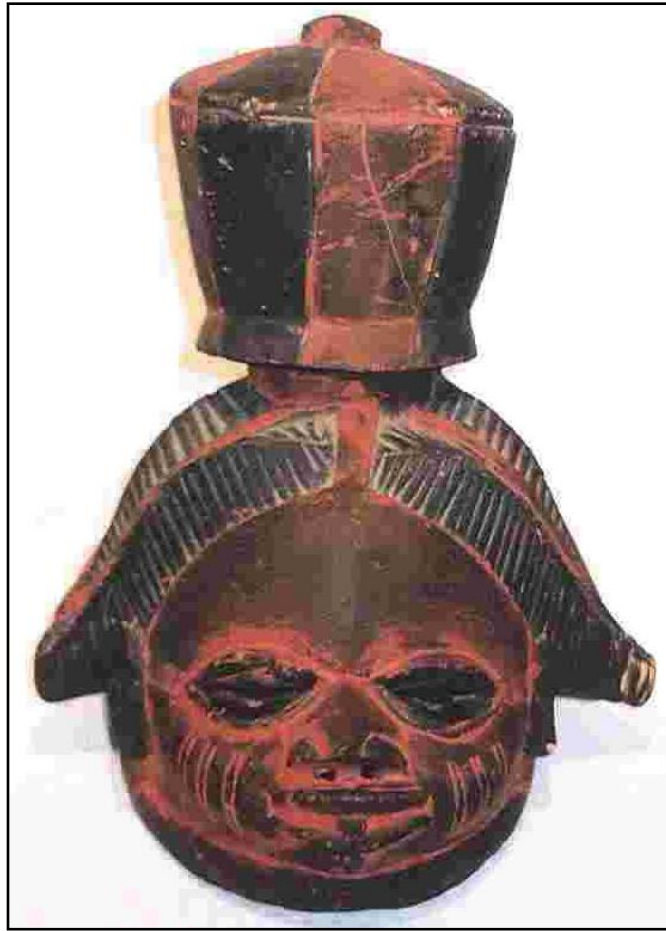


BOCA RATON MUSEUM OF ART



Gelede Mask

Yoruba peoples, Nigeria

20th Century

Carved wood, red and indigo pigments, 14 x 8 inches

Permanent Collection 2007.29.95

Gift of Dorothy A. Sturman in memory of George L. Sturman

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Visual Arts

Skill: critical analysis

Motivation: Museum trip

Materials: chart paper

Vocabulary: critical analysis, symmetry, texture, facial, 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 *Gelede Mask*?

Procedure:

- Define and discuss critical analysis.
- Introduce/review and discuss the vocabulary.
- Point out that the artist is unknown.
- Elicit information about Nigeria (location, language, capital city).
- Explain and discuss the concepts of realistic art and abstract art.
- Discuss whether or not the mask is more realistic or more abstract.
- Have the class describe the facial features (expression, cheeks and mouth).
- Do you suppose the facial features have any significance?
- Elicit a description of the head (hairstyle, headdress, shape).
- Discuss texture and ask for a description of the mask's texture (smooth, rough, hard, soft).
- Elicit the moods evoked by the mask (happy, sad, serious, angry or calm).
- Ask the class to describe the shapes (ovals, triangles, rectangles, geometric or organic).
- Describe the lines (straight, curvy, diagonal or wavy).
- Is the mask symmetrical?
- Discuss the materials used to construct the mask. Ask why these materials were used.

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

Follow Up: Write a few sentences describing the mask wearer's costume.

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Language Arts

Skill: Vocabulary - adjectives

Motivation: mask image

Materials: index cards

Vocabulary: adjective, noun, category, classify

Florida Standards

- Grade 6: LAFS.6.L.3.6/LAFS.6.RI.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 *Gelede Mask*?

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

Procedure:

- Define adjectives: an adjective is a word that describes a noun or pronoun.
- 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 (ovals, diamonds, circles).
 - e) lines (straight, curvy or diagonal).
 - f) setting (location, time frame, event)
 - g) energy or motion (intensity, direction, etc.).
- Have the group classify the adjectives on the index cards into categories.

Summary: Have the students write a brief description of the mask.

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

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Creative/Journal Writing Suggestions

- Do you suppose a person posed for the mask?
- Write a letter to a friend/relative describing the mask.
- Describe and explain the emotions evoked in you by the mask.
- Pretend you are an art critic: write a review of the mask for a newspaper.
- Did the piece remind you of something, someone or some place in your life?
- 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.
- In which room of your house would you install this mask and why?
- Give the mask a new title and explain your reasons for the new name.
- Why do you suppose the artist used the materials that were used to create the mask?
- Use the mask to advertise and sell a product or a service.
- What might the entire costume look like? Write a description.
- What do you suppose was the purpose of this mask?
- How would you use this mask?
- Write a jingle 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.
- Compile a list of questions to ask the artist during an interview.

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.
- 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 (pencil, finger, foot).
- Estimate the amount of time it took for the artist to create this masterpiece.
- Is the mask symmetrical?
- Estimate the width.
- Estimate the circumference.
- Convert the numbers into metric measurement.
- Classify the numbers as even or odd.
- Draw and decorate a shape that is similar to the mask.
- Estimate the percentage of the mask that still showing red pigment.
- Round the numbers to the nearest ten and the nearest hundred.
- List objects that are approximately the same size as the mask.

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