Service Learning Lesson Plan

Title: Decorating Plaster Masks Group/Date: Cooper House, April 11, 2016

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| **Lesson Idea and Relevance:** What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background? | * Students will learn how to decorate and embellish their masks
* It will be exciting for them to continue working on pieces they’ve already started, and it continues the theme of surface decoration from glazing pottery.
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| **Essential Understanding (s):** What are the “big ideas”? What specific understandings about them are desired? | **Essential Question (s):** What provocative questions will foster inquiry, understanding, and transfer of learning? |
| 1. Artists make decisions when planning and making art that can change how the art is perceived and interpreted.
 | 1. Why would an artist change their plan after starting a piece?
2. Why would an artist make a mask or any work of art?
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| **Outcomes - Students will be able to...**What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches?**Students will be able to** |
| 1. Students will be able to discuss mask decorations from different cultures
2. Students will be able to explore different materials and decorate their masks with them
3. Students will be able to use decoration to alter or emphasize the form of their masks
4. Students will be able to explain why they chose to decorate their mask as they did
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| **Student Reflective Activity**: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning? | **Assessment Instrument (s):** By what criteria will “performances of understanding” be judged? |
| “Artist Discussion”The students will share their masks, explaining:* How they decorated the mask
* What this adds to the masks’ aesthetic
 | * Exceeds expectations: Student decorates mask, finding innovative uses for materials, and explains how the decoration relates to the form of the mask.
* Meets expectations: Student decorates mask and explains how they decorated it.
* Developing: Student decorates mask, but decoration doesn’t relate to the purpose or form of the mask, and they do not answe the Artist Discussion questions.
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| **Pre-assessment:** How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)? |
| 1. What is the purpose of a mask?
2. How can the decoration add to or change the shape of the mask?
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| **Motivation:** How will you hook all students and hold their interest? | **Ideation:** How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work? |
| Show the students their finished pottery and pictures of themselves working last time, Show examples of masks (physical if possible) | * Discussions before and after the project
* Creating sketches of their ideas
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| **Procedures:** How is the lesson organized to maximize initial and sustained engagement as well as effective learning? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? Include literacy and numeracy? |
| 1. Greet students
2. Review last lesson and discuss students glazed pots (10 minutes)
	1. Ask: How did your piece turn out?
	2. Did the colors come out the way you expected?
	3. How did the colors mix and change?
	4. Show pictures from blog to remind them how the pieces looked pre-firing
3. Intro activity/discussion about mask decoration (10 minutes)
	1. Ask essential pre-assessment questions:
		1. Ask students: Have you ever decorated a mask before?
		2. Have you ever decorated something with paint?
		3. With glued-on objects?
		4. How can the decoration add to or change the shape of the mask?
	2. Discuss examples of masks
		1. Attributes of each and uses
		2. Show examples of unusal/creative masks from different cultures that demonstrate artists’ intentions-to transform the face, decorate a wall, or create a character, etc.
			1. Why would an artist make a mask or any work of art?
			2. Why would an artist change their plan after starting a piece?
			3. When do people use masks? How does the use impact the appearance of the mask?
		3. Talk about ways to create interesting textures/surfaces
			1. invite students to explore the materials
4. Prompt students to create a surface design for their mask. (50 mins)
	1. Create 2-3 sketches for surface design ideas
	2. Help students brainstrom ideas for, and plan, their mask
		1. What colors do they like?
		2. What textures are they interested by?
		3. Do they want the decoration to hide to mask structure or emphasize it?
	3. Students decorate their work based on their sketches/ideas
5. Additional activity (for students who finish early): collages
	1. Have table set up with magazines, paper, scissors, glue, and examples
	2. As students finish, explain collage to them individually
		1. Ask them if they’ve made a collage
		2. show them the examples, and explain how to make a collage
		3. prompt them to pick a theme or scene and cutt out images that relate to that
6. Regroup to discuss and share everyones’ art - Artist Talk (10 minutes)
	1. Ask students:
		1. How they decorated the masks
		2. What this adds to the masks’ aesthetic
7. Clean up (10 minutes)
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| **Materials and Resources:** What is needed to complete the learning plan? **List materials and resources in a bulleted format.** |
| * Masks
* paper
* pencils
* Aprons
* Paintbrushes
* Paint
* water cups
* Glue
* scissors
* Feathers, string, fabric, buttons, etc.
* Magazines for collage station
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| **Preparation and Safety:** What do you need to prepare for this experience? What safety issues need to be addressed? **List steps of preparation and safety in a bulleted format.** |
| * Set up materials beforehand
* Have students’ glazed work set out before hand
* Provide gloves for students who don’t want to get their hands dirty
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| **Accommodations:** How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access** (Resources and/or Process) and **Expression** (Products and/or Performance)?  |
| * Demonstrate and explain the process slowly to make sure everyone understands
* Maintain a relaxed environment- encourage students to explore and play
* Provide an extra activity for students like Aaron, who tend to finish quickly
* Provide textured objects for Abby to decorate her mask with
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