

Unit: ***Masked Identity***
Lesson Plans for the Week of _____

Grade Level:

Objectives	Procedures/ Curriculum	Materials	Evidence of Learning
<p>Big Idea : Personality and Identity</p> <p>Essential Question: How might mask-making allow artists to represent their own personalities through their art?</p> <p>Objectives: Students will represent an aspect of their <i>persona</i> through Greek-inspired mask-making in clay.</p> <p>Vocabulary: <i>Persona /Personality</i> <i>Identity</i></p> <p>Standards: <i>National Standards</i> 1: Students: a. know the differences between materials, techniques, and processes b. describe how different materials, techniques, and processes cause different responses c. use different media, techniques, and processes to communicate ideas, experiences, and stories d. use art materials and tools in a safe and responsible manner <i>State Standards</i> 9.1.12A: Know and use the elements and principles of each art form to create works in the arts and humanities. 9.3.12A: Explain and apply the critical examination processes of works in the arts and humanities</p>	<ul style="list-style-type: none"> • Hook: Students enter, and observe images of masks on the overhead, representing different emotions. They are asked to write down what emotion or personality might correspond to what number mask • The class discusses the results, and reflects on what elements of the masks make one type of personality stand out more than another • Teacher leads a discussion on masks as the Latin <i>persona</i>, and introduces the idea that masks can be used to represent parts of an individual's persona, or personality • The teacher shows a brief PowerPoint on the use of masks in Greek theater to show identity and personality • Students are asked to brainstorm 3 positive words that describe themselves and their persona (e.g. thoughtful, happy, active) • Teacher has images of Greek-inspired theater masks on overhead rotating as references, while students brainstorm and sketch on the planning document • While brainstorming, the teacher will prompt students to consider the following: Why is this an important part of your persona? Why have you chosen to represent this part of your personality? How might you represent this quality of your persona in mask-form • With their plan approved, students will follow a teacher demo on using a slump mold in the general shape of a face as a base for their mask-making in clay • Students will glaze their masks, upon completion of clay construction • With pieces complete, the teacher will lead a class critique on students' final pieces, where students will wear their masks and act out the part of their persona that is represented through the mask 	<ul style="list-style-type: none"> • PowerPoint • Greek-inspired mask images • Planning document • Clay • Clay tools • Mask slump mold • Glaze 	<ul style="list-style-type: none"> • Citizenship checklist for participation (point sheet) • Check planning document • Student reflection • Class critique