


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

<b>Clay Masks Lesson Plan Information</b>	
Grade: 4	
Subject: Arts (Visual Arts), Social Studies (Heritage)	
Topic: Early societies, 3000 BCE-1500 CE	
Duration: 2 hours	
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<b>Curriculum Expectations</b>
<b>The Arts</b>
<b>D1.2</b> Demonstrate an understanding of composition using selected principles of design to create narrative art works or art works on a theme or topic.
<b>D1.3</b> Use elements of design in art works to communicate ideas, messages, and understandings.
<b>D1.4</b> Use a variety of materials, tools, and techniques to determine solutions to design challenges.
<b>D3.2</b> 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.
<b>Social Studies – Heritage and Identity: Early societies, 2000 BCE-1500 CE</b>
<b>A1.2</b> Compare aspects of the daily lives of different groups in an early society.
<b>A2.2</b> Gather and organize information on ways of life and relationships with the environment in early societies.
<b>A3.2</b> Demonstrate the ability to extract information on daily life in early societies from visual evidence such as artwork.
<b>A3.8</b> Describe the social organization of some different early societies.

<b>Fundamental Concepts for Grade 4</b>
<b>Elements of Design</b>
<b>line:</b> hatching and cross-hatching to add depth; gesture drawings; chenille stick sculptures of figure in action; lines for movement and depth
<b>shape and form:</b> symmetrical and asymmetrical; positive and negative shapes; convex, concave, non-objective shapes
<b>space:</b> shading and cast shades; atmospheric perspective; microscopic and telescopic views
<b>colour:</b> complementary colours, hue, intensity (mixing colour with complementary hue)
<b>texture:</b> created with variety tools; patterning
<b>value:</b> gradations of value to create depth, shading
<b>Principles of Design</b>
<b>Proportion</b> – size and shape of parts of figure to whole figure; scale of object compared to surroundings

**Lesson Plan Overview and Objectives**

Students will create a clay Medieval Mystery Mask, invent a role for their medieval character, and apply the critical analysis process to communicate feelings, ideas, and understandings. Students will use appropriate terminology related to properties of clay, assess historic and contemporary examples for a chosen mask, demonstrate an ability to construct a mask using a variety of clay techniques, develop a sense of 3D, and compare key aspects of life in the Medieval period.

**PRE-VISIT ACTIVITY**

<b>Pre-Visit Activity</b>	Introduction to Medieval Theatre and the Mystery Mask
<b>Materials</b>	Examples of the music from medieval period: <a href="http://www.youtube.com/watch?v=1RBj-Yc4okY">www.youtube.com/watch?v=1RBj-Yc4okY</a> <a href="http://www.youtube.com/watch?v=tUR6zJcQ6MA">www.youtube.com/watch?v=tUR6zJcQ6MA</a>

**Introduction**

During the Medieval period (5<sup>th</sup> to 15<sup>th</sup> century) the art of theatre was developed. There are five important types of drama from the Medieval period that have a significant impact on the way theatre is practiced today. These types of drama are often referred to as "The Ms of Medieval Drama."

1. Mummings: These plays were short and were meant to be humorous so there was always a clown, a joker.
2. Mystery play: a play that had a religious base.
3. Miracle play: a drama that recounted the life of a saint.
4. Morality play: characters who taught a moral lesson.
5. Manners: These plays were the first to take religion out of plays.

When we wear a mask we disguise ourselves. In Medieval times, masks were first used in Mystery Plays for actors to hide their identity and convince the audience of the being or character they were portraying. The actors would use their voice and body movements to create and explore the character. Originally, Mystery Plays were enacted in churches. Then they moved to outdoor stages or "pageants" that would be on wagons and move from location to location. Many of these plays contained comedy, devils, dragons, villains, and clowns. Mystery Plays used masks that were first constructed out of papier-mâché and later on leather (show examples of the Mystery Mask). Some of the masks used in plays could blow fire and smoke from behind them. The devils and dragons became very popular due to their grotesque faces, fangs, and snouts.

**Activity**

Ask students to list the various people/characters from the Medieval period that they have studied. Using a white board, list students' suggestions.

knight, queen/king, prince/princess, peasant, squire, page, harlequin, demon, evil dragon

Play music from the Medieval era, for example Medieval Battle Music - Dragon's Lair. Have students close their eyes and imagine some of the people/characters from the Medieval period. Whose identity would they choose? Students listen to the Medieval music and visualize their character.

**AT QUEEN ELIZABETH PARK COMMUNITY AND CULTURAL CENTRE**
**Clay Mask Making**

Pretend you must hide your identity from your friends or family. In order to do this you will need to

wear a mask. What will your mask look like? Which character/person have you chosen to create from the Medieval period? Is your character good, evil, or a funny joker? How will you create eyes and a mouth to suggest your mask's identity?

Students sketch their mask. Students shade over textured materials to achieve desired look of character. For example: if the student has chosen a dragon or a princess as their character, they could use a piece of textured lace, place it under sketching paper, and then shade over it (the same textured material will also be used when creating the clay mask). Students draw eyes and a mouth as they envision their character. Students create Mystery Masks out of clay using clay techniques.

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

<b>Post-Visit Activity</b>	Painting (optional), artist reflection question
<b>Materials</b>	Paint, brush, craft materials
<b>Mixed Media – Finishing the masks</b>	
Students can add features onto their masks, such as feathers, pipe cleaners and yarn. It is important to add texture and features to your Mystery Mask in order for its identity to be revealed and stand out! <i>Remember the important characteristic of all Masks is that it hides true identities but reveals another being!</i>	
<b>Artist Reflection</b>	
Students describe how they created their masks.	
How has the study of the Medieval Era influenced the creation of your Mystery Mask?	
What was the inspiration for creating their work? What do they like best about their finished work?	



## CURRICULUM CONNECTIONS

<b>Cross Curricular and Integrated Learning</b>	Arts (Drama, Dance), Language Arts (Writing)
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***Writing – A short play***

Working in groups of 4, students use their Medieval Mask and write short plays based on their mask identity. Students present plays to their class.