


**GRADE 5 LESSON PLAN
SUPERHERO MASK – CLAY SCULPTING**

Clay Masks Lesson Plan Information	
Grade: 5 Subject: Arts (Visual Arts), Science and Technology (Understanding matter and energy) Topic: Properties of and changes in matter Duration: 2 hours	
Table of Contents	
Curriculum Expectations Lesson Plan Overview and Objectives Pre-Visit Activity Studio Visit at QEPCCC Post-Visit Activity Curriculum Connections	

Curriculum Expectations
<p>The Arts</p> <p>D1.2 Demonstrate an understanding of composition using selected principles of design to create narrative art works or art works on a theme or topic.</p> <p>D1.3 Use elements of design in art works to communicate ideas, messages, and understandings.</p> <p>D1.4 Use a variety of materials, tools, and techniques to determine solutions to design challenges.</p> <p>D2.1 Interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey.</p> <p>D3.2 Demonstrate an awareness of ways in which visual arts reflect the beliefs and traditions of a variety of peoples and of people in different times and places.</p> <p>Science and Technology – Understanding matter and energy: Properties of and changes in matter</p> <p>1.1 Evaluate the environmental impacts of processes that change one product into another product through physical or chemical changes.</p> <p>2.1 Follow established safety procedures for working with heating appliances and hot materials.</p> <p>3.1 Identify matter as everything that has mass and occupies space.</p> <p>3.3 Explain changes of state in matter and give examples of each.</p> <p>3.6 Explain how changes of state involve the release of heat or the absorption of heat.</p>

Fundamental Concepts for Grade 5
<p>Elements of Design</p> <p>line – hatching and cross-hatching to add depth; gesture drawings; chenille stick sculptures of figures in action; lines for movement and depth</p> <p>shape and form – symmetrical and asymmetrical; positive and negative shapes; convex, concave, non-objective shapes</p> <p>space – shading and cast shades; atmospheric perspective; microscopic and telescopic views</p> <p>colour – complementary colours, hue, intensity (mixing colour with complementary hue)</p> <p>texture – created with variety tools; patterning</p> <p>value – gradations of value to create depth, shading</p>

Principles of Design

Proportion – size and shape of parts of figure to whole figure; scale of object compared to surroundings

Lesson Plan Overview and Objectives

Students will create a Superhero Mask based on a movie, newspaper article, stage production, commercial, etc, that can be used to explore the properties of and changes in matter. While using clay to devise a superhero mask of their choosing, students will understand how matter has mass that occupies space. Making compositional decisions and using a variety of clay tools and techniques, student will produce two and three-dimensional works of art that have mass. These masks may be used to explore changes of state produced by the absorption of heat. Using appropriate terminology related to the properties of clay, students will recognize the influence the media has on our society. Students will demonstrate an ability to construct a mask using a variety of clay building techniques, taking it from a 2D sketch to a 3D object.

PRE-VISIT ACTIVITY

Pre-Visit Activity	Introduction to the concepts of matter, energy and sustainability
Materials	Examples of superheros, comics
Introduction	
<p>Having studied the properties of materials such as strength, flexibility, and buoyancy in earlier grades, students now explore the concept of matter. They study the characteristics of common states of matter (solids, liquids, and gases). They also explore changes of state and the difference between physical and chemical changes. The former are reversible while the latter are irreversible. Students identify and demonstrate an understanding of practices that ensure their safety, including knowing how to heat samples safely.</p>	
Concepts include	
<p><i>Matter</i> – There are three states of matter. <i>Energy</i> – Matter that changes state is still the same matter. <i>Sustainability</i> – Physical change refers to the fact that a substance can be changed from one form to another. Chemical change implies the formation of a new substance. The properties of materials determine their use and may have an effect on the environment.</p>	
Activity	
<p>Have students brainstorm a list of superheros that they have seen in movies, comics, or cartoons. Identify their characteristics and explain how the conventions and techniques associated with the superheros are used to create meaning. How could these traits be improved or strengthened? What characteristics could you change to communicate these improvements? If you could have superpowers, what kind of powers would they be? Next to each superhero, write a trait that makes the superhero popular or powerful.</p>	

AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE
Clay Mask Making
Drawing – Idea Sketch

Students will sketch and design their mask, keeping in mind a theme for their superhero (good, evil, nature, love, lightning, water, etc.). Their superhero mask could be happy, angry, sad, or confused. Show examples of how facial features such as eyes, mouth, and eyebrows may be drawn to suggest different emotions. Students can also add texture or symbols to suggest the theme of their Superhero.

Activity

Students will create a superhero clay mask based on a superhero of their choosing. Their superhero could be a villain and have horns or evil eyes. Or their superhero could be good and have special powers that may be symbolized on the clay mask.

Finishes

Teachers choose from the following finishes:

1. Bisque firing (fired once and ready for acrylic painting at school). This allows students to paint their masks with various colours and designs after the visit.
2. Clay slip painted onto wet clay by students then fired at QEP.



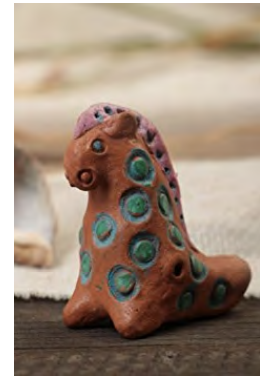
greenware



bisque ware (one firing, no slip or glaze)



slip glazed



bisqued & painted with acrylic

Clay Techniques: score, slip, attach, roll, coil, tap and turn, proportional spacing of eyes, mouth, nose.

POST-VISIT ACTIVITIES

Post-Visit Activity	Painting (optional), artist reflection question
Materials	Paint, brush, craft materials
<i>Painting – Finish Masks</i>	
<p>If masks are bisque-fired and left to be painted by students at their school, the teacher picks them up when ready. In the classroom, students paint with acrylic paint, powdered metallic powders or mica paints. Masks could be painted in various colours or two colours (half and half). Symbols and textures could be painted separately.</p>	

Artist Reflection

Students describe how they created their mask.

How has the study of Greek Myths and Mythologies influenced the creation of your Superhero Mask?

What was the inspiration for creating their work? What do they like best about their finished work?

CURRICULUM CONNECTIONS

Cross Curricular and Integrated Learning	Arts (Visual Art, Drama), Language Arts (Writing)
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Zine, Comic or Manga

Students work in teams to learn about each others superheros. They then develop a story and write and illustrate it as a graphic novel, zine or comic.

Drama

Working in groups of 4, students use their Superhero Mask and create short plays based on their mask identity. Students present plays to their class.