



Masks and Symmetry

GRADE: 2 TIME: 1 session

Developed by John Lentine, Art Specialist



<p>KIT INCLUDES:</p> <ul style="list-style-type: none"> •lesson plan •various cultural mask examples •symmetry board •vocabulary board 	<p>MATERIALS:</p> <ul style="list-style-type: none"> •construction paper, 9" X 12" (assorted colors) •oil pastels •scissors •glue
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LESSON DESCRIPTION:
Students look at various examples of cultural masks, discussing symmetry and design. They then make their own symmetrical mask using paper and oil pastels.

<p>VOCABULARY: mask symmetry, symmetrical asymmetry, asymmetrical shape color 2-D, 3-D</p>	<p>ART ELEMENTS:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Line <input checked="" type="checkbox"/> Shape/Form <input checked="" type="checkbox"/> Color <input type="checkbox"/> Value <input type="checkbox"/> Texture <input type="checkbox"/> Space/Perspective 	<p>ART PRINCIPLES:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pattern <input type="checkbox"/> Rhythm/movement <input type="checkbox"/> Proportion/Scale <input type="checkbox"/> Balance <input type="checkbox"/> Unity <input type="checkbox"/> Emphasis 	<p>CONTENT CONNECTIONS: Social studies Math: symmetry</p> <p>THEMES: Cultural similarities</p>
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OBJECTIVES AND ASSESSMENT CRITERIA: Students will:

1. look at various examples of cultural masks and be able to identify if symmetrical.
2. follow directions while using their own ideas in design.
3. successfully transform a 2-D object into 3-D

PREPARE:

Collect and organize supplies for easy distribution.
For best student results, teacher should do the lesson before they teach it.

Note: Masks made on black paper often look very strong and show a lot of contrast. If you choose to have students make black masks, they can choose a color they used on the mask for mounting color.

ENGAGE AND EXPLORE:

Masks are common to cultures worldwide both in the past and present. These very different communities of people often use their masks for similar reasons. They are used to celebrate events, holidays, and unique cultural ceremonies. Ask students to name times, places and reasons people might wear masks.

Display the visuals of masks from different cultures. Lead students in a discussion of how these masks are different and how they are alike.

Explain the term symmetrical, using example such as butterfly, chair, etc.. Have students look at masks again and ask which are symmetrical. Use the symmetry visuals to help with this discussion.

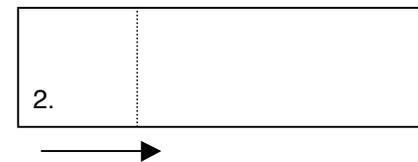
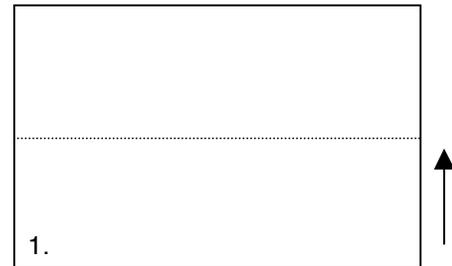
CREATE:

Pass out materials. Each student gets:

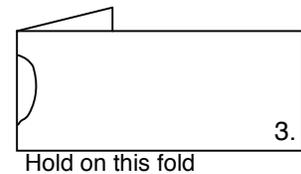
- Box of oil pastels
- 9 X 12" black construction paper
- Scissors

Steps:

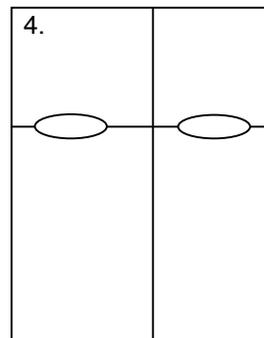
1. Fold the paper the 'hot dog' way:
2. Fold one end in about 3-3.5" as shown.



3. Students should hold the long fold and cut a 'bite or smile' from the end fold to create the eyes.



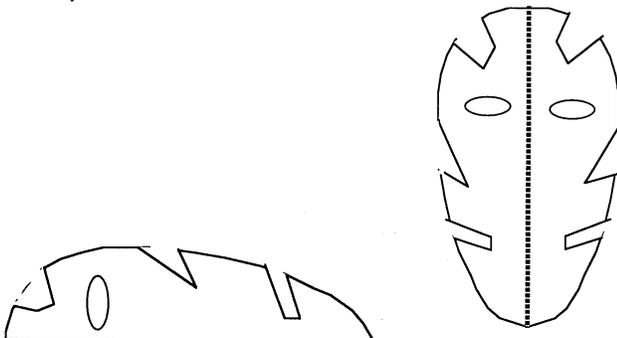
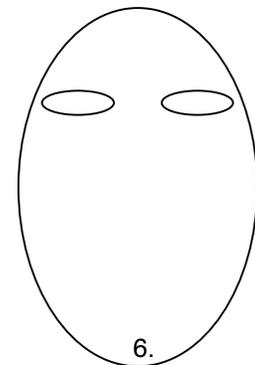
4. Open to find 2 symmetrical eyes.



5. Refold along long fold and cut off the corners making the mask rounded.



6. Open the mask to see the roundness of the head.
7. Fold in half once again and cut 2 or 3 shapes from the edge as shown below. Open to show symmetrical shaped masks.



8. Using oil pastels, draw lines and shapes on one side and then 'mirror image' them on the opposite side. The design should be symmetrical. Use a variety of lines, shapes and colors.



9. To mount the mask art, choose a contrasting color of paper. Place 2 spots of glue on the back of the mask near the outside edges. When putting on the contrasting paper, push the dots together so the mask stands up a bit and appears 3-D.

