

University of Mary Division of Education

Lesson Plan Format

Lesson: Masks in Culture

Grade Level: 1st Grade

Subject(s) Area: Art (and history)

Materials Needed:

- Slides on masks
- Masks
- Paper
- Glue
- Markers
- Various arts and crafts supplies
- Scissors

SStandards:

Standard 5: MERITS OF WORKS OF VISUAL ART Students understand the characteristics and merit of one's own work of art and the works of art of others.

4.5.1 Know various purposes for creating works of art.

4.5.2 Know that works of art can elicit different responses.

4.4.1 Know that visual art has both a history and specific relationship to various cultures.

Objectives:

Show students the importance of art in cultures, particularly the use of masks in societies throughout history.

Students will be able to create a mask of their own

Learning Activities:

To begin, students will be introduced to the concept of art being used in various mediums throughout history. Mr. Knudsen will show several slides highlighting the importance of creative expression through art, soon transitioning to masks and their importance to cultures both ancient and ascending. During this section, Mr. Knudsen will explain why masks are important and how they have been used throughout the years. Students will then be asked to create masks of their own to serve their own particular purpose. The masks will have a particular purpose and be built from scratch by the students. Each student will work on their mask, work on why their mask is a particular way, and then they will present their mask when they are done. The masks should have importance to the students, have purpose, and following the criteria of a typical mask (i.e. it should cover one's face).

Assessment:

As the students build their masks Mr. Knudsen will walk around the room and try to further explain the assignment to the students who may be struggling to comprehend the purpose of the assignment. He will be looking for how students problem-solve, how they decide on their masks' purpose, how they use their artistic mediums, and how well they stay on task. The lesson is more of a formative assessment than a summative one and will be an opportunity for students to develop their skills in art and creativity, utilizing their imaginative sides while honing them into a predetermined canvas (in this case, their mask).

Reflection:

Did the lesson go smoothly as planned? Could we add more to the lesson to make it captivating? Does the standard fit the lesson perfectly? Do other standards better match this lesson? Is this lesson a good way to introduce art history into the students' curriculum?

I appreciate the fact that you intent to teach an integrated lesson to connect History and Art. It is important to know the grade level intended before teaching it, because the scaffolding and teaching strategies vary from grade level to grade level. I approve the standards you are intending to use, but I wonder what percentage of mastery are you intending the students to achieve if the lesson is a 40-50 minutes lesson. The objective should be what the students will know, be able to do or create at the end of the lesson. In this case the objective is for you. I suggest re-wording it. For example 'the students will analyze the importance and use of masks in ancient cultures through the creation of their own mask, or something similar. The learning activities should be organized as bullet points for you to be able to easily follow them when teaching. I like the fact that you will start the lesson with a visual of the concept intended. You need to point out at the elements and/or principles of art in the masks, otherwise the lesson will be a History lesson with an activity. I need to see in the lesson plan the intended steps for you plan for the students to create the mask. Are you going to explain as a whole class and let them "loose" or are you going to work as a whole class in doing it step by step? Where are going to be the materials, I don't see the cleaning up procedures, the use of materials explained, etc. Do you anticipate any accommodations for struggling students? What if a student finish earlier than the others? In regards the assessment: What you mentioned is classroom management and working in one-on one or small group, but that is not an assessment. The mask should produce a summative assessment: the mask reflect the elements mentioned in the power point? Did the student use the elements and/or principles of art intended? You can provide some freedom in the creative part, but at the end the students must finish the mask and this has to cover your expectations.

1st grade standard- ^{1.} Art impacts and influences world cultures.
2. Art represents feelings. 3. Students use supplies in an appropriate way.

Caleb was able to incorporate several standards in his lesson! Students were interested and excited to share their own thoughts/ideas! The power point sparked interest and gave students a spring board for their own ideas. Caleb used visual and encouragement while helping guide the

activity. Allowed students the chance to display their creation in front of others.

Great job, Caleb!

Toni Massey-Wheeler