

**GRADE 4 - 8 LESSON PLAN
GREEK MASK – CLAY SCULPTING**

Lesson Plan Information	
Grade: 4 - 8	
Subject: Arts (Visual Arts, Drama)	
Social Studies (Heritage)	
Science and Tech (Understanding Matter and Energy)	
Language Arts	
Duration: 2 hours	

Lesson Plan Overview and Objectives
<p>Students will create an Ancient Greek Theatre Mask based on their study of Greek Mythology that can be used to explore character, movement, and expressive emotions.</p> <p>Students will use appropriate terminology related to properties of clay, recognize the lasting impact that Ancient Greek culture has had on modern culture, demonstrate an ability to construct a mask using a variety of clay building techniques, and develop a sense of 3D.</p>

AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE

Greek Mask – Clay Sculpting	
Materials	Clay, wire, ware boards, rolling pins, clay modeling tools, slip dishes, canvas cloth, plastic bags, glazes, brushes
Introduction Inspiration	<p><i>Drawing – Idea Sketch</i> Students will sketch and design their mask, keeping in mind a theme for their clay sculpture (good, evil, nature, love, lightning, water, etc.). Their 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 clay character in relation to other mythological figures.</p> <p><i>Activity</i> Students will create a Greek clay mask of their choosing. The mask could be of a Greek mythological creature threatening civilization. Or their mask could be of a Greek hero who has special powers that may be symbolized using clay.</p> <p>Clay Techniques include score, slip, attach, roll, coil, tap and turn, proportional spacing of eyes, mouth, nose.</p> <p>Clay terms to cover are drying stages (plastic, leather hard, bone dry), building techniques (pinch pot, coil, slab built, relief), greenware, bisque, kiln, firing, scoring,</p>

	<p>clay slip, glaze.</p>
<p>Demonstration Activity</p>	<p>Play By playing with clay, children learn what the material can and cannot do. Children will touch, roll and form the clay. This will help them develop ideas and skills for when they begin working on their mask. Children receive a small lump of clay to find out about it. They will poke, pull, roll and make marks on it. They should pinch, attach more clay and add texture. The instructor shows clay shapes and forms (previously made) and shows the group how to make these forms. They experiment with making them.</p> <p>The group will sit in a circle while children follow simple instructions: make your clay into a round ball, make a hole in it, make a pattern over it with your fingernail, pull a piece off, roll it into a ball and attach it again. Children will start to see the clay as a 3D form that needs to be looked at from every angle.</p> <p>Demonstration by the clay instructor The clay instructor will explain the characteristics of clay, and how it can be used to build a structure. The instructor will demonstrate clay techniques (coiling, pinch pot, and slab) and discuss adding clay to their piece through scoring and applying slip.</p> <p>Building Students will create Greek Theatre masks based on the Comedies, Tragedies and Satires of Greek Theatre. A template will be provided for students to use and sketch out their mask design.</p> <p>Students will sculpt facial expressions and unique characteristics onto the clay to portray the specific theatre mask they choose. Students may choose to create exaggerated expressions to help define the character. Clay techniques include score, slip, attach, roll, coil, tap and turn, proportional spacing of eyes, mouth, nose.</p> <p>Ceramic Process and Terminology</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p><i>greenware</i></p> </div> <div style="text-align: center;">  <p><i>bisque ware (one firing, no slip or glaze)</i></p> </div> <div style="text-align: center;">  <p><i>slip glazed</i></p> </div> </div>

FOR TEACHER AT SCHOOL – PRE-VISIT ACTIVITY

Pre-Visit Activity	Introduction to Ancient Greek Theatre Mask
Materials	Examples of Greek comedy and tragedy masks
<p>Introduction</p> <p>Introduce a brief history of the Ancient Greek Theatre Mask. Explain how and why the theatre mask was created.</p> <p>Have students sit in a semi-circle with two levels: one group on the floor and the second group sitting on chairs behind them to mimic the ancient Greek theatre.</p> <p>Although the ancient Greeks lived in cities that were isolated from one another by mountains and islands, they all created stories about gods and goddesses. The ancient Greeks created theatres that they used for music and dance in honour of the Greek gods. The theatres were built on hillsides. The Greeks built benches in tiers, one row above the other, so that everyone could see what was happening on stage. At first, the Greeks created songs that told stories about the gods.</p> <p>Eventually, the actors began to act out the songs and they became plays. Every town had at least one open air theatre. The theatres had very few backdrops or sceneries. It was up to the actors to play out their stories of gods or goddesses by using masks and two simple machines. One machine was used to lift the actor into the air, to suggest the god/goddess was flying. The other machine was used to make a thunder sound (when Zeus was one of the characters, the sound of thunder would be used).</p> <p>The actors relied heavily on their masks to portray their character. Since there were only a few actors on stage at a time, many actors had to play more than one character. Switching their mask allowed them to quickly change their role. The stages were often far from the audience, therefore the masks helped the audience see the character and know which character the actor was portraying.</p> <p>Activity</p> <p>Instructional Scaffolding:</p> <p>Q) The Ancient Greeks invented three types of theatre. What were they? <i>Tragedy, comedy and satire.</i></p> <p>Q) The tragedies always had a _____ ending? <i>The tragedy plays always had a sad ending.</i></p> <p>Q) The comedies had a _____ending? <i>The comedy plays had a happy ending.</i></p> <p>The Greek comedy and tragedy masks are the most famous of theatre masks. Show examples of these masks. What emotion does each mask evoke? How does the mask convey this emotion (what expressions in the mouth and eyes)? What emotion is being created here? (show example of comedy) What emotion is being evoked here? (show example of satire)</p> <p>Discuss how the masks portrays emotions by the mouth being large or wide, slanted or to the side or frowning; how the eyes create sadness by the way they are shaped or placed on the face. Using examples, show how the features are all exaggerated to suggest emotions.</p>	

FOR TEACHER BACK AT SCHOOL – POST-VISIT ACTIVITIES

Post-Visit Activity	Painting (optional), artist reflection question
Materials	Paint, brush, craft materials
<p>Painting – Finish Masks If being painted and not glazed, masks are bisque-fired and the teacher picks them up when ready. In the classroom, students decorate and complete their masks with acrylic paint, powdered metallic powders or mica paints.</p> <p>Artist Reflection Students describe how they created their mask. How has the study of Greek Myths and Mythologies influenced the creation of your Theatre Mask? What was the inspiration for creating their mask? What do they like best about their finished work?</p>	

FOR TEACHER REFERENCE ONLY – CURRICULUM CONNECTIONS

Cross Curricular and Integrated Learning	Arts (Visual Arts, Drama, Dance), Language Arts (Writing)
<p>Writing – A poem Students create a poem based on the theme of their Greek Theatre Mask. These poems can be displayed with their mask.</p> <p>Drama Students research the technique of miming - the theatrical technique suggesting character and emotion without words, by using gesture, expression and movements. In groups of 3, students create short skits in mime. Students present skits to their class.</p>	

Curriculum Expectations
<p>The Arts (Visual Art)</p> <p><i>Fundamental Concepts:</i> Elements of Design (line, shape and form, space, colour, texture, value)</p> <p>Principles of Design Grade 4: Emphasis Grade 5: Proportion Grade 6: Balance Grade 7: Unity and Harmony Grade 8: Movement</p> <p>Social Studies (Heritage and Identity) Topic Grade 4: Early Societies, 3000BCE-1500CE</p> <p>Science and Tech (Understanding Matter and Energy) Topic Grade 5: Properties of and Changes in Matter Topic Grade 6: Electricity and Electrical Devices</p>



Language Arts (Understanding Media Forms, Conventions, and Techniques)
Topic Grade 7 - 8: Form