



# JAMUM

Lesson Plan Template

<b>Teacher</b>	
<b>Grade/Subject</b>	<b>General Art</b>
<b>Lesson Title</b>	<b>Symmetrical Mask</b>

## Lesson Overview

Students will create a symmetrical line drawing inspired by traditional African masks, explore and discuss traditional masks and their cultural purposes, and identify and apply key terms through design.

## Suggested Standards

- VA.Cr1: Generate and conceptualize artistic ideas and work
- VA.Cr.2: Organize and develop artistic ideas and work
- VA.P3: Convey and express meaning through the presentation of artistic work
- VA.R1: Perceive and analyze artistic work

## Objectives

- Explore traditional African masks and their cultural purposes.
- Identify and discuss the use of line in traditional mask design.
- Create an original line drawing inspired by African masks with emphasis on symmetry and color symbolism.

## Assessment

- Pre-Instruction guided discussion questions
- Strategic questioning as a group during instruction
- Present and reflect on choices made during the activity (group talk, exit ticket, etc.)

## Materials

Images or replicas of traditional African masks, completed examples, construction paper, mark making and coloring materials, ruler, scissors, glue, recycled/scrap materials

## Introduction

- Ask students some ice breaker questions like:
  - “What do you think of when you hear the word mask?”
  - “What kind of patterns can you name?”
  - “Do you think masks serve a specific purpose?”
- Introduce the importance of masks and masquerades to African culture.
  - “Do you think masks serve a specific purpose? Can you think of any masking traditions?”
  - Masks are more than just static objects. They are worn by skilled performers in masquerade ceremonies as a means of spiritual, social, and artistic expression.

Instruction	Activity
<ul style="list-style-type: none"><li>• Show students' examples of traditional African masks like:<ul style="list-style-type: none"><li>○ Fang mask (Fang people &amp; Ngil Society, Gabon)</li><li>○ Bwoom mask (Kuba people, Congo)</li><li>○ Firespitter mask (Senufo people, Ivory Coast)</li><li>○ Hare mask (Dogon people, Mali)</li></ul></li><li>• Introduce or review important vocabulary words (Line, Symmetry, Pattern, etc.)</li></ul>	<ul style="list-style-type: none"><li>• Show an example of a finished piece.</li><li>• Have students select a sheet of construction paper.</li><li>• Walk students through the steps as they draw their own mask:<ul style="list-style-type: none"><li>○ Draw the symmetrical outline of their mask.</li><li>○ Divide the mask vertically.</li><li>○ Demonstrate different line types (straight, wavy, spiral, zig-zag, etc.) and how to mirror</li><li>○ the marks on both sides of the line of symmetry.</li><li>○ Use different line types to draw in facial features and decoration.</li></ul></li><li>• Ways to alter the assignment:<ul style="list-style-type: none"><li>○ Create a watercolor gradient to use as the base sheet.</li><li>○ Use crayons to draw the mask, then use watercolor for a wax resist piece.</li><li>○ Have students use oil pastels on a sheet of black paper for vibrant masks.</li></ul></li></ul>

## Reflection

- Students present their final masks to the class.
- Ask students:

- “What kinds of lines did you use?”
- “Does your mask have an expression? Did you plan that?”
- “What mask were you most inspired by?”

## Additional Resources