

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

Clay Masks Lesson Plan Information

Grade: 4
 Subject: Arts (Visual Arts, Drama), Social Studies (Heritage)
 Topic: Early societies, 3000 BCE-1500 CE
 Duration: 2 hours



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Curriculum Expectations

The Arts

- 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 understandings.
- D1.4** Use a variety of materials, tools, and techniques to determine solutions to design challenges.
- D3.2** Demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made.

Social Studies – Heritage and Identity: Early societies, 3000 BCE-1500 CE

- A1.2** Compare aspects of the daily lives of different groups in an early society.
- A2.2** Gather and organize information on ways of life and relationships with the environment in early societies.
- A3.2** Demonstrate the ability to extract information on daily life in early societies from visual evidence such as artwork.
- A3.8** Describe the social organization of some different early societies.

Fundamental Concepts for Grade 4

Elements of Design

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

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 an Ancient Greek Theatre Mask based on their study of Greek Mythology that can be used to explore character, movement, and expressive emotions.

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.

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 plays.</i></p> <p>Q) The tragedy plays always had a _____ ending? <i>The tragedy plays always had a sad ending.</i></p> <p>Q) The comedy plays 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.</p>	

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)

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.

AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE

Clay Mask Making

Students will create Greek Theatre masks based on Comedy, Tragedy or Satire Greek Theatre. A template will be provided for students to use and sketch out their mask design.

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.

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.



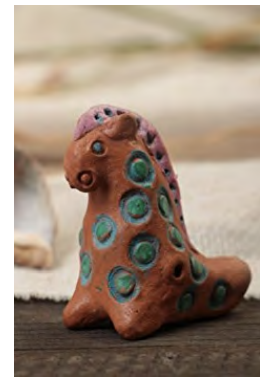
greenware



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

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.

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?

CURRICULUM CONNECTIONS

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

Writing – A poem

Students create a poem based on the theme of their Greek Theatre Mask. These poems can be displayed with their mask.

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.