


**GRADE 8 LESSON PLAN
SUPERHERO MASK – CLAY SCULPTING**

Clay Masks Lesson Plan Information	
Grade: 8 Subject: Arts (Visual Arts), Language Arts Topic: Media Literacy Duration: 2 hours	
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Curriculum Expectations
The Arts
D1.1 Create art works that express feelings, ideas, and issues and that demonstrate an awareness of multiple points of view.
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.
D1.3 Use elements of design in art works to communicate ideas, messages, and understanding.
D2.3 Demonstrate an understanding of how to read and interpret signs, symbols, and style in art works.
Language Arts: Media Literacy
2.1 Explain how individual elements of various media forms combine to create, reinforce, and/or enhance meaning.
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.
3.1 Explain why they have chosen the topic for the mask they plan to create.
3.2 Identify an appropriate form to suit the purpose and audience for the mask they plan to create.
3.4 Produce a mask of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

Fundamental Concepts for Grade 8
Elements of Design
Line : direction; perspective for depth; contour drawings of figures
Shape and form : weights of forms; 3D constructions and motifs; gradation in size
Space : perspective or foreshortening; converging lines to create depth; human figure; alternative systems for representing space
Colour : tertiary colours; contrast; absence of
Texture : real and illusory textures around us
Value : cross-hatching to create volume; variation of gradation

Principles of Design

Movement: lines to lead viewer’s eye; subtle or implied ‘paths’; actual action; implied action;

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 character, movement, and expressive emotions. Students will sculpt facial expressions and add unique characteristics to their mask to design a superhero of their choosing.

Making compositional decisions and using a variety of clay tools and techniques, student will 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 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 Media Texts, Forms, Conventions, and Techniques
Materials	Print media, electronic media, social media (examples: computer graphics, cartoons, graphic designs and layouts, radio plays, short videos, web pages)

Introduction

Media literacy is the art of conveying messages to the public using images, sounds, graphics, and words. These messages can include any work, object, or event communicated through words, graphics, sounds, and/or images in print, oral, visual, or electronic form.

Media literacy explores the impact and influence of mass media and popular culture. It does this by examining films, songs, video games, action figures, advertisements, CD covers, clothing, billboards, television shows, magazines, newspapers, photographs, and websites. The messages, both overt and implied, have a significant influence on our lives.

Critical thinking is therefore important: understanding how media texts are constructed and why they are produced enables us to differentiate between fact and opinion, evaluate the credibility of sources, recognize bias, be attuned to discriminatory portrayals of individuals, and question depictions of violence and crime.

Students will apply the knowledge and skills gained through analysis of media forms as they create their own superheros.

Activity

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.

What kind of advantages or disadvantages are there to having these kinds of powers?

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.

Building

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.

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

Painting – Finish Masks

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. Students may add glitter, feathers, buttons, and pipe cleaners with hot glue gun if desired.

Artist Reflection

Students describe how they created their mask.

How has the study of media elements influenced the creation of your Superhero Mask? What was the inspiration for creating your work? What do you like best about your finished work?

CURRICULUM CONNECTIONS

Cross Curricular and Integrated Learning Visual Arts, Drama, Dance, Social Studies, Language Arts

Creative Writing

Examining superheros in popular culture as well as ancient gods and goddesses imbued with super powers in former cultures, students create their own news article incorporating their superhero into the current media element.

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 to create short plays based on their mask identity. Students present plays to their class.