LONGWOOD ⊜
U N I V E R S I T Y

Longwood Center for the Visual Arts
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Professional Development Teacher Workshop
Power and Beauty: New in the African Art Collection
October 5th, 2012

Lesson: *African Mask: A Research Inspired Art Project*
Grade Level: Advanced Art I

Goals	Virginia Standards of Learning	
TSW use their sketchbook to take notes, make thumbnail sketches and write and artist statement.	AI.1	The student will maintain a sketchbook/journal of ideas and writings to use as a resource and planning tool.
TSW describe their chosen culture and mask, as well as be able to describe their own piece of artwork using appropriate art vocabulary in speaking and in their artist statement.	AI.13	The student will describe works of art, using appropriate art vocabulary
TSW describe the functions, purposes and meanings of their chosen and made masks	AI.17	The student will describe and analyze the function, purpose, and perceived meanings of specific works of art studied.
TSW talk about the who, what, and why of their chosen culture and mask.	AI.31	The student will speculate on the intentions and choices of those who created a work of art
TSW use print, electronic databases, onlines resources, and other media to access information on their chosen culture and mask to use in creating their own mask.	English SOLs 9.8	The student will use print, electronic databases, online resources, and other media to access information to create a research product.

Supplies and Materials:
- Computer or Library access
- Sketchbook
- Materials for papier-mâché (Newspaper, Art paste)
- Acrylic Paint and brushes

- Items for mask decoration (shells, beads, raffia, etc.)
- Glue or Hot glue for attaching decorative items

TEACHER AND STUDENT PROCEDURE

TIME	TEACHER PROCEDURE	STUDENT PROCEDURE
MIN **1 class period**	For the first class period take the students to the library or computer lab so they may do research on African masks. (You may want to prep with your librarian so they may have time to obtain books or prepare guides for helping your students find accurate information online.)	Students should use their sketchbook to take notes and make thumbnail sketches of African masks they are inspired by. Ultimately they should pick one culture and mask to learn and write about to use as their own inspiration for their mask.
2ⁿᵈ class period	Facilitate classroom work time.	Students will use the class time to take what they learned from their culture and chosen mask to create their own personal mask. They will work from their sketches to create the papier-mâché masks.
3ʳᵈ class period	Facilitate classroom work time	Students will continue to work on their inspired masks. Many masks may still be drying so they should use their time to start writing their artist statement on their research and how they applied their learning to their piece.
4ᵗʰ class period	Facilitate classroom work time	Students should be painting and decorating their masks to be descriptive of themselves, their personal lives, their cultures and traditions etc. Homework: To finish their artist statement
5ᵗʰ class period	Facilitate classroom critique and discussion of students masks	Students will present their finished mask by wearing their mask, then describing how their chosen culture and mask inspired them. They should also be able to explain how

OR		they showed their culture on their own mask.
5th class period	Facilitate classroom work time	Students may need an extra day to work on their masks.
Possible 6th class period	Facilitate classroom critique and discussion of students masks	Students will present their finished mask by wearing their mask, then describing how their chosen culture and mask inspired them. They should also be able to explain how they showed their culture on their own mask.

Resources:

- "Where in Africa?" : A PBS teachers tool.
  - http://www.pbs.org/teachers/connect/resources/931/preview/

- http://www.africanart.org/index.php

- http://youtu.be/aBmPota4tpU

- http://www.artyfactory.com/africanmasks/index.htm