



AMUM

Lesson Plan Template

Teacher	
Grade/Subject	General Art
Lesson Title	Symmetrical Mask

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

- Show students’ examples of traditional African masks like:
 - Fang mask (Fang people & Ngil Society, Gabon)
 - Bwom mask (Kuba people, Congo)
 - Firespitter mask (Senufo people, Ivory Coast)
 - Hare mask (Dogon people, Mali)
- Introduce or review important vocabulary words (Line, Symmetry, Pattern, etc.)

Activity

- Show an example of a finished piece.
- Have students select a sheet of construction paper.
- Walk students through the steps as they draw their own mask:
 - Draw the symmetrical outline of their mask.
 - Divide the mask vertically.
 - Demonstrate different line types (straight, wavy, spiral, zig-zag, etc.) and how to mirror the marks on both sides of the line of symmetry.
 - Use different line types to draw in facial features and decoration.
- Ways to alter the assignment:
 - Create a watercolor gradient to use as the base sheet.
 - Use crayons to draw the mask, then use watercolor for a wax resist piece.
 - Have students use oil pastels on a sheet of black paper for vibrant masks.

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

--