

BOCA RATON MUSEUM OF ART



Mask

Ivory Coast, Dan People

Wood, cowrie shells, feathers and textile, 18 ½ x 13 x 12 inches

Permanent Collection 2000.278

Gift of Mr. and Mrs. Hy Klebanow

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Visual Arts

Skill: critical analysis

Motivation: Museum trip

Materials: chart paper

Vocabulary: critical analysis, texture, anonymous, realistic, abstract

Visual Arts Standards Grades 6-8

VA.68.C.1.2/VA.68.C.1.3/VA.68.C.2.3/VA.68.C.2.4/VA.68.C.3.1/VA.68.C.3.3/VA.68.H.1.1

VA.68.H.1.3/VA.68.H.1.4/VA.68.H.3.1/VA.68.H.3.2/VA.68.O.3.2/VA.68.S.1.1

Florida Standards

- Grade 6: LAFS.6.L.3.6/LAFS.6.W.1.1/LAFS.6.RL.1.1/LAFS.6.RI.1.2/LAFS.6.W.1.1
- Grade 7: LAFS.7.L.3.6/LAFS.7.W.1.1/LAFS.7.RI.1.1/LAFS.7.RI.1.2/LAFS.7.W.1.1
- Grade 8: LAFS.8.L.3.6/LAFS.8.W.1.1/LAFS.8.RI.1.1/LAFS.8.RI.1.2/LAFS.8.W.1.1

Aim: How do we describe the characteristics of the *Mask*?

Procedure:

- Define and discuss critical analysis.
- Introduce/review and discuss the vocabulary.
- Point out that the artist is unknown.
- Elicit information about the Ivory Coast (location, language, capital city).
- Discuss and explain the concepts of realistic and abstract art.
- Inquire whether or not the mask is more realistic or more abstract.
- How and in what situation do you suppose this mask was used?
- What type of animal might this be (antelope, fantasy, mythological)?
- What do you think this animal represents (strength, intimidation or hard work)?
- Discuss texture and ask the class to give a description (smooth, rough, soft or hard).
- Have the class describe the features of the mask (teeth, horns, eyes).
- Elicit the moods evoked by the mask (happy, sad, serious, angry or calm).
- Ask the students to describe the shapes (ovals, rectangles, geometric or organic).
- Have the group describe the lines they observe (straight, curvy or diagonal).
- Is the mask symmetrical?
- Describe the materials used to construct the mask. Discuss why these materials were used.

Summary: Elicit critiques (I like or dislike the mask because ...) and record on chart paper.

Follow Up: Choose another animal from the jungle and describe the mask you would create.

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Language Arts

Skill: Vocabulary - adjectives

Motivation: mask image

Materials: index cards

Vocabulary: adjective, noun, shape, color, texture, category

Florida Standards

- Grade 6: LAFS.6.L.3.6/LAFS.6.RL.1.1/LAFS.6.RL.1.2/LAFS.6.RI.1.2
- Grade 7: LAFS.7.L.3.6/LAFS.7.RI.1.1/LAFS.7.RL.1.2/LAFS.7.RI.1.2
- Grade 8: LAFS.8.L.3.6/LAFS.8.RI.1.1/LAFS.8.RL.1.2/LAFS.8.RI.1.1

Aim: How do we use adjectives to describe the *Mask*?

I Can Statement: I can use adjectives to describe the *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.
- Record the following elicited adjectives on index cards:
 - 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 and types of lines they observe (straight, curvy or diagonal).
 - e) lines they observe (straight, curvy or diagonal).
 - f) symmetry of the mask
 - g) setting (location, time frame, event).
 - h) energy or movement (intensity or direction).
- Have the students classify the adjectives on the index cards into categories.

Summary: Have the class list adjectives that describe the classroom.

Follow Up: Use ten adjectives to describe a family member, a pet or a friend.

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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 and explain 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 your reasoning.
- How do you suppose the mask was used? How would you use this mask?
- What type of animal does the mask represent; real or fantasy; a combination?
- 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?
- 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?
- What product or service could this mask represent in an advertisement?
- Write a jingle about the mask or the mask maker.
- Compose a poem about the mask or the mask maker
- Compile a list of questions for an interview with the artist.
- 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 6: LAFS.6.W.1.1/LAFS.6.RI.2.6/LAFS.6.RL.1.1/LAFS.6.W.1.2/LAFS.6.W.1.3
- Grade 7: LAFS.7.W.1.1/LAFS.7.RI.2.6/LAFS.7.RI.1.1/LAFS.7.W.1.2/LAFS.7.W.1.3
- Grade 8: LAFS.8.W.1.1/LAFS.8.RI.2.6/LAFS.8.RI.1.1/LAFS.8.RL.1.2/LAFS.8.W.1.3

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Math Suggestions

- Identify and define the characteristics of the shapes observed.
- Describe and explain any observable patterns.
- Estimate the number of teeth.
- Identify and describe any patterns.
- Draw and decorate a shape that is similar to the shape of the mask.
- Estimate the weight of the work in both standard and metric measurement.
- Use non-standard measurement as a method to measure the piece (pencil, finger, foot).
- Is the mask larger or smaller than a football helmet?
- Estimate the amount of time it took for the artist to create the mask.
- Is the mask symmetrical? Explain your answer.
- Estimate the width.
- Estimate the circumference.
- Classify the numbers as even or odd.
- Round the numbers to the nearest ten and the nearest hundred.
- Convert the numbers to the metric system.
- Estimate the number of cowry shells on the mask.
- Estimate the percentage of the mask that is made up of textile and the percentage of the mask covered by cowry shells.

Florida Standards

- Grade 6: MAFS.6.G.1.1/MAFS.6.G.1.3
- Grade 7: MAFS.7.G.1.3/MAFS.7.NS.1.3/MAFS.7.G.2.6/MAFS.7.G.1.2