

Title: Metal Masks: “Rocking on Metal”

Grade Level: 4th Grade and up (can be adapted for younger students)

Goals:

1. TSW recognize that across cultures, masks serve many purposes including protection, identity, and transformation (PP3C, HC1B).
2. TSW recognize that masks can serve as important symbols of social concepts for a specific culture such as rites of passage, spiritual meaning, and ritual, social, status, identity, or job description (PP3C, HC1B).
3. TSW will gain experience with a variety of sculptural (3-D) techniques working with metal to create a mask (EP1C, EP1D).

Objectives:

1. TSW use aluminum metal to create a mask that symbolizes a rite of passage or social ritual in their own culture/society (PP3C, EP1C).
2. TSW use a variety of metal tooling techniques to create symmetrical and asymmetrical lines, geometric and organic shapes, and textures to create a metal relief masks (EP1B, EP1C, EP1D, EP2A, AP2A).
3. TSW write in sketch book and present to the class an explanation of their mask’s purpose and use (IC1A, HC1B).

Concepts and Vocabulary

- Masking is a tradition in nearly all cultures; artistic behaviors in the mask-making process can serve a number of social purposes related to the idea of transformation.

Embossing- to raise or represent (surface designs) in relief.

Textures- the way something feels or appears to feel.

Organic Shapes- an area enclosed by a line that have natural, less well-defined edges; leaf, cloud, puddle.

Geometric Shapes-an area enclosed by a line that have clear edges one achieves when using tools to create them; triangle, square, and circle.

Relief Sculpture- sculpture consisting of shapes carved on a surface so as to stand out from the surrounding background

Symmetrical Balance- the identical reflection of two sides.

Asymmetrical Balance- not identical on both sides.

Materials/Setups and teaching Resources

1. 8 ½” x 11” white drawing paper or newsprint paper
2. Pencils/Erasers
3. Aluminum 36’ thick, metal sheets cut into 8 ½” x 11”
4. Cloth
5. Permanent Markers (various colors)
6. Dull pencils or wooden sticks with dull point
7. Scissors
8. Images of masks from other cultures (West Africa, Hopi American Indian, Inuit/Eskimo) and information about the purpose these masks served.

Activities/Procedures

Day One:

1. Present mask images and discuss their purposes in the respective societies they come from. Make connections to social events and ceremonies in our own society.
2. Have students discuss what they think a relief sculpture might be. Go over definitions as a class discussion referring back to the mask images.
3. Ask students to create a unique mask that could be used as a symbol in a ceremony or event.
4. Students will create their mask design on the 8 ½ x 11 white drawing paper. Make sure the students are using the most of the space on the paper. Must be approved before moving on to next step.

Day Two & Three:

1. Review vocabulary. Before students move onto the metal, do a demonstration on how to emboss and tool the metal creating textures. Showing them to use a cloth underneath at all times. This helps in the tooling process. Demonstrate that you can emboss from the back to make shapes and spaces on their mask raise forward to create a relief.
2. When the students design is approved, staple their paper to the 8 ½ x 11 inch sheet of metal (one staple in top corners). Students will lay their metal on top of a piece of cloth. This helps in the tooling process. The students must have the cloth underneath at all times!
3. The students will use a dull pencil or dull wooden stick to go over their design on the white paper to transfer to the metal. Once all the lines have been traced, make sure the students check to see if their designs show up well on the metal before taking off the paper drawing.
4. Once their design is successfully transferred, the students will work to create textures and raised surfaces by embossing the metal (students may practice textures out to the side if space allows on their metal sheet). The more textures and raised surfaces the better.

Day Four:

1. Once the students get through tooling the metal, then the students will go in with permanent markers to color and create vibrant masks.
2. Once the students are finished putting color in their masks, they then cut out their masks using scissors (recycle scraps).

Day Five:

Students will present their masks and explain the purpose it is designed to serve.

Assessment:

1. Good craftsmanship (no bends or torn spots in the metal) and using a variety of textures.
2. Visual qualities/symbols of the mask consistent with its identical purpose.
3. Embossed surfaces to create a relief and use of color.
4. Written response in their sketch books of the mask's purpose and student presentation.

Adaptions: Certain IEP's or disabilities may use construction paper to create their masks or the glue on cardboard then aluminum on top to create the relief sculpture mask.

