


**GRADE 7 LESSON PLAN
ANIME/CARTOON MASK – CLAY SCULPTING**

<p>Clay Masks Lesson Plan Information</p> <p>Grade: 7 Subject: Arts (Visual Arts), Language Arts (Media Literacy) Topic: Popular Culture Duration: 2 hours</p>	
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<p>Curriculum Expectations</p> <p>The Arts</p> <p>D1.2 Demonstrate an understanding of composition using multiple 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 understanding.</p> <p>D1.4 Use a variety of materials, tools, and techniques to determine solutions to increasingly complex design challenges.</p> <p>D2.4 Identify and explain their strengths, their interests, and areas for improvement as creators, interpreters, and viewers of art.</p> <p>D3.1 Identify and describe some of the ways in which visual art forms and styles reflect the beliefs and traditions of a variety of cultures and civilizations.</p> <p>Language Arts – Media Literacy</p> <p>1.3 Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in the media.</p> <p>2.2 Identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience.</p> <p>3.1 Produce a variety of media products of technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.</p>
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<p>Fundamental Concepts for Grade 7</p> <p>Elements of Design</p> <p><i>line</i>: lines for expressive purposes; diagonal and converging lines to create depth of space; repetition of lines to create visual rhythm</p> <p><i>shape and form</i>: various shapes and forms, symbols, icons, logos, radial balance</p> <p><i>space</i>: use of blue or complementary colours in shadows and shading to create depth; one- and two point perspective; open-form sculpture versus closed-form sculpture; installations</p> <p><i>colour</i>: analogous colours; transparent colour created with watercolour or tissue paper decoupage</p> <p><i>texture</i>: textures created with a variety of tools, materials, and techniques</p> <p><i>value</i>: shading</p>

Principles of Design

unity and harmony: radial balance (e.g., a mandala); similarity (e.g., consistency and completeness through repetition of colours, shapes, values, textures, or lines); continuity (e.g., treatment of different elements in a similar manner); alignment (e.g., arrangement of shapes to follow an implied axis); proximity (e.g., grouping of related items together)

Lesson Plan Overview and Objectives

Students create a Clay Mask based on Cartoon and Anime TV shows or graphic novels. Students sculpt facial expressions and add unique characteristics to their mask to design a new character for their favourite Cartoon or Anime. Making compositional decisions and using a variety of clay tools and techniques, student produce two and three-dimensional works of art. These masks may be used to explore character, movement, and expressive emotions. Using appropriate terminology related to the properties of clay, students recognize the influence popular culture has on our society. Students 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 Popular Culture and Anime
Materials	Examples of popular culture and anime pictures
<p>Introduction</p> <p>Popular culture or pop culture is the entirety of ideas, perspectives, attitudes, images, and other phenomena that are within the mainstream of a given culture. This pertains especially to Western culture of the early to mid-20th century and the emerging global mainstream of the late 20th and early 21st century. Anime is based on animated comic or manga, which is an ancient Japanese form of comic writing. The world of animated films in Japanese popular culture has been a growing trend since the 1920s. Anime plays a huge role today in popular culture as viewed in TV shows, graphic novels, manga, toys, and more. Anime and manga incorporate a multitude of genres such as romance, action, horror, comedy, and drama, and they cover a wide variety of topics.</p> <p>Activity</p> <p>Show images from popular culture and of anime characters. Who are they? What are they? What do you think they represent?</p> <p>Discuss some of the popular Cartoon and Anime TV shows students like to watch. Popular TV Cartoon and Anime shows for children ages 8-13 are: Heroic Age, The Simpsons, Gravity Falls, Amazing world of Gunball, Skyland, Avatar, Doraemon, Spiderman, Pokemon, Sponge Bob, My Little Pony, Dragon Ball, Naruto, Yo-Gi-Oh!, Teen Titans Go, Avengers</p> <p>Discuss the traits of the characters: What do the characters look like? What do you notice about the characters' appearance? Describe them.</p>	

Do they have common traits?
 Do you notice that many of the characters have exaggerated smiles, mouths, and ears, and that even hair is exaggerated in a different colour?
 Are all the characters humans? Notice animals as characters.

AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE

Clay Mask Making

Building

Students create a new character for their favourite Cartoon/Anime show. Students imagine how their character would look. What type of colour and style of hair would they have? What would the character’s eyes, nose, and mouth look like? Students are encouraged to add exaggerated expressions to help define their character. Discuss characteristics of masks: exaggeration, distortion, and symmetry/asymmetry.

Finishing

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
<i>Painting – Finish Masks</i>	
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.	

Artist Reflection

Students describe how they created their mask.
 How has popular culture—specifically Cartoons and Anime characters—influenced the creation of your mask?
 What was the inspiration for creating your work?
 What do you like best about your finished work?

Dramatization

Have students use the masks they created to play a role in skits, monologues, plays, and more.

CURRICULUM CONNECTIONS

Cross Curricular and Integrated Learning	Arts (Visual Arts, Drama, Dance, Music), L (Media Literacy)
<p>Media Literacy Students produce a media text such as a movie advertisement based on their Cartoon/Anime Character Mask.</p> <p>Drama Students engage actively in drama exploration and role play using their Cartoon/Anime Mask. Focus could be on examining multiple perspectives related to current Popular Culture themes and issues.</p> <p>Music, Drama Students research and find the theme song to their Cartoon/Anime mask and create small drama presentations applying the theme song.</p>	