

# BOCA RATON MUSEUM OF ART



*Male Face Mask, Fire Runner (Gunyega)*  
Liberia, Dan People, undated  
Wood, metal, patina and cloth, height; 9 ¼ inches  
Permanent Collection 1989.082  
Mr. Ronald and Mrs. Benita Baird

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### Visual Arts

**Skill:** critical analysis

**Motivation:** Museum trip

**Materials:** chart paper

**Vocabulary:** critical analysis, texture, facial, realistic, abstract

### Visual Arts Standards

- Grade K: VA.K.F.1.2/VA.K.H.1.1/VA.K.S.3.4
- Grade 1: VA.1.C.1.2/VA.1.C.2.1/VA.1.C.2.2/VA.1.C.3.1/VA.1.3.2/VA.1.H.1.1/VA.1.H.1.2/VA.1.H.2.1
- Grade 2: VA.2.C.1.2/VA.2.C.3.1/VA.2.C.3.2/VA.2.H.1.1/VA.2.H.2.1/VA.2.S.1.3/VA.2.S.1.4
- Grade 3: VA.3.C.1.2/VA.3.C.2.1/VA.3.C.2.2/VA.3.C.2.3/VA.3.C.3.2/VA.3.C.3.3/VA.3.H.1.1
- Grade 4: VA.4.C.1.1/VA.4.C.1.2/VA.4.C.2.2/VA.4.C.3.1/VA.4.S.1.4
- Grade 5: VA.5.C.1.2/VA.5.C.3.3/VA.5.S.1.4

### Florida Standards:

- Grade K: LAFS.K.RL.1.1/LAFS.K.RL.1.3/LAFS.K.RI.3.8
- Grade 1: LAFS.1.RL.1.1/LAFS.1.RL.1.2/LAFS.1.RL.1.3/LAFS.1.RL.2.4/LAFS.1.RL.3.7
- Grade 2: LAFS.2.RL.1.1/LAFS.2.RL.3.7/LAFS.2.RI.2.4/LAFS.2.RI.3.7
- Grade 3: LAFS.3.RL.1.1/LAFS.3.RL.2.4/LAFS.3.RL.2.6/LAFS.3.RI.1.1/LAFS.3.RI.2.6
- Grade 4: LAFS.4.RI.1.1/LAFS.4.RI.2.4/LAFS.4.RI.3.7/LAFS.4.L.3.6
- Grade 5: LAFS.5.RI.1.2/LAFS.5.RI.2.4/LAFS.5.L.2.3/LAFS.5.L.3.6

**Aim:** How do we describe the characteristics of the *Male Face Mask, Fire Runner (Gunyega)*?

### Procedure:

- Define and discuss critical analysis.
- Introduce/review and discuss the vocabulary.
- Point out that the artist is unknown.
- Elicit information about the Liberia (location, language, capital city).
- Introduce and discuss the concepts of realistic and abstract art.
- Ask whether or not the mask is more realistic or more abstract.
- Why do you suppose the artist created this mask?
- Review texture and ask the children to give a description (smooth, rough or soft).
- Have the class describe the facial features (expression, eyes and mouth).
- Elicit the moods evoked by the mask (happy, sad, serious, angry or calm).
- Ask the children to describe the shapes (ovals, rectangles, squares).
- Ask for a description of the lines (straight, curvy, diagonal or wavy).
- Is the mask symmetrical? Explain.
- Describe the materials used to construct the mask.
- Why do you suppose these materials were used to construct the mask?

**Summary:** Elicit critiques (I liked or disliked the mask because ...); record responses.

**Follow Up:** Write a few sentences describing what the person wearing the mask may be thinking.



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### Math Suggestions

- Identify and define the characteristics of the shapes observed.
- Identify and define the characteristics of the lines observed.
- Describe and explain any observable patterns.
- Estimate the weight of the work in both standard and metric measurement.
- Use non-standard measurement as a method to measure the piece (pencils, finger, hands).
- Estimate the amount of time it took for the artist to create this mask.
- Is the mask symmetrical?
- Estimate the width.
- Estimate the circumference.
- Classify the numbers as even or odd.
- Draw and decorate a shape that is similar to the mask.
- List objects that have approximately the same dimensions as the mask.

### Florida Standards

- Grade K: MAFS.K.MD.1.1/MAFS.K.MD.1.2/MAFS.K.G.1.2/MAFS.K.G.1.3/MAFS.K.G.2.4
- Grade 1: MAFS.1.MD.1.1/MAFS.1.G.1.1/MAFS.1.G.1.2/MAFS.1.G.1.3
- Grade 2: MAFS.2.OA.3.3/MAFS.2.NBT.2.5/MAFS.2.MD.1.1/MAFS.2.MD.1.3/MAFS.2.G.1.1
- Grade 3: MAFS.3.MD.1.2/MAFS.3.MD.3.5/MAFS.3.MD.3.7/MAFS.3.MD.4.8
- Grade 4: MAFS.4.NBT.2.4/MAFS.4.MD.1.1/MAFS.4.MD.1.3/MAFS.4.MD.3.5/MAFS.4.G.1.3
- Grade 5: MAFS.5.MD.1.1/MAFS.5.MD.3.3/MAFS.5.G.2.4

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### Creative/Journal Writing Suggestions

- Be an art critic and write a review of the mask for a newspaper.
- Write a letter to a friend/relative describing the mask.
- Describe the emotions evoked in you by the mask.
- Would you change anything in the work? Add or remove anything?
- Explain why or why not you would like to see more of these masks.
- Give the mask a new title and explain the new name.
- How do you suppose the mask was used? How would you use this mask?
- Do you suppose a person posed for the mask?
- What might the entire costume look like? Write a description.
- Was the person who wore the mask male or female?
- Did the mask remind you of something, someone or some place in your life?
- Write about a time when you wore a mask; describe the mask, the reason for wearing the mask and the setting in which it was worn.
- Why do you suppose the artist used the materials that were used to create the mask?
- In which room of your house would you install the mask and why?
- Use this mask in an advertisement to sell a product or a service.
- Compose a jingle or a poem about the mask, the mask maker or the mask wearer.
- Pretend you are an art dealer; persuade a customer to purchase the mask.
- Use the mask as the logo for a sports team, a business or a musical group.

### Florida Standards

- Grade K: LAFS.K.W.1.1/LAFS.K.W.1.2
- Grade 1: LAFS.1.W.1.1/LAFS.1.W.3.8/LAFS.1.W.L.1.1/LAFS.1.L.3.4
- Grade 2: LAFS.2.W.1.1/LAFS.2.W.1.3/LAFS.2.W.3.8/LAFS.2.L.3.5
- Grade 3: LAFS.3.W.1.1/LAFS.3.W.1.2/LAFS.3.W.1.3/LAFS.3.W.3.8/LAFS.3.L.3.4
- Grade 4: LAFS.4.W.1.1/LAFS.4.W.1.2/LAFS.4.L.3.6
- Grade 5: LAFS.5.W.1.1/LAFS.5.W.1.2/LAFS.5.W.1.3/LAFS.5.L.3.4

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### Language Arts

**Skill:** Vocabulary - adjectives

**Motivation:** mask image

**Materials:** index cards

**Vocabulary:** adjective, noun, mood, texture, category

### Florida Standards

- Grade K: LAFS.K.RL.2.4/LAFS.K.RL.2.5/LAFS.K.W.1.2/LAFS.K.L.3.4
- Grade 1: LAFS.1.RL.1.1/LAFS.1.W.1.2/LAFS.1.L.3.4
- Grade 2: LAFS.2.RL.1.1/LAFS.2.RL.2.4/LAFS.2.W.1.2/LAFS.2.L.3.6
- Grade 3: LAFS.3.RI.2.4/LAFS.3.RL.1.1/LAFS.3.RL.3.7/LAFS.3.W.1.2/LAFS.3.L.3.6
- Grade 4: LAFS.4.RI.2.4/LAFS.4.W.1.2/LAFS.4.L.3.6
- Grade 5: LAFS.5.RI.2.4/LAFS.5.W.1.2/LAFS.5.L.3.6

**Aim:** How do we use adjectives to describe the *Male Face Mask, Fire Runner (Gunyega)*?

### Procedure:

- Define adjectives: an adjective is a word that describes a noun.
- Review nouns: nouns are people, places or things.
- Give a few examples of adjectives and elicit a few more from the class.
- Introduce/review and discuss the vocabulary.
- Record the elicited adjectives on index cards for the following categories:
  - a) texture (smooth, rough, thick, soft or hard).
  - b) facial features (expression, details, etc.).
  - c) moods evoked by the mask (happy, sad, serious, angry, calm or none at all.).
  - d) shapes (rectangles, ovals or circles).
  - e) lines (straight, curvy or diagonal).
  - f) energy or movement (intensity, direction, etc.).
  - g) colors (dull, natural, earth tones).
  - h) setting; where or when the mask was used (ceremony, celebration, nighttime).
- Have the children classify the adjectives on the index cards into categories.

**Summary:** Have the children write a brief description of the mask.

**Follow Up:** Choose five adjectives and write a sentence for each describing a family member.