

**Lesson Plan Title:** Funerary and Ritual Masks

**Grade:** 3rd

**Time:** Five 45-min periods

**Teacher:** Christine Huang and Krystyn Kaufman

**Date:** November 10, 2014

### **Theme Concept**

Death plays a significant role to the circle of life. Death paves way for improvements and changes by removing the old from the Earth to let the young grow and for the new to come. However, the feelings one gets from a birth can be the opposite of those from a death. In some cultures, it is sad to see one physically part from Earth. Whereas, other cultures, such as the Ancient Egyptians, sought for the afterlife. Being open and knowledgeable to the various traditions that exist when it comes to the topic of death is crucial to understanding different cultures and customs.

### **Non-Art Discipline Concept**

The use of description is important in life because it provides details and more information. The topic for a description can be about anything. Specifically with objects, a description helps viewers understand why the object was made, its purpose, and what is going to be done with the object. For example, does the object belong in a particular building? Will it be donated for some reason? By providing more details, viewers will be able to understand more about the object and its significance in the world.

### **Concepts in Art Disciplines**

#### **Art Production (Art Making):**

- **Element/Principle of Design:** Form – This element of art refers to three-dimensional art works. The form can make the art piece appear to have a certain weight or be made out of a certain material.
- **Technique/Process:** Ceramic Techniques – pinch pot and coiling

#### **Aesthetics:**

- What is a sculpture?
- When is a sculpture considered a success?

#### **Art Criticism:** based on pictures seen in the Powerpoint

- *Description*
  1. What do you see in this artwork?
  2. What colors are here?
  3. What kinds of shapes do you see?

- *Formal Analysis*
  1. How are the shapes arranged?
  2. How is color used?
  3. Is the artwork two-dimensional or three-dimensional?
  4. Did the artist produce the work from imagination or a model?
  
- *Interpretation*
  1. What is the meaning of this artwork?
  2. What is the subject of the artwork?
  
- *Judgment*
  1. Do you think this is a successful work of art? Explain.
  2. Are there any changes you would make to this artwork? If so, what?
  3. What feeling or emotions does this artwork express to you?

### **Art History**

- History of Egyptian funerary and ritual masks

### **Learning Objectives**

#### **Art Disciplines:**

- Students will create a 3D mask that is based on Egyptian culture using Model Magic and is at least 6-inches tall.
- Students will demonstrate the pinch pot and coil techniques by making the facial features and headdress details in their masks.

#### **Adaptations/Modifications for Students with Disabilities**

Change the amount of time allowed for completing art activities. Encourage students to take breaks during art activities. Change mode of instruction. Adapt level of skill needed to complete art activities. Change the materials or adapt them to the needs of the student. Simplify the art making activities. Modify how special needs students can respond. Adapt the extent to which student engages in art activities; adapt to students' strengths and interests. Change the goals of the art activities, but use the same materials. Provide visuals to further explain verbal and written instruction.

#### **Non-Art Discipline:**

- Students will describe what they will do with their masks in the modern world by writing a description that is at least 1-paragraph long.

### **Adaptations/Modifications for Students with Disabilities**

Encourage students (particularly with ADHD) to find their own comfortable places within the classroom to make their artworks. Provide extra time. Remind students of behavioral expectations. Provide special needs students with clear and unobstructed view of demonstration.

### **Democratic Skills:**

1. Students will use attentive and respectful listening skills when members of class/small groups are expressing ideas and feelings.
2. Students will reflect on their own thinking processes and behavior
3. Students will respectfully ask others about things they say if they didn't understand what was said or if they want someone to say more.
4. Students will help each other and collaborate ideas during the stimulation activity.
5. Students will authentically and meaningfully communicate others in the classroom while honoring one's own unique self and needs.
6. Students will listen to and respect the opinions of others even if they don't agree with them.

### **Democratic Skills Learning Modifications:**

Give frequent positive feedback, particularly when special needs students are listening to others and being listened to by others. Allow students to complete art-learning tasks away from others when needed. Assign special needs students to routine classroom tasks, as well as tasks of responsibility for group learning needs, e.g. table leader who needs to distribute materials, conduct pre quiz reviews etc.

### **Sequence of Classroom Activities**

1. Day 1: Art history content. Review Egyptian masks. Students start creating the face.
2. Day 2: Students finish creating the face and start on the headpiece.
3. Day 3: Once masks are dried, students will begin painting their masks.
4. Day 4: Students finish painting their masks and begin the writing portion.
5. Day 5: Students are finished with both their masks and written assignment. Students will share their masks and written assignment to the class.

### **Materials & Equipment**

- Model Magic
- Acrylic Paint
- Paper
- Pencils

## Resources

- Crowns of Egypt & Headdresses of Egyptian Gods.  
<http://www.landofpyramids.org/crown-of-egypt.htm>. November 12, 2014.
- Crowns of Ancient Egypt, An Introduction.  
<http://www.touregypt.net/featurestories/crownsofegypt.htm>. November 13, 2014.
- History of Masks. <http://www.historyofmasks.net/mask-history/history-of-egyptian-masks/>. November 13, 2014.
- Funerary and Other Masks of Ancient Egypt.  
<http://www.touregypt.net/featurestories/masks.htm>. November 13, 2014.
- <http://www.touregypt.net/images/touregypt/masks2.jpg>
- Egyptian Masks. <http://www.historyembalmed.org/egyptian-mummies/egyptian-masks.htm>. November 13, 2014.

## List of Art Works

- Various Egyptian masks obtained from the website,  
<http://www.touregypt.net/featurestories/masks.htm>

## Supporting Materials

- Crowns of Egypt & Headdresses of Egyptian Gods print out.
- PowerPoint presentation

## Narrative of Classroom Procedures

### I Want You To...

- Break off an extra piece for the facial features.
- Roll your piece of Model Magic into a sphere.
- Use the pinch pot technique to form the face.

### More Questions, Statements, Positive Verbal Reinforcements, Suggestions, and Clarifications of Tasks

- You want to make sure you cup the face so that it doesn't get crushed inwards.

### Lesson Extensions/Connections

- Writing portion about what students will do with their masks in the modern day.
- Watch a documentary about the Ancient Egyptian headdresses and funerary masks.
- Create a life sized funerary mask or headdress.

## NJCCS:

- **One Visual Arts Standard and Indicator: Visual and Performing Arts. 1.3 Performance.** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art. **D. Visual Art. 5.** The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. **1.3.5.D.4.** Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
- **One English Language Arts Standard and Indicator: Writing Standards K-5.** The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C. **Grade 3 Students. 2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **A.** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **B.** Develop the topic with facts, definitions, and details. **C.** Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. **D.** Provide a concluding statement or section.

### **Anticipated Misconceptions that May Occur**

- Students have trouble inlaying the eyes.
- Students have trouble shaping/making the nose.
- Model Magic is not dried enough for painting day.

### **Teacher’s Evaluation**

#### **Lesson Plan:**

1. Are the activities in the lesson age-appropriate?
2. Are the activities in the lesson appropriate for all learners including students with disabilities and English Language Learners?
3. Are there any parts of the lesson that require too much time/too many features that don’t allow enough time for adequate understanding?
4. Did all parts of the lesson engage and maintain students’ interest?
5. Does the lesson conceptually link art with another subject in an integrated way that is both implicit and explicit?

6. Are the learning activities presented in the best sequence for maximizing student understanding and participation?

**Teaching of Lesson:**

1. Did I allow enough wait-time?
2. Did I make eye contact with students?
3. Was I excited about the lesson?
4. Did I ask enough open-ended questions?
5. Did I allow students to ask open-ended questions?
6. Did I speak clearly and loudly enough for students to hear me?
7. Did I hold students accountable and check for acquisition of knowledge?
8. Did I build on students' prior understanding/knowledge
9. What is one aspect I can improve for the next time I teach this lesson?

**Student Outcomes:**

1. Were students able to create a mask that is at least 6 inches tall?
2. Were students able to paint all of the areas using only traditional Egyptian colors?
3. Were students able to work collaboratively and respectfully during art making, aesthetics, criticism and conclusion?
4. Were students able to try their best without giving up?
5. Were students able to hand in their work on time?
6. Were students able to verbalize form and aesthetically pleasing forms?
7. Were students able to write their 1-paragraph description?
8. Were students able to stay on task and clean after themselves?
9. Were students able to make a mask that shows evidence of the pinch pot method?
10. Were students able to make a mask that has inlaid eyes, raised eyebrows, nose, and lips?

**Outcomes for students with learning disabilities:**

1. Did students feel successful?
2. Did students accept and build upon positive feedback?
3. Were students engaged and giving optimal effort during activities?

**Learners' Characteristics**

According to Lowenfeld's stages of artistic development, children in the 9-11 age range are in the Dawning Realism stage. Children at this stage are more self-aware to the extent of being self-critical. They are also more observant of how they lack the ability to draw objects as realistically as they appear.

**Students with Learning Disabilities Characteristics**

**ADD and ADHD:** Students with ADD and/or ADHD may be inattentive, hyperactive and/or impulsive. Students might exhibit the following: fails to pay close attention to details, makes

careless mistakes, can't sustain focused attention, doesn't appear to be listening, has difficulty organizing tasks, activities, materials, doesn't like activities that require sustained focus, easily distracted by extraneous environmental activity, often forgets routine activities, fidgets, moves hands and feet, moves round in seat, can't stay still, gets out of seat often, runs in classroom, hall climbs, has difficulty engaging in quiet activities, even quiet leisure activities, talks excessively, blurts out answers to questions, sometimes even before questions are completed, has difficulty waiting, taking turns, interrupts teacher and others frequently.

**Autism:** Students with Autism have a lifelong developmental disability that affects their verbal communication, nonverbal communication, and social interactions. Students might exhibit the following: repetitive activities and movements, resistance to changes in environment and daily routine, unusual responses to sensory experiences, poor play skills, frequent conflicts with others, lack of empathy and inability to see perspective of others, inability to tolerate overly stimulating environments, lights, sounds, and movements.

**Behavioral, Emotional and Social:** Students with Behavioral challenges can be aggressive and anti-social. Behavioral challenges may stem from a wide range of issues,-- gangs, drug use, homelessness, familial abuse, medication, and health problems. Students with Emotional challenges can feel sad, depressed and have low self-esteem. Students with Social challenges have difficulty interacting with others, making and keeping friends and dealing with everyday demands of social activities. Students with Behavioral, Emotional and Social learning disabilities might exhibit the following: inability to learn that can't be directly linked to health, sensory environmental or cognitive intelligence, inability to establish and maintain good interpersonal relationships with peers and teachers, voicing of inappropriate feelings or exhibiting inappropriate behaviors under normal classroom conditions, almost constant unhappiness or moody or depression-like behavior, passive- aggressive behavior, responds with trepidation and fear to ordinary classroom activities.

**Down Syndrome:** Students with Down syndrome usually learn and progress slower than most other children. However, not all areas of development are equally affected. Students with Down syndrome are strong in Social development, learning with visual supports, and reading words. Socially they develop roughly at the same time as babies without Down syndrome. In adult life they continue to acquire good social skills and appropriate social behavior. Students with Down syndrome learn better when they can see things illustrated. This spans across and includes the acquisition of language, motor skills and literacy. When information is presented with the support of pictures, gestures or objects, students with retain better. Many students with Down syndrome develop reading abilities in advance of what might be expected for their cognitive and language levels. Reading is a particular benefit, given their specific speech and language delays. Challenges include slow motor development, poor oral motor control which impacts language skills, delays in spoken language and use of expressive language, delay in mastering sentence structures and grammar, and difficulty in developing clear speech production, number skills (2 years behind reading skills), Verbal short-term memory, the ability to hold and process verbal information, and processing spoken language.