Title: Masquerade Masque

Instructor: Margie McDonald

Videos to accompany this lesson plan may be found on our Vimeo page: vimeo/ptartscape

Schedule/expected lesson time: 4-5 class periods based on 45-55 minute class times.

Grade(s)/Age(s): Adaptable for various ages. This lesson plan targets High School aged students.

Lesson Description: Inspiration for Masquerade Masque project is based upon Wearable Art by Artist Nick Cave. This project should take several sessions to complete. This will give you time to come up with a title.

Visual examples of student masques on pages 8,9,10 of this lesson plan.

Materials & Space: cast paper mask with elastic (ordered off Amazon, 50 in a bag), construction paper, tissue paper, markers and glue. You may also collect materials to enhance your project such as; paper towel roll tubes, magazines or newspaper, lightweight sticks, feathers, glitter, yarn, fabric, etc. You may use: scissors, hot glue if you have it, needle and strong thread, wire or twist ties.

Big Idea: To masquerade is to disguise oneself, or to assume the appearance of something one is not. Masquerade masks were worn by the prosperous class at masquerade balls. These masks had many uses including hiding one's identity, and using different color to express one's freedom of speech and voice one's emotions and opinions without judgement.

Essential Questions
1. Are you conveying a message, voicing an emotion or opinion?
2. Is it theatrical or based on an existing theatrical performance?
3. Will your idea be representative of an existing or fantastical creature?

Learning Objectives *What I want my students to know and be able to do.*	Assessment Criteria *What I will observe in my students – traits that can be seen and heard.*

EE Learning/Lesson Plan Templated adapted from WA State TAT Lab

1. Students create their own mind maps as a visual project planning tool or skill. **2** Student will use the provided mask as a base and should extend sculptural elements well beyond the surface of the mask.	**1.** Students use word bubbles and spaces to write in materials, tools, concept, and title. **2.** Students will cut and shape various items including folded, curled, or torn paper as texture for their mask.
3. Student will demonstrate planning and patience while using glue and construction paper. **4**. Students will apply various materials to create their desired final mask.	**3.** Students will organize their items by colors, shapes, and size as they glue and know in which order items will be applied according to desired results. 4. Students intentionally activate the entire surface of the mask so that none of the original flat surface is visible.

Vocabulary: representational, abstract, symmetric, asymmetric, radiating, concentric, mind map, grain of paper, rhythm, masquerade.

INSTRUCTIONS: Make a plan. Give some thought to the following prompts: Will your masque be representational or abstract? Symmetric or asymmetric? Will the colors radiate from the center outward?
Consider the colors you have in your package. Do you have warm or cool colors or a combination? Will you go from light to dark colors or vice versa? Will you be cutting or tearing the paper?

DAY 1
Lesson Title: Mind Map and Planning (Example on page 7 of this lesson plan)

Opener: Teacher introduces and creates a mind map for the class, while inviting students' suggestions in planning for making a mask.

Activity: Students make their own mind-map and notes of what they want their mask to look like. Students begin to prepare items such as which paper they want to use and if there are any items from home that they plan to bring in.

⇒ *Assessment Checkpoint for Objective # 1, 2*

Closer – Students share one item that they know their mask will contain.

DAY 2
Lesson Title: Explore and Prepare

Opener: Teacher demonstration of tearing paper, folding paper, rolling paper, and gluing. Teacher demonstration of how to cut, manipulate and attach toilet paper and paper towel rolls. Teacher demonstration of paper mache for those who wish to use this method. Other students will be working on their masks.

Activity: Experiment to see how you can manipulate the paper; long wispy strips, short triangular pieces, folded or curled strips, the tissue method of cutting squares and forming them to the eraser end of a pencil and gluing the flattened end to the surface (refer to images for more direction).Will you be cutting or tearing the paper? Make sure you tear with the grain of the paper, some paper will tear easily in one direction and will result in long strips while in the opposite direction the paper will zigzag without control.

 You can add more sculptural elements by using paper towel tubes, making at least six cuts in one end about 2 inches long, splay the cut pieces to become the surface you will glue on.
These can be glued to the forehead, eyes, nose, mouth or chin, they can be made into horns. Have patience with the drying process. Prepare your paper while the glue is drying.

⇒ *Assessment Checkpoint for Objective #:* 1,2,3

Closer: Please write down the title of your mask.

DAY 3-5
Lesson Title: Bring your Mask to Life

Opener: Teacher demonstration of sewing items to mask. Demonstration of applying tissue using the eraser end of a pencil.

Activity:
Continue to add sculptural effects such as paper mache, or sewing on various embellishments. These can be glued to the forehead, eyes, nose, mouth or chin, they can be made into horns. Have patience with the drying process. Prepare your paper while the glue is drying. Think about overall comfort of the inside of the mask against your face.

⇒ *Assessment Checkpoint for Objective #:* 1,2,3,4

Closer: Ask students if there are any major changes they would like to make at this point. If so, next class period students will be supported in making and adjusting for changes to yield more satisfactory results.

Written Assessment: Is at the end of the lesson plan for easy print out on pages 11 and 12.

Verbal Discussion/Reflection with class:

Did you have a clear imagine the final outcome ?
How close is your piece to your initial plan ?
Did it evolve as you went along ?
How far did you go beyond the edges of the mask ?
Did you find inventive ways to add sculptural elements ? Share please.
Representational or abstract design ?

Common Core Standards:

VA:Cr1.2.HSII
Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
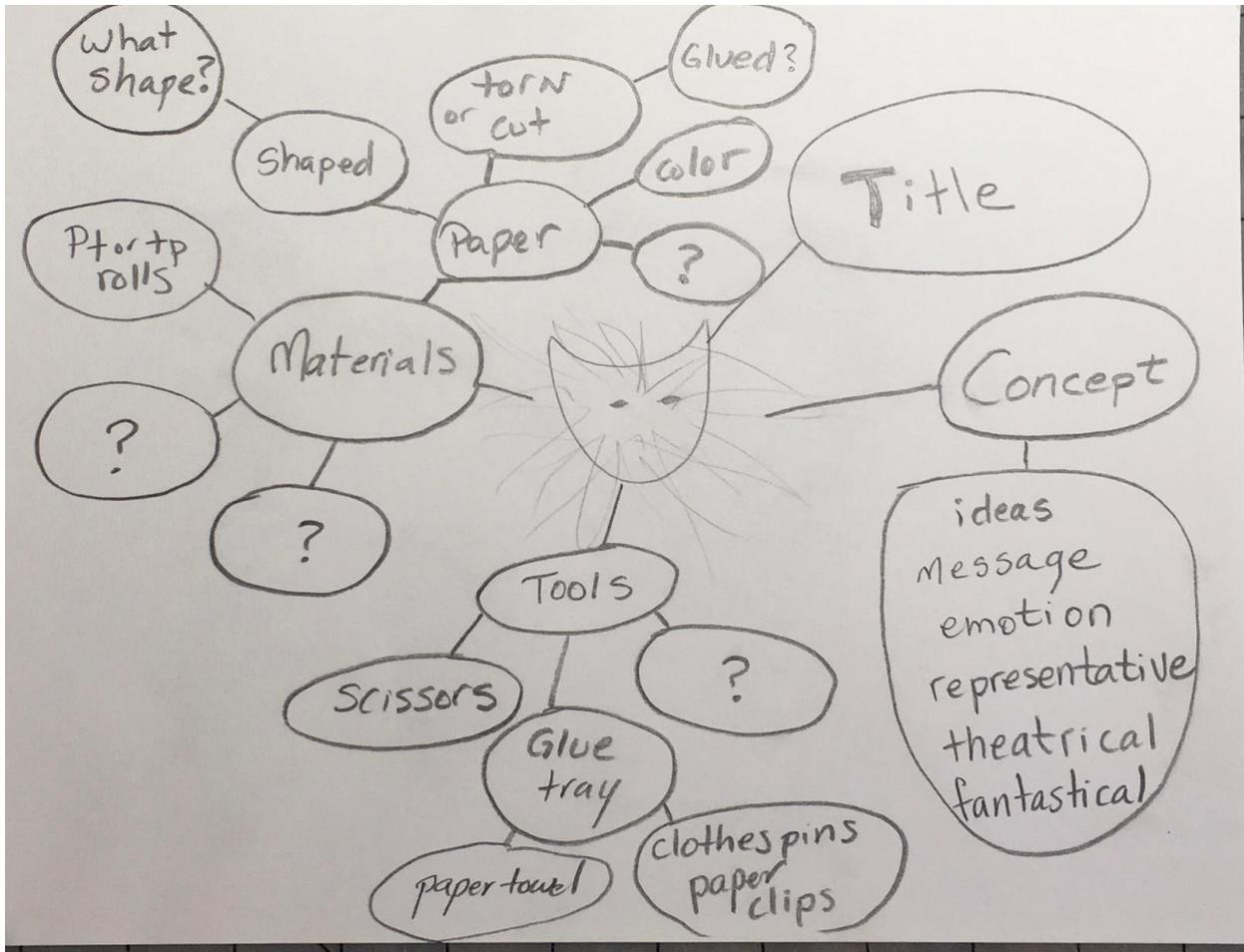
VA:Cr2.1.HSII
Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Suit made of sticks by Nick Cave, founder of Wearable Art

Sound Suit by artists Nick Cave

A hand-drawn concept/mind map with the following bubbles:

- What shape?
- torn or cut
- Glued?
- Shaped
- color
- Title
- Ptor tp rolls
- Paper
- ?
- Materials
- Concept
- ?
- ?
- ?
- ideas, Message, emotion, representative, theatrical, fantastical
- Tools
- Scissors
- ?
- Glue tray
- paper towel
- clothes pins, paper clips

Student Self-Assessment Masquerade Masque

Name_____Period:_____

Exceeding: I rocked this paid attention to the objectives and my own creativity to create this Masque, while pacing myself on time.

Meeting: I worked well and paced myself in order to finish on time.

Approaching: I was not as organized or focused on the Masque project as I wanted to be.

Beginning: I am still working on my masque and have yet to complete and turn in.

1. If I were to recognize my own work efforts during this masque project, it would be:
    (circle one)

         Exc   Met   App   Beg

2. Did you have a clear image of the final outcome? Explain please.

    _____
    _____

4. How close is your final Masque to your initial plan or what you saw in your mind's eye?

    _____
    _____

5. Did your Masque evolve as you worked on it? Did it change as you added to it, or morph into something other than you had planned?

    _____
    _____

6. How far did your design extend beyond the edges of the masque?

    _____
    _____

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7. Did you find inventive ways to add sculptural features? If so, what was that?

_____

_____

8. Would you say that your design is representational (more realistic), or abstract? Is it a combination? Please explain.

_____

_____

9. I would love to know what you would do differently if you had to start this masque project all over again. For example, maybe you created a second masque either for Halloween, or for one's self? Would you plan your time differently or use different products, based upon how this Masquerade Masque project went for you? Please explain.

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_____

_____

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