

Lesson Plan Title: Mood Masks

Grade Level(s): Kindergarten through 4th grade

Field of Specialization: Visual Art

Duration: 45 minutes to an hour

Objectives: Students will be able to create visual representations of a range of emotions.

Visual Art Standard: Historical, Cultural and Social Contexts

Benchmark: Recognize and describe visual art forms and artworks from various times and places.

Visual Art Standards: Creative Expression and Communication

Benchmark: Demonstrate knowledge of visual art materials, tools, techniques, and processes by using them expressively and skillfully.

Vocabulary:

Emotion -

Materials: Construction paper, scissors, glue, markers, crayon, string, fabric pieces, craft materials, copies of Paul Laurence Dunbar's *We Wear the Mask*.

Procedures:

Direct Instruction (10 minutes): The group will listen to a few stanzas of *We Wear the Mask*. Students will try to interpret the message of the poem. The instructor may share the social context in which Dunbar lived, and its implications for African-Americans.

The instructor will ask students if they have ever been angry or upset, but unable to express their emotions. The class will discuss the idea of having a visual representation of their mood, or of having an artwork with the power to change someone's emotions from one to another.

Students will discuss their favorite emotions, and what kinds of images best represent them.

Individual Work Session (30 minutes): The instructor will demonstrate some mask-making techniques, and let students begin creating their own mood masks. After selecting an emotion, students will cut a mask base out of construction paper. Facial features and ornamentation can be cut and glued with other colors of paper, or drawn on with crayon and marker. Additional ornamentation can be

added with string, buttons, fabric pieces, or other craft materials.

Clean Up (5 minutes): Wet masks will need to be stored on a drying rack or flat surface, scraps stored in a bucket or discarded, and scissors, glue, and other materials put away.

Assessment:

The success of this project can be ascertained through the quality of the artwork. The instructor can also ask a series of questions regarding the objectives of the lesson to determine how well students have comprehended the material.

Alternatively, the rubric below can be used to rate each child's performance during the working period.

| Art Rubric | | |
|---------------------------------|-----------------|---------------|
| Category | Possible Points | Points Earned |
| Craftsmanship | 20 | |
| Time On Task | 20 | |
| Following Assignment Guidelines | 20 | |
| Use of Materials | 20 | |
| Clean Up | 20 | |

Adaptations (For Students with Special Needs): Mask forms can be cut and ready for use before the project begins. Simple shapes can also be cut and made available. Students could also use pictures from magazines to make features on their masks.

Possible Connections to Academic Subjects: Social Studies – The group could examine the use of totems in Native American and other cultures.

Resources:

Complete Poems of Paul Laurence Dunbar, by Paul Laurence Dunbar

Crafty Masks, by Thomasina Smith

Hour of Freedom: American History in Poetry, compiled by Milton Meltzer

Making Masks, by Renee Schwarz

Making Masks, by Violane Lamerand

Masks!, by Alice Flanagan

Masks Tell Stories, by Carol Gelber