



with feeling

EMOTIONAL INTELLIGENCE THROUGH THE ARTS

Unit 2.4 What Am I Feeling?

Lesson: Cardboard Masks Part 1

Grade Levels 2–4



Yearlong Objectives

- I can express myself with words and art.
- I can work as an ensemble.
- I can recognize my work as unique and special.

Essential Questions

- How do we show our feelings in our faces?
- When do you feel different things?
- How can you create realistic art?

Lesson Objectives

- Define sculpture as it pertains to masks.
- Create a three-dimensional realistic sculpture of a mouth
- Combine elements to create a singular composition
- Provide definitions for “fear” and “surprise”

National Arts Standards

Note: For consistency, all arts standards listed are second grade standards. However, National Anchor Standards naturally build on each other. To adjust for your grade level, find the corresponding Anchor Standard for your grade.

- Experiment with various materials and tools to explore personal interests in a work of art or design. (VA:Cr2.1.2a)
- Repurpose objects to make something new. (VA:Cr2.3.2a)
- Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form. (VA:Re8.1.2a)
- Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers. (TH:Pr6.1.2.)



Materials needed

Cardboard, masking tape, paper plates, [thought journals from previous session](#)



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *fear, surprise*
 Visual Arts: *shapes, form, sculpture*
 Theatre: *ensemble, gesture, emotion*



Warm-Up Phase (15 minutes)

Circle: “If you could” question: If you could go anywhere in the world, where would you go?

Feelings question: Are you feeling comfortable or uncomfortable? Include one sentence about why if you feel safe to do so, or you are moved to share.



I Do/ We Do (20 minutes)

Explicitly Teach

- Revisit “anger” and “joy.” Introduce “fear” and “surprise.” Explain that fear is when you feel scared of something and it is usually an uncomfortable emotion. Explain that “surprise” is when you didn’t expect something to happen and it can be comfortable or uncomfortable. Ask for examples of each. Role-play if time allows or students are engaged.
- Using our bodies and identifying gestures. *Actors and actresses must study emotions closely to portray them in a play. They also must have control over their bodies.* Model showing “surprise” with your face, body, and voice. Have students show “surprise” with their faces and bodies. Repeat with “fear.”
- Identifying three-dimensional elements of faces and creating a **sculpture**. Show images of **African face masks** to show how mask-makers used sculpture to make their masks three-dimensional. Show how to use cardboard (cut **shapes** and tape together with masking tape) to create three-dimensional noses and mouths for a mask.

Keep in Mind

- Cutting cardboard with scissors can be dangerous. *What is the safest way to use a pair of scissors when you are cutting something a little bit tough, like cardboard?*
- Students can grow frustrated when they have to share materials. *We have a limited number of materials. How can we ensure that everyone gets to use a fair amount?*
- It can be intimidating to create a work of original art. *If you don’t like how your work turned out, what can you do? How can you prevent yourself from making mistakes?*
- Keeping a community clean is an important part of working as an ensemble. *What can we do with trash after we cut paper shapes out to ensure our community stays clean?*
- Students need guidance when it comes to providing feedback. *What are some things we might say about other peoples’ work? What are some things we should make sure we don’t say?*



You Do (55 minutes)

The project, step-by-step

- Decide whether you are going to make a “fear” mask or a “surprised” mask.
- Start with a paper plate, and sketch the basic places where you’d like your lips, nose, and eyes to go for your three-dimensional mask.
- Cut pieces of cardboard into shapes that can be taped together to form other shapes (use what you know about surfaces and geometry: How many faces does a rectangular prism have? How can you create one?)
- Tape pieces with masking tape. Use only the amount of tape that you need.
- Continue building until you are happy with the sculptures you have created.

Extensions: Create the alternate emotion mask using the same method.

Closure: **Think, pair, share:** Using the emotion you selected, what is a time you felt this feeling and what did you do?

Optional Writing Prompt: Write about a time you felt afraid or surprised. What did you do?



Big Picture

Next week, we will paint these masks to complete the sculpture. Ultimately, we will make more masks and begin to develop a script to create a performance for the class that includes these emotion masks.



Adjustments for K-1

Warm-Up Phase

Shorten the build a machine activity/ choose either the activity or the question. Do not attempt both.

I Do/ We Do

Teach only one vocabulary word. Have students look at images of African masks and simply notice things about the masks – don't teach vocabulary about three-dimensional imagery.

You Do

Have pre-cut eyebrows, noses, and mouths. Don't have students cut. Another option would be to have students work with foam pieces available at a crafts supply store, rather than attempting to tape unwieldy cardboard pieces together.