) * Have students write their one-page artist statements using classroom computers and print. (25 min)   **Conclusion:**   * Have students display masks with artist statement (8 min) * Discuss with students the project in its entirety (2 min) | * Sit for attendance * Collect and prepare masks for display * Repair mask sections if needed. Prepare the stand and determine how you want your mask to be displayed. * Write a one-page artist statement. Type and print your statement. * Display mask and artist statement in the cabinet. * Explain your thoughts on the project. |

**Critical Comments and Reflections:**

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