

# Reflection Masks - History

**Grade** 7-8  
**Level:**

**Subject:** Art

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**By:**

<p><b>Overview &amp; Purpose</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Students will identify cultural ideas expressed in artworks relating to social, political, and environmental themes</li> <li><input checked="" type="checkbox"/> Students will analyze artwork to form conclusions about formal properties, historical and cultural contexts, intents, and meanings.</li> </ul>	<p><b>Education Standards Addressed</b></p> <p><b>TEKES</b> §117.38. C -8.3 (a, b) §117.38. C -8.4 (a, b)</p>
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<b>Teacher Guide</b>		
<p><b>Objectives</b> (Specify skills/information that will be learned.)</p>	<ul style="list-style-type: none"> <li>- Students will view short film presentation on mask making</li> <li>- Students will have a group brainstorming session, discussing various traits and concepts behind masks (visually presented via the bulletin board).</li> <li>- Students will discuss self-reflection and learn to translate personal style to the construction of their own masks.</li> </ul>	<p><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Film Strip</li> <li><input checked="" type="checkbox"/> Notes on Film</li> <li><input checked="" type="checkbox"/> Visual Aids</li> <li><input checked="" type="checkbox"/> Sketch paper</li> <li><input checked="" type="checkbox"/> Pencils</li> <li><input checked="" type="checkbox"/> Masking tape</li> <li><input checked="" type="checkbox"/> Plastic covering</li> <li><input checked="" type="checkbox"/> Newspaper</li> </ul>
<p><b>Information</b> (Give and/or demonstrate necessary information)</p>	<p>Students will view film discussing masks and interpretive meanings, as the second portion of their mask making unit. During this second part, the history of masks will be discussed, and the interpretive qualities used to create masks for ceremony or drama. These ideas will be enhanced during group discussion following the film strip. These ideas will be used to enhance their own understanding and assist in further developing their clay masks for the unit. Students will receive a handout that includes a copy of the questions posed during the discussion, and will be encouraged to incorporate noted design elements in the construction of their personal masks.</p> <p>(See attached notes for detailed information on film strip and detailed questions to guide the brainstorming session, following the film.)</p>	
<p><b>Verification</b> (Steps to check for student understanding)</p>	<p>Questions will be asked throughout the lesson to check for understanding. These questions also allow students to figure out the clay process through logic or previous knowledge.</p> <ul style="list-style-type: none"> <li>- How does the intended use of a mask affect the structure and design elements used in its creation?</li> <li>- How can visual art elements be used incorporated to ensure the mask relates its purpose, feeling, or story to the viewer?</li> </ul>	<p><b>Other Resources</b></p> <ul style="list-style-type: none"> <li>- Visual Aids, using film strip and bulletin board</li> <li>- See corresponding lesson plan on Reflection Masks</li> <li>- History and Film Reel notes attached</li> </ul>
<p><b>Activity</b> (Describe the independent activity to reinforce this lesson)</p>	<p>After watching the filmstrip on masks, students will gather together to view example masks on the bulletin board. They will discuss the different techniques used to create the masks, as well as the effect created by the implementation of different design elements to produce a cohesive narrative object for ceremony, dramatic interpretation, or decorative uses. These concepts will assist in their own mask-making projects for the unit.</p>	
<p><b>Summary</b></p>	<p>Students will continue the planning stages, using information from the demo, film strip, and discussion session to create their own identity through the art of maskmaking. This lesson plan is to be taught with the reflective mask-making lesson plan (by Karen Koop) to enrich the process of creating a clay masks with a historical reference in design elements.</p>	<p><b>Additional Notes</b></p>