

Community Art Education – Project/Lesson Plan

The Many Faces of Community

Activity 1:

Art Educator	Thomas Shortliffe	MEQ COMPETENCIES	
Location	Côtes-des-Neiges Black Association	COMPETENCY #1 “CREATES PERSONAL IMAGES”	✓
Population	10-14 participants black youth participants aged 6 to 12, 4 boys, 10 girls from various ethnic and socio-economic backgrounds.		
Session	The current activity will take place over one session of two hours and will occur within the context of an art education program implemented over the course of every Saturday from 12:30 to 2:30 for 10 weeks except thanksgiving week-end, for a total of 20 hours. There is also a total of approximately 10 hours of preparation work included throughout the program, including 1 hour preparation for the mask activity.	COMPETENCY #2 “CREATES MEDIA IMAGES”	✓
		COMPETENCY #3 “APPRECIATES WORKS OF ART”	✓

RATIONALE—what are the needs of your group—What is the role of art with your group of participants?

Objectives	<p>Students will learn about masks from African and Japanese cultures. Students will be placed in a position to apply the following knowledge as per the Minister of Education Sports and Leisure outline of the applications of knowledge under the three competencies: 1) <u>To produce individual works in the visual arts</u>: a) Looks for an idea related to the stimulus for creation while consulting sources of information. b) Shares significant aspects of his/her experience with transforming gestures and elements of visual arts language. 2) <u>To produce media works in the visual arts</u>) : a) Looks for an idea related to the stimulus for creation of media works, taking the intended viewers into account and referring to sources of information. b) Uses transforming gestures that convey his/her idea to the intended viewer. c) Uses the following ways of organizing space based on the intended viewers: enumeration, juxtaposition, repetition and alternance. 3) <u>To appreciate works of art, traditional artistic objects, media images, personal productions and those of classmates</u>: a) Observes the organization of elements in a two- or three-dimensional space: enumeration, juxtaposition, <u>repetition</u>, alternance. b) Names an element in the image that elicited an emotion, feeling or impression.</p>
Materials	Materials include readymade masks prototypes, scissors, glue sticks, markers, brushes, construction paper, gouache paint, hot glue gun, string, yarn and straw, tissue paper and acrylic glue for collage.

Equipment	Facilitators need to arrive with the mask prototypes which are blank white, readymade heavy paper supports upon which participants can project personas with the materials provided. This material will be laid out on a dedicated materials table after the instructions phase.	
ACTIVITY PROCESSES		TIME
Motivations	<p>Participants will be exposed to the following internet links in an effort to motivate them in the creative phase. Links on African masks: http://en.wikipedia.org/wiki/Traditional_African_masks and Google search page for: African masks</p> <p>Link to Japanese masks: http://www.flickr.com/photos/pointyp/6926817258/in/photostream/</p> <p>Students will be asked to recall previous mask making experiences and asked to envision what kind of emotion they want to represent. Will your mask be happy, funny, sad, angry, mean, kind? Students will be invited to notice that African masks traditionally represent the themes of animals, feminine beauty, warriors and ancestors. Such examples will be illustrated.</p>	10 minutes
Media Exploration	<p>Students are already familiar with the tools which will be available to them. Since we will have only one session to complete this activity, a brief sketch of the mask with colour crayon and paper will be carried out before hand. Students will be asked to recall previous mask making experiences and asked to envision what kind of emotion they want to represent. Will your mask be happy, funny, sad, angry, mean, kind? This exploratory work will help to enable visualization of the mask and greater mastery over the final product. Students will be reminded of the typical themes of African masks such as themes of animals, feminine beauty, warriors and ancestors.</p>	15 minutes
Art Making	<p>Students will incorporate memory of previous mask making experiences with imagination and observation based on the motivational material presented in the motivation phase. Students will work individually and student teachers will be on hand to assist with the technical aspects of the mask making. Students will be sitting in groups of 3-4 at the 3 long tables available for them, while materials will be placed on the 4th table for their use.</p>	
Procedure	<ol style="list-style-type: none"> 4) Exploratory sketch will is used as model for 3D mask. 5) Participants will be asked to gently retrieve materials from the materials table. Educators will dispense paint and smocks. 6) Children will render their mask ideas with the materials provided, onto the mask template. 7) Conclusion of creative phase with a 10 and 5 minute 	60 minutes

	<p>marker/countdown to completion and cleanup phase.</p> <p>8) Clean up and display of artwork on work tables. Masks will be stored in the "self-boxes" which were made 2 weeks ago and which have already been stored in a secure location.</p> <p>9) Gallery walk and response involving appreciation of works of art.</p> <p>10) Closing remarks, comments.</p>	
Clean up	<p>As this group presents with high social needs and low discipline, strategies need to be in place to ensure compliance with clean up procedures. Clean-up timer will be verbally set at the 10 minute mark, 5 then 2 minute mark and final reminder with a 3-2-1 second countdown. Myself and two assistant educators will be responsible for reinforcing positive clean up behaviour and minimizing the impact of poor performance in during the clean up phase. 2 helpers, probably the boys with the poorest clean up performance will be chosen as "responsible" for tasks like collecting and storing scissors and glue while the rest of the group has previously and consistently demonstrated sufficient autonomy to ensure that the rest of cleaning takes place. Masks will be stored in the "self-boxes" which were made 2 weeks ago and which have already been stored in a secure location.</p>	15 minutes
Response to Art	<p>Following a brief gallery tour of the work displayed one of the tables a "round-table" type of discussion ensues. Questions such as: "does anyone want to share comments about their mask?" "If your mask could speak, what would it say?" "Is your mask like you or different from you in any special way?" Participants will also be invited to comment on the masks of their co-participants through questions such as: "did this artist use any of the tools used by the artists we showed you in the beginning, such as <i>repetition, juxtaposition or alternation</i>?" "</p>	20 minutes
Closure	<p>Students will take away a new or evolved understanding of what African and Japanese masks have traditionally been made to look like. Knowledge of what was taught can be made evident through the use of language related to the visual arts. If students can demonstrate verbally or non verbally that they have understood the concepts of repetition and alternation in their comments or their productions then there will be evidence that those technical concepts have been transmitted. Some students are expected to produce masks which do not in any way emulate the examples provided. Yet these students may be able to comment on the masks of others and in so doing, demonstrate and acquired knowledge of the technical terms. Students will also have gained some experience with communicating emotion through manipulation of facial expressions and use of materials for mask making.</p>	

BIBLIOGRAPHY / RESOURCES

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http://www1.mels.gouv.qc.ca/progressionPrimaire/artsPlastiques/index_en.asp?page=utiConnaissances

Traditional African masks. (2013, October 15). *Wikipedia*. Retrieved October 23, 2013, from http://en.wikipedia.org/wiki/Traditional_African_masks

"Japanese masks." *Flickr*. Yahoo!, n.d. Web. 23 Oct. 2013.
<<http://www.flickr.com/photos/pointyp/6926817258/in/photostream/>>.

General google image search for search terms: African + Masks

https://www.google.ca/search?q=african+masks&rls=com.microsoft:en-US&source=lnms&tbm=isch&sa=X&ei=0ItoUrLIN6PYyAH1zoCQCQ&ved=0CAkQ_AUoAQ&biw=1366&bih=643