

BOCA RATON MUSEUM OF ART



Bird Mask

Liberia, Mano People, undated
Wood, metal and fabric, 12 x 8 x 8 inches
Permanent Collection 1991.014
Gift of Benita Baird

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Visual Arts

Skill: critical analysis

Motivation: Museum trip

Materials: chart paper

Vocabulary: critical analysis, texture, anonymous, 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 *Bird Mask*?

Procedure:

- Define and discuss critical analysis.
- Introduce/review and discuss the vocabulary.
- Point out that the artist is unknown.
- Inform the students that the mask originated in Liberia.
- Elicit/relay information about Liberia (location, climate, language, capital city).
- Discuss and explain the concepts of realistic and abstract art.
- Is the mask more realistic or more abstract?
- What kind of animal or combination of animals does this mask bring to mind?
- Why do you suppose the artist chose this image for this mask (flight, beauty, cunning)?
- Give the mask a new title and explain your reasoning for the new name.
- 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 for a description of the materials used to construct the mask.
- Ask the children to describe the shapes (rectangles, ovals, diamonds).
- Have the class describe the lines they observe (straight, curvy, diagonal).
- Is the mask symmetrical?

Summary: Elicit critiques (I did or did not like the mask because ...); record the 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.
- Describe and explain any observable patterns.
- Draw and decorate a shape that is similar to the mask.
- Estimate the weight of the mask in both standard and metric measurement.
- Use non-standard measurement as a method to measure the piece (pencils, fingers, hands).
- Estimate the amount of time it took for the artist to create this mask.
- Is the mask larger or smaller than a fire fighters helmet?
- Is the mask symmetrical? Explain your answer.
- Estimate the width.
- Estimate the circumference.
- Estimate the height.
- Classify any numbers as even or odd.
- List objects that are approximately the same size as the mask.
- Estimate the percentage of the mask that is fabric and the percentage of the mask that is wood and metal.

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.
- Compile a list of questions to ask the mask maker during an interview.
- Describe the emotions evoked 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 bird posed for the mask? How?
- What animal would you choose for a mask and why?
- 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 or the mask maker.
- 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 characteristics of the *Bird Mask*?

I Can Statement: I can use adjectives to describe the *Bird Mask*.

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.
- Point out that the artist is unknown.
- 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 (circles, rectangles, diamonds).
 - e) lines (straight, curvy, diagonal).
 - f) setting where or when the mask was used (ceremony, celebration, nighttime).
 - g) energy or motion (intensity, direction, etc.).
- 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.