

# A FACE FOR ALL OCCASIONS

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*A Mask-Making Project for MYP*

# STATEMENT OF INQUIRY

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- *Appearances are often tailored to audiences and reflect changes in cultures over time*

# INQUIRY QUESTION

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- *What are some the different reasons that have motivated people from different cultures to **change** their physical appearances by wearing masks?*

# INQUIRY QUESTION

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- *What can masks tell us about the audiences who look at them?*

# INQUIRY QUESTION

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- *Do masks have less meaning attached to them in modern times when compared to the past?*

# ASSESSMENT CRITERIA: KNOWING & UNDERSTANDING

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Students should be able to:

- i. **demonstrate awareness of masks from different cultures and times** including African and Native American tribal masks, Venetian carnival masks including the **use of appropriate language**
- ii. **demonstrate awareness of the relationship** between the different masks and their specific **functions** within their **cultural contexts**
- iii. **demonstrate awareness of the links** between the **knowledge acquired** about the form and function of different masks and the **mask they create** for themselves.

# ASSESSMENT CRITERIA: DEVELOPING SKILLS

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Students should be able to:

- i. **demonstrate the acquisition and development of the skills** in applying the **creative process** (research, idea generation, development and realisation) and **techniques** in using materials such as plaster gauze, wire, paint, beads and fabric when creating face masks that represent their modern social and cultural context
- ii. **demonstrate the application of skills and techniques** to create face masks that represent their modern social and cultural context.

# ASSESSMENT CRITERIA: RESPONDING

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Students should be able to:

- i. **identify connections** between the masks they encounter during the research stage and prior learning
- ii. **recognize** that the world, societies and cultures provide **inspiration or influence** for mask-makers
- iii. **evaluate** certain **elements or principles** that can be seen **in masks** created by others as well as by the students themselves.



# APPROACHES TO LEARNING: COMMUNICATION SKILLS

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- Give and receive meaningful feedback
- Interpret and use effectively modes of non-verbal communication
- Read a variety of sources for information and for pleasure
- Make inferences and draw conclusions
- Structure information in summaries, essays and reports

# APPROACHES TO LEARNING: SOCIAL SKILLS

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- Practise empathy
- Help others to succeed
- Take responsibility for one's actions
- Listen actively to other perspectives and ideas
- Give and receive meaningful feedback

# APPROACHES TO LEARNING: SELF-MANAGEMENT SKILLS

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- Plan short- and long-term assignments; meet deadlines
- Keep and use a weekly planner for assignments
- Bring necessary equipment and supplies to class
- Keep an organised and logical system of information files/ notebooks

# APPROACHES TO LEARNING: AFFECTIVE SKILLS

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- Mindfulness awareness
- Perseverance
- Self-motivation
- Resilience

# APPROACHES TO LEARNING: REFLECTION SKILLS

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- Keep a journal to record reflections

# APPROACHES TO LEARNING: RESEARCH SKILLS

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- Make connections between various sources of information
- Identify primary and secondary sources

# APPROACHES TO LEARNING: THINKING SKILLS

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- Consider ideas from multiple perspectives
- Propose and evaluate a variety of solutions
- Identify obstacles and challenges

# THE PROJECT BRIEF

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- *Using what you have learned about the form and function masks from different cultures and from different time periods, create a visually stimulating mask of your own that is both meaningful to you and in some way reflects the world around you.*



# YOUR HOMEWORK TASK

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- Source and collect; cut out; print out; draw examples of at least 3 different masks. Label them with information about where they were from, when they were from and what they were used for. Stick them into your process journals.

# MASK EXEMPLARS

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# MASK EXEMPLARS

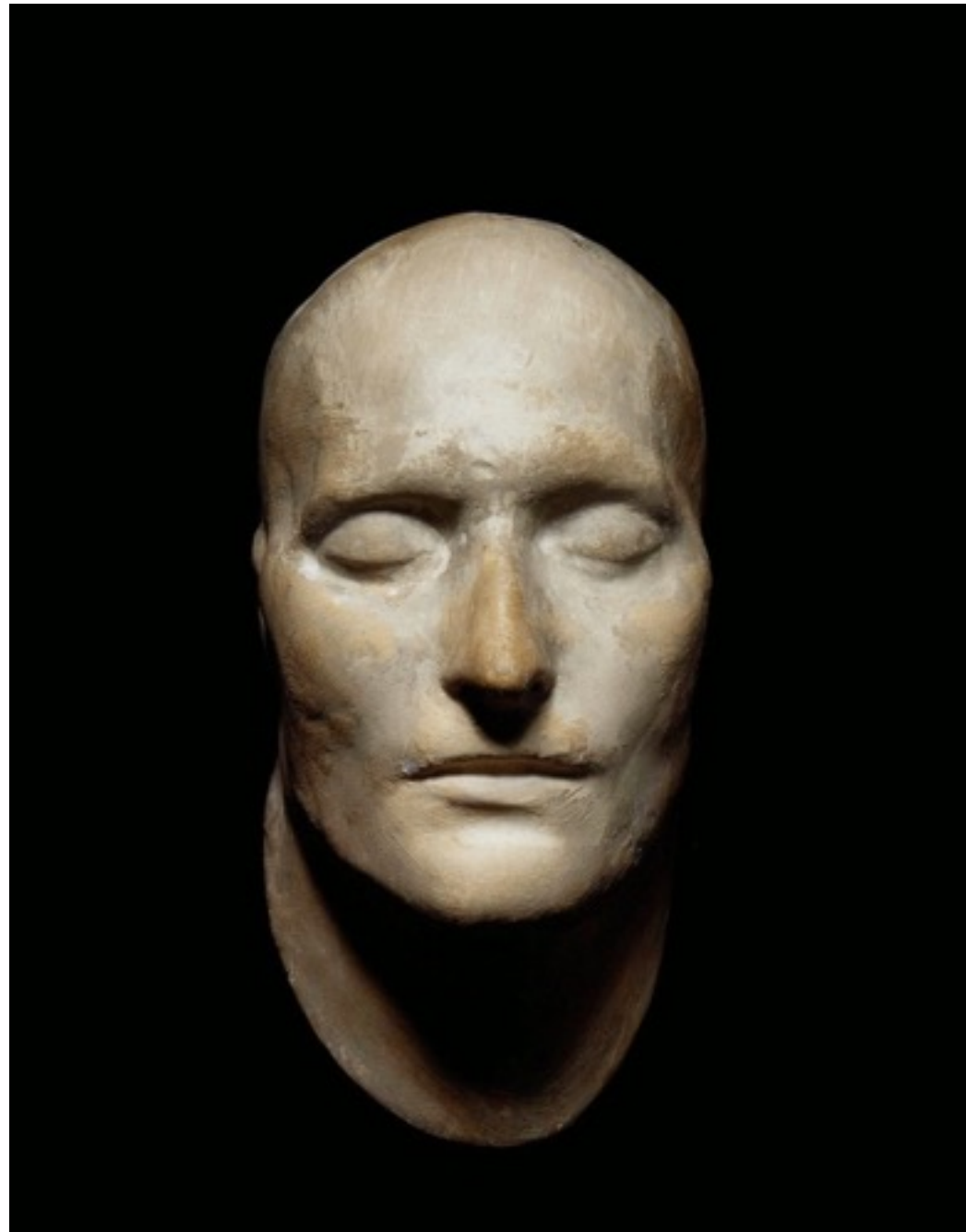
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# MASK EXEMPLARS

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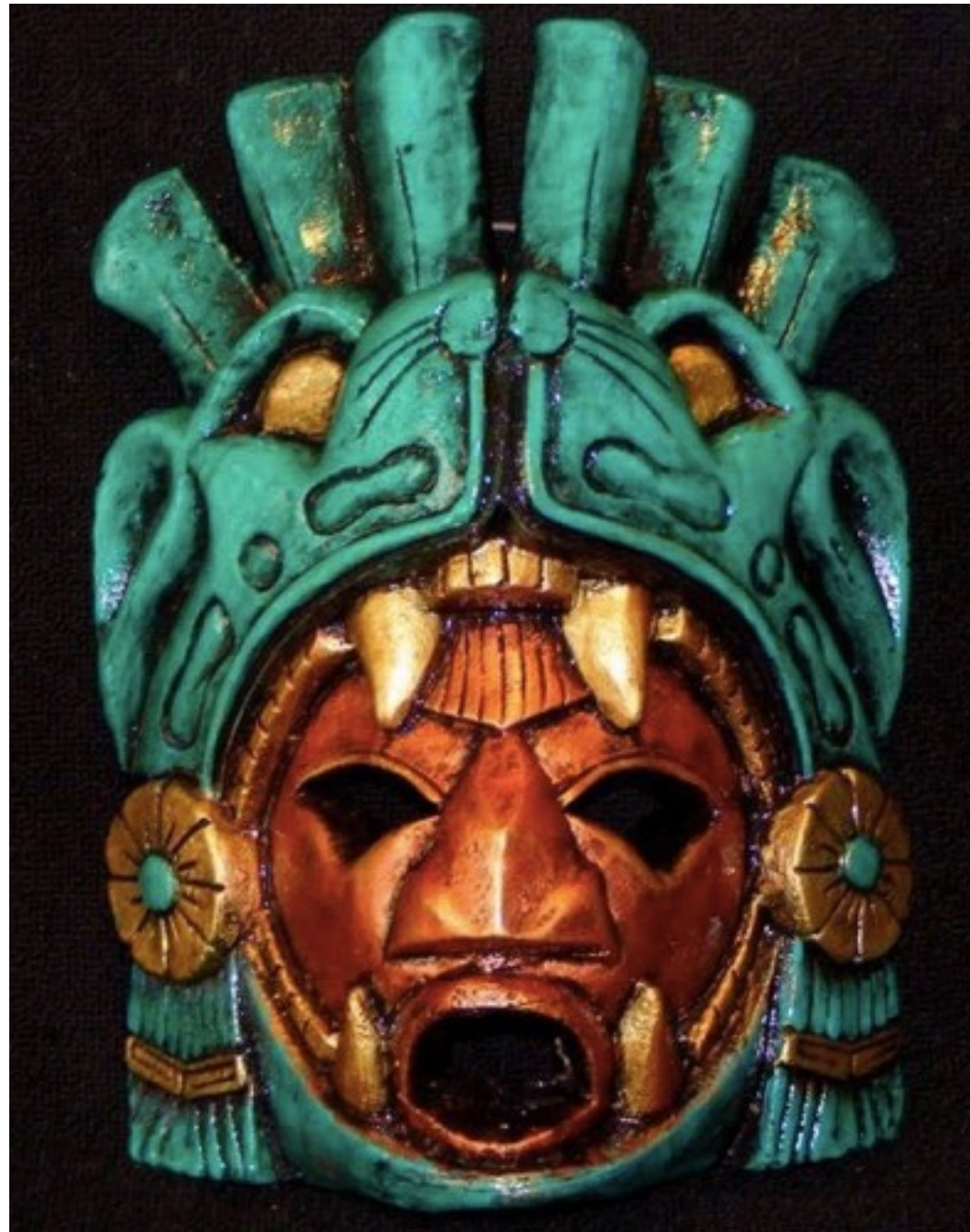
# EXEMPLAR MASK

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