**Art Education Six-Point Lesson Plan Template**    
Lesson: African Masks of the Congo

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| Lesson Title: African Masks of the Congo (January 29, 2020) |
| Essential Standards:  K.V.3.2 Use a variety of media to create art.  1.CX.1.1 Recognize how visual arts used in the customs and traditions of various cultures. |

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| **Activity** | **Description of Activities and Setting** | **Time** |
| 1. Focus and Review | Before beginning instruction, we will play a video of a traditional Congo dance. This will give the students a visual of the masks being used in culture practice. | 4 min |
| 2. Statement of Objective  for Learner | Students will be able to provide knowledge about Congo masks and their importance in African culture. | 1 min |
| 3. Teacher Input | At the beginning of the lesson, we will go over where the Congo is located on a world map and some interesting facts found about the country. Then we will dive into what masks are typically made of, why do people create them and what are the contents of various masks and their meanings  *. Masks are created using an array of different materials like metal, stone, wood, shells, fabric pottery, paint, and more. Each mask has special qualities that make it spiritual or religious which may be used during dances or ceremonies. Often the mask maker and wearer have special statues. When one puts on the mask they lose personal identity and become the spirit the mask is meant to invoke. Common subject matters are women, animals, and ancestors.*  After this introduction, we will be helping the students create their own masks out of various materials. We will direct them with examples and give them ideas of what they can do with the various materials to create facial features for their own masks. We will establish safety rules for hot glue and scissors.  **Key Concepts:**  **Ritual**: a ceremony consisting of a series of actions performed according to a prescribed order.  **Tradition**: Beliefs being passes on to each generation  **Spirit:** also known as a soul, is the internal and emotional part of yourself that makes you who you are | 10 min |
| 4. Guided Practice | Show the students an example of a mask made before class and review steps to create it. Students will be asked to create a human featured mask to focus their attention on one subject matter rather than trying to spend time on what animal they wish to create. | 5 min |
| 5. Independent Practice | Students choose their subject matter and create a mask that evokes that representation of a human. | 35 min |
| 6. Closure and Clean Up: | Ask each student to share what they made with a partner and how it fits with the lesson taught at the beginning of the class period. Students will clean up each of their tables before the end of the class period. | 5 min |
| Assessment Methods of  all objectives/skills: (Include any modifications) | * Completion of the project * Students will complete an exit ticket before leaving the classroom that asks specific questions related to the lesson. | |
| Directed Questions for Discussion:  Can anyone give me an example of what kind of ceremonies we take part in? | | |
| Modifications to Support Varied Learning Needs: Pre-cut cardboard materials are available for easy access, as well as the inclusion of multimedia objects like CD disks, bottle caps, and shape templates. | | |
| Materials/Technology/References:  <https://laii.unm.edu/info/k-12-educators/assets/documents/maskmaking-art-and-culture/shape-masks.pdf>  Construction paper Cardstock (if available, will make the ‘headband’ more durable) Masking tape Stapler Paint String or yarn Crayons and markers Scissors Materials for decoration: pipe cleaners, yarn, shredded paper, felt, sequins,, ribbon, cotton balls, string or sticks (depending upon how students will wear the mask), etc. | | |
| Reflection on the lesson: | | |