

You plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson. Gather information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what they know and what they will need to know to be successful.

Assessment: *to be done prior to teaching your lesson.* Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

- What is art vocabulary? (pattern, shape, repetition)
- How do we cut and paste using glue properly?
- What is a mask?

Students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and act about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

Traveling around the world looking at masks of different cultures. While viewing many different examples, your job is to think about the most interesting designs you observed. Once you arrive back home, you will create a mask that shows what you experienced and saw. You will create your mask using the design that was most interesting after viewing many different examples of artist's masks.

Concepts students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Imagination, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

Enduring Understanding (s): Enduring understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two concepts but also demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

rt about the world around them

All lessons should address all standards.)

Learn to **Comprehend**

and Critique to **Reflect**

Discover to **Create**

Connect to **Transfer**

Outcomes/Learning Targets:

Describe a learning experience with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning
numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Nur
or Technology)

Students will be able to discuss what they see using art vocabulary (color, shapes, repetition...)

yzing

transfer

and viewers contribute and connect to their communities

Art Culture

, compare and justify that the visual arts are connected to other disciplines, the other art forms, social activities, mass media, and careers in art and nc

value of visual arts to lifelong learning and the human experience

Students will be able to cut and paste materials properly

ing

ate

two- and three-dimensional works of art based on personal relevance

Tools and Materials

ze, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research

uild appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive featur

Students will be able to design a mask using color and shapes to create an interesting composition.

e

prehend

and viewers recognize characteristics and expressive features within works of art

Expressive features

, interpret, and make meaning of art and design critically using oral and written discourse

tion, students will be able to compare their mask's colors, materials, shapes, and artistic choices with their peers

zing
ect
nterpret connections to the stories told in and by works of art

Reflection
ze, demonstrate, and debate the place of art and design in history and culture

tration, SWBAT Investigate different design arrangements to find an interesting composition

yzing
ate
wo- and three-dimensional works of art based on personal relevance

Ideation
ze, interpret, and validate that the creative process builds on the development of ideas through a process of inquiry, discovery, and research
uild appropriate mastery in art-making skills using traditional and new technologies and an understanding of the characteristics and expressive featu

n:
ically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for
fficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive
t still meet the objectives.

: s for students to access ltiple modes for student to anding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students having trouble cutting or gluing can receive extra teacher help	Students can verbally discuss what similarities they masks
depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	More complex shapes and materials will be available for students use	Students can be asked for deeper comparisons wher each others works

ocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all mat.**

aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (l by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**



2.



3.

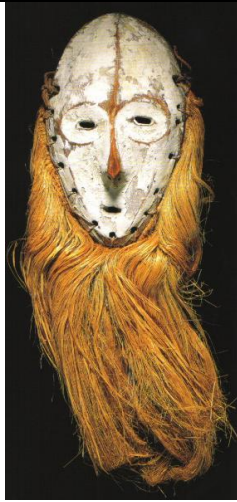


4.





6.



img.com/736x/cd/f1/92/cdf19252c4c8eb3fc2ba798596ba3f54--masks-art-paper-animals.jpg

img.com/236x/4a/ec/1a/4aec1a62412e4a0ef055a661b99c7a45--henri-art-lessons.jpg

en.wordpress.com/2014/10/13/balinese-masks-designs-the-mask-traditional/ - *Balinese* masks made from wood material

www.pinterest.com/pin/453667362445622251/ - mexico Aztec Warrior stone Mask.

fricacurio.com/12-african-masks-from-east-and-west-africa – From painted white. This African mask represents the spirit of ancestors. The Gabon people use it during celebrations and festivals.

arthistory.si.edu/arctic/features/yupik/slide01.html - Yup'ik people of Alaska have created beautifully expressive masks for their traditional dances and ceremonies.

[collective.com/newcolonial/Chinese-Dragon-Mask](https://www.collective.com/newcolonial/Chinese-Dragon-Mask) – Chinese dragon mask representing bringer of rain and bountiful harvests

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- materials available
- storage containers/hot glue gun station
- workspace divided and accessible
- resources available at each table

out the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

and scissor safety

Private/Inquiry Questions:

you will begin the lesson to **stimulate student's interest**. How will you pique their curiosity and make them interested and excited about the lesson?
Questions will you pose? Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

be shown images of masks from different cultures and some 'fun' mask designs.
color/shapes/materials/expressions do you see in the images



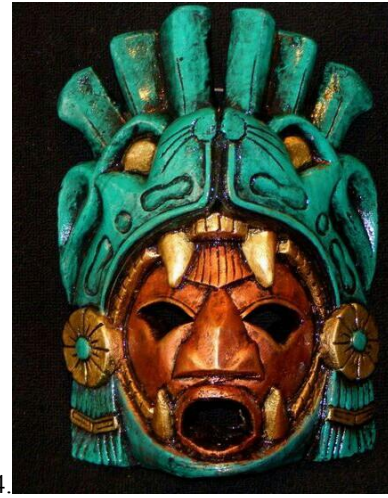
2.



3.



4.





6.



7.



img.com/736x/cd/f1/92/cdf19252c4c8eb3fc2ba798596ba3f54--masks-art-paper-animals.jpg

img.com/236x/4a/ec/1a/4aec1a62412e4a0ef055a661b99c7a45--henri-art-lessons.jpg

en.wordpress.com/2014/10/13/balinese-masks-designs-the-mask-traditional/ - Balinese masks made from wood material

7.pinterest.com/pin/453667362445622251/ - Mexico Aztec Warrior stone Mask.

fricacurio.com/12-african-masks-from-east-and-west-africa – From painted white. This African mask represents the spirit of ancestors. The Gabon people use it during celebrations and festivals.

arthistory.si.edu/arctic/features/yupik/slide01.html - Yup'ik people of Alaska have created beautifully expressive masks for their traditional dances and ceremonies.

www.collective.com/newcolonial/Chinese-Dragon-Mask – Chinese dragon mask representing bringer of rain and bountiful harvests

Inquiry:

creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visualized and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

observe the mask images via PowerPoint. They will discuss the masks' uses color/shapes/materials/expressions.

be shown demonstrations of you to use collage items and cut shapes from the foam.

Account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skill include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Action - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)	Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND	Time
<ul style="list-style-type: none"> PowerPoint Presentation https://docs.google.com/presentation/d/1zoT7InK6KSYmEWSCSpO60BHw4dJGAbMqY7B0KoWVJG0/edit - SLIDE 1-6: Ask where students think the mask is from? - What colors do you see? - Do you see any shapes or patterns? - How does the mask make you feel? Why? - SLIDE 7-8 (more 'fun' masks) - Ask about colors and shapes. 	<p>Clarifying and analyzing the meaning of words or phrases</p> <p>Questioning deeply Listening critically</p>	<p>5 min</p> <p>5-10</p>
<p>Demonstration how to cut foam safely and glue</p> <ul style="list-style-type: none"> - Two stations will be set up so students can observe demonstrations. - Example mask will be created - Demo will show how to cut the 'hair/top' part of the foam mask, (don't cut too much off - keep mask shape) - How to cut shapes to use - How to arrange shape ideas and how to glue shapes onto the mask. (glue will be in containers in center of the table with paintbrushes for students to use.) - Can have final mask to show that additional materials will be used later 	<p>Listening Critically</p>	<p>5 min</p>
<p>Students find seats and work on masks.</p> <ul style="list-style-type: none"> - Students will come up by table and pick colors of foam from layed out choices. - Different colored foam pieces will be at each table 		<p>15 m</p>
<p>Students will observe another demonstration on how to use other found objects that will be placed at their tables.</p>	<p>generating or assessing solutions</p>	<p>5 min</p>

discuss what they see using art vocabulary (color, shapes, repetition...)?

cut and paste materials properly?

design a mask using color and shapes to create an interesting composition?

compare their mask's colors, materials, shapes, and artistic choices with their peers?

investigate different design arrangements to find an interesting composition?

- Students discuss what they see using art vocabulary (color, shapes, repetition...)
- Students cut and paste materials properly
- Students design a mask using color and shapes to create an interesting composition
- Students compare their mask's colors, materials, shapes, and artistic choices with their peers
- Students investigate different design arrangements to find an interesting composition

✓+ Above expected level, very creative, very experimental using materials, above average skills, artwork expresses an emotion

✓ At expected level, creative, experimented with materials, average skills, artwork mostly expresses an emotion

✓- Below expected level, not creative, uses minimal materials, basic skills, artwork does not express an emotion.

Reflection: *When is concluded* write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what level of achievement? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

Lesson on masks and introducing a new exploration with collage items, scissors, and glue. The students were asked to make a mask using foam and other materials. We started the lesson with a PowerPoint showing examples of ornate masks from different parts of the world. We also broke the lesson up into 'parts' with the first part being a base foam layer and cutting shapes from different foam pieces to glue on. Then after students worked a bit, we did a second demo and showed them their own masks.

Reflection: Of the first lessons I felt that the students were so engaged that the noise level was low. I think the foam and collage items were things that they enjoyed. Their own shapes and design their own mask using these items was exciting to them and what helped lead to more engagement and success in the lesson. I would do differently.

Next time I think I would cut the beginning PowerPoint shorter. They liked the images and there were some cool examples, but things got a bit repetitive with their own masks. I would rather have given them more mask making time and cut out one or two images and what we discussed about them. That could have helped that they could've had to keep working since they went right up until the very end.

ude all handouts, prompts, written materials, rubrics, etc. that will be given to students.