



I Do/ We Do (20 minutes)

Explicitly Teach

- Revisit “fear” and “surprise.” Discuss how you can feel surprise and fear at the same time, but one is always dominant.
- Expressing ideas using paint: color. Sculptures made of clay, wood, or paper often are made in several sessions so artists can apply paint. This is the first time we are using paint. Show images of **African face masks**.
- Review that sculptures include three-dimensional elements. Show masks from session 2.3.

Keep in Mind

- Paint can be messy in a classroom. *How can we make sure the paint stays in one place and doesn't get on the table?*
- Paint colors are often limited. *If you don't have the color you want, how can you get it?*
- Students may have difficulty sharing paints. *How can you share colors?*
- These supplies can be exciting. Using them respectfully is an important part of working as an ensemble. *When you are done with a color, what can you do with your paintbrush to ensure that you are respecting your supplies?*
- Review the objective when possible. *What can you do to make your work particularly unique?*



You Do (55 minutes)

The project, step-by-step

- Work with the mask you made in session 2.3.
- Select up to four colors of paint. Pour the paint onto a palette (not much!).
- Lay out newspaper to protect surface.
- Apply paint to mask in a way that depicts “surprise” or “fear.” Pay close attention to shape and color.

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 create one more set of masks to add to our growing mask collection.



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

Do the painting project outside – it will be messy! Another option is to have children make another mask with foam shapes as they did in the last class, or color their masks with crayons or markers instead of paint.