OAKVILLE

GRADE 4 - 8 LESSON PLAN
SUPERHERO 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

Students will create a Superhero Mask based on a movie, graphic novel, 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.

AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE

Super Hero Mask – Clay Sculpting	
Materials	Clay, wire, ware boards, rolling pins, clay modeling tools, slip dishes, canvas cloth, plastic bags, glazes, brushes
Introduction Inspiration	*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. Clay Techniques include score, slip, attach, roll, coil, tap and turn, proportional spacing of eyes, mouth, nose. 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, clay slip, glaze.

Demonstration Activity	*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 to make their mask. Children receive a small lump of clay, which they should poke, pull, roll and make marks. They should pinch, attach more clay and add texture. The instructor shows clay shapes and forms (previously made) and shows the group how they can experiment in their attempts to make them. The group will sit in a circle and follow simple instructions: roll clay into a round ball, poke 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. ***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 pieces by scoring and applying slip. ***Building*** Based on the instruction and demonstration, students will make their vessel structures based on their idea sketches, lesson, or inspirational images. *greenware* *bisque ware (one firing, no slip or glaze)* *slip glazed*

Pre-Visit Activity	Introduction to the concepts of matter, energy and sustainability
Materials	Examples of superheroes, comics

Introduction

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.

Concepts Include

Matter – There are three states of matter.
Energy – Matter that changes state is still the same matter.
Sustainability – 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.

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 superheroes.

Activity

Have students brainstorm a list of superheroes that they have seen in movies, comics, or cartoons.

Identify their characteristics and explain how the conventions and techniques associated with the superheroes 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?

FOR TEACHER USE AT SCHOOL – POST-VISIT ACTIVITIES

Post-Visit Activity	Painting (optional), artist reflection question
Materials	Paint, brush, craft materials

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.

Masks could be painted in various colours or two colours (half and half). Symbols and textures could be painted separately.

Artist Reflection
Students describe how they created their mask.
How has the study of Media and Pop Culture influenced the creation of your Superhero Mask?
What was the inspiration for creating their work? What do they like best about their finished work?

Resources
Ultimate Sticker Collection: DC Comics Super Heroes, DK, DK Children, 2017
Ultimate Sticker Collection: Marvel Avengers: Avengers Assemble!, DK Publishing, 2011

FOR TEACHER REFERENCE ONLY – CURRICULUM CONNECTIONS

Cross Curricular and Integrated Learning	Arts (Visual Art, Drama), Language Arts (Writing)

Zine, Comic or Manga
Students work in teams to learn about each other's superheroes. 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.

Curriculum Expectations

The Arts (Visual Art)

Fundamental Concepts:
Elements of Design (line, shape and form, space, colour, texture, value)

Principles of Design
Grade 4: Emphasis
Grade 5: Proportion
Grade 6: Balance
Grade 7: Unity and Harmony
Grade 8: Movement

Social Studies (Heritage and Identity)
Topic Grade 4: Early Societies, 3000BCE-1500CE

Science and Tech (Understanding Matter and Energy)
Topic Grade 5: Properties of and Changes in Matter
Topic Grade 6: Electricity and Electrical Devices