

Greyhound Intermediate School
“The Me that You Don’t See”
6th Grade

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Overall Goal of Project:

To provide students with the opportunity to make connections across the content areas of visual art and English language arts with the study of “Self and Alter-Ego” through mask making and poetry writing.

Through art making and writing, students will explore the sub themes of *self-identity, transformation, construction, and transition.*

Objectives:

First objective- Students will employ a comparison/contrast prewriting strategy describing themselves and their “fantasy selves” or alter-egos.

Second objective- Students will design and create personal 3-D masks depicting his or her “alter-ego”.

Third objective- Students will create poetry based on their mask art.

Fourth objective- Students will apply the themes of transformation/transition, dimension, and construction to both their creative writing (poetry), and creative mask making.

Visual Art Standards:

ART.I.VA.M4 Be involved in the process and presentation of a final product or exhibit.

ART.II.VA.M4 Use subjects, themes, and symbols that communicate intended meaning in artworks.

ART.III.VA.M2 Observe and compare works of art that were created for different purposes.

ART.V.VA.M4 Describe ways in which principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.

English Language Arts Standards:

Subject : ENGLISH LANGUAGE ARTS

Grade : SIXTH GRADE

Strand : WRITING

Topic : Writing Process

Expectation : W.PR.06.01 Set a purpose, consider audience, and replicate authors’ styles and patterns when writing narrative or informational text.

Expectation : W.PR.06.05 Edit their writing using proofreaders' checklists both individually and in peer editing groups.

Expectation : W.PR.06.04 Write for a specific purpose by using multiple paragraphs, sentence variety, and voice to meet the needs of an audience (e.g. word choice, level of formality, example)

Expectation : W.PR.06.03 Review and revise their drafts with audience and purpose in mind regarding consistent voice and genre characteristics.

Topic : Personal Style

Expectation : W.PS.06.01 Exhibit individual style to enhance the written message (e.g., in narrative

text: personification, humor, element of surprise; in informational text: emotional appeal, strong opinion, credible support).

Instructional Outline

Prep Work / Materials

Visual Art

- Mask examples, posters / photos of cultural masks, contemporary masks, images of various super heroes, stage performers, etc.
- Prewriting worksheets
- Mask design templates
- Pencils
- Colored pencils, markers, crayons
- Mask making materials:
 - Plastic mask forms
 - Torn newspaper and Manila paper
 - Construction paper scraps
 - Paper Mache paste
 - Newspaper (for form building and for protecting tables)
 - Scissors
- Tempera paints
- Paint brushes
- Water containers
- Various "embellishments" i.e.: sequins, pipe cleaners, feathers, beads, etc.
- Elmer's, craft glue, and hot glue guns and glue sticks
- Hole punches and fishing line for hanging masks

English Language Arts

- Prewriting worksheet (completed in art class)
- Mask design template and/or completed 3-D mask

- Thesaurus
- Sensory word bank lists
- Self evaluation checklist
- Final copy paper
- Pencils

Documentation:

- Photos
- Video
- Student writing examples
- Student mask art
- Exhibition of student writing and art in school showcases, library and at District K-12 Art Exhibit.

Visual Art

1.) Set Up

a.) Diagnosing

- Prewriting worksheet Self / Alter-ego
- Mask design template
- Various mask examples and photos of cultural masks posted
- Video clip of mask exhibit at MSU Museum

b.) Classroom Management

- Students seated for introduction, brainstorming, demonstration by both ELA teacher and art teacher
- Students work in pairs on prewriting worksheet for “physical characteristics” portion
- Students construct 3-D masks individually
- Tables equipped with needed supplies for each session

c.) Accommodations

- Special needs students will write with assistance from art and writing teachers as needed
- Special needs teachers will supplement writing strategies as needed in resource room and in general ed. classroom
- Creative, open-ended, hands-on aspect of mask making accessible to all students

2.) Beginning

- Introduce students to project with class brainstorming activity and prewriting exercise and brainstorming activity
- Discuss various types of masks and their uses (historic and contemporary)
- Discuss theme of Self / Alter-ego and cite examples of alter-egos in theatre, literature, stage performers’ personas, super-heroes, etc.

- Students design masks using 2-D Mask template, based on written descriptions from prewriting worksheet

3.) Middle

a.) Main Activity

Mask Making:

- Students refer to their previously created 2-D designs to create their 3-D masks (transformation)
- Students use plastic mask making facial form to build up paper mache layers of newspaper pieces and art paste (I.E. Ross Art Paste or Metalyn paste) 3-4 layers for a base.
- Students add forms to their base using newspaper, construction paper and other materials to create ears, animal snouts, fangs, horns, build up nose, brow, chin, etc., depending on design.
- Students add final layer of torn manila or white paper to create a “blank canvas” for painting their mask.
- Students remove paper mache mask from plastic form when dry and wrap edges with paper mache to seal.
- When dry, students paint masks with tempera paint to match their preliminary design.
- When dry, students add any embellishments to complete their designs. These items (feathers, beads, pipe cleaners, etc.) are glued on with craft glue or hot glue as needed.

b.) Reflection

Assessment

- Students compare their written descriptions on prewriting worksheet, the 2-D design (on template), and the 3-D mask to see how they have transformed their initial written description into a 2-D design, then into a 3-D form and make any necessary alterations. (notations, color changes, etc.)
- Teacher Observation of student effort and participation in creative process
- Teacher assessment of the 3 stages and how well they “match”: writing (descriptions), design, and final form (mask)

Students will use these to complete the process with poetry writing.

4.) End

a.) Closure

- Exhibition of student work in school main lobby showcases, library, and in ERPS District K-12 Art Exhibit.
- Presentation to ERPS School Board

Arts/ELA Integration Project

Lesson Focus: Teaching word choice within the writing process.

Lesson Objective:

The student will distinguish between “telling and showing” within a piece of writing.

The student will use a thesaurus to enhance their own piece of writing.

The student will create a piece of poetry showing (through selective word choice) “The me that you don’t see” reflected in the mask he/she made in art class.

Materials: Student’s prewriting worksheet (done in art class), thesaurus’, sensory word bank lists, self evaluation check list, final copy paper.

Assessment: Students will write a 4 stanza poem focusing on selective word choice that “shows” the me that you don’t see reflected in their mask.

Lesson Plan:

1. **Revisit** the theme “The me that you don’t see” that was presented in art class when making masks.
2. **Introduce** the strategy of “**show don’t tell**” in the writing process (write on board). **Model** examples---see attached. **Explore** the message in Mark Twain’s quote (attached). “Showing is more powerful than telling.”
3. **Explain** that writers use precise words to paint pictures in the reader’s mind. When writer’s choose words that create mental pictures for the reader, it is called “painting a word picture.” Artists use color, lines, and shapes while writers use words. (see attached detail---painting a word picture)
4. **Introduce** sensory word lists. “Words that speak to the senses build images. Words that describe sight, sounds, smells, tastes, and feelings, evoke memories.”
5. **Practice:** students will select (3) words from the board; list five words or phrases for each word selected so we can “see” or create a picture in our mind of these words.
6. Next, students will revisit their mask pre-writing worksheet. If they feel they would like to add to it, this is the time to do that.
7. Using their worksheet as a guide, students will **write** a (4) stanza poem. A thesaurus and word list will be used for specific word choice ideas (and revisions) to enhance and create mental pictures of the writing for the reader. **Don’t tell what your mask is, show through word choice.**
Rewriting doesn’t mean it’s wrong. Rewriting makes it better.
Be sure to title your poem *The Me That You Don’t See*