

BOCA RATON MUSEUM OF ART



Ritual Helmet Mask, Mwashaboy

Democratic Republic of the Congo, Kuba People
Wood, beads, copper cowry shells, textile and human hair, 30 inches high
Permanent Collection 1993.138
Gift of Mr. and Mrs. Arthur Steinman

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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 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 *Ritual Helmet Mask, Mwashamboy*?

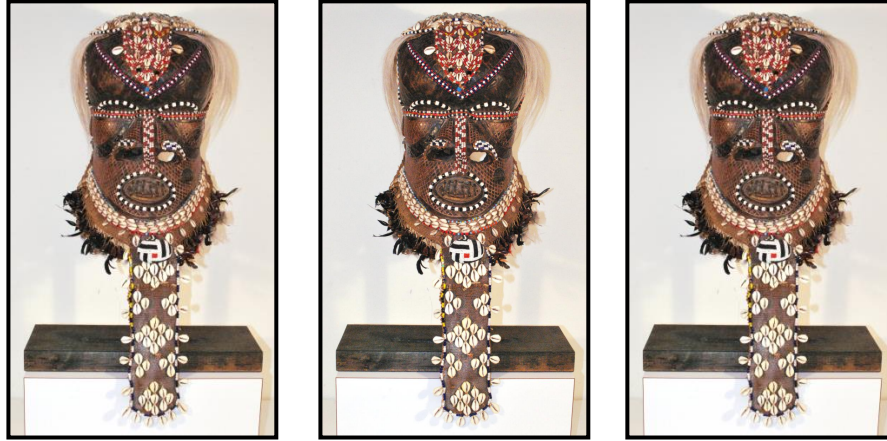
Procedure:

- Define and discuss critical analysis.
- Introduce/review and discuss the vocabulary.
- Point out that the artist is unknown.
- Elicit information about the Democratic Republic of the Congo (location, language, capital).
- Explain and discuss the concepts of realistic art and abstract art.
- Discuss 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 students to give a description (smooth, rough or soft).
- Have the class describe the facial features and the head (expression, hairstyle, accessories).
- Elicit the moods evoked by the mask (happy, sad, serious, angry or calm).
- Ask the class to describe the shapes (diamonds, rectangles, ovals).
- Elicit a description of the lines (straight, curvy, diagonal or wavy).
- Is the mask symmetrical? Explain.
- Why would the maker use the materials that make up the mask?

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

Follow Up: Write a paragraph describing the last time you wore a mask and why?

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Language Arts

Skill: Vocabulary - adjectives

Motivation: mask image

Materials: index cards

Vocabulary: adjective, noun, mood, 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 describe the characteristics of the *Ritual Helmet 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, ovals, squares, organic, geometric).
 - e) lines they observe (straight, curvy or diagonal).
 - f) symmetry of the mask
 - g) setting (location, time frame, event).
 - h) Energy or movement (intensity and direction).
- 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: List adjectives that describe family members, friends or teachers.

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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?
- 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? Explain.
- 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?
- Use the mask in an advertisement to sell a product or a service.
- Compose a jingle about the mask, the mask maker or the mask wearer.
- Create 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.
- Compile a list of questions to ask the mask maker 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

- Estimate the number of shells on the mask.
- Estimate the number of beads on the mask.
- Identify and define the characteristics of the shapes observed.
- Describe and explain any observable patterns.
- Draw and decorate a shape that is similar to 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).
- Estimate the amount of time it took for the artist to create this mask.
- Is the mask larger or smaller than a football helmet?
- Is the mask symmetrical? Explain your answer.
- Estimate the width.
- Estimate the circumference.
- Estimate the height.
- Classify any numbers as even or odd.
- Estimate the percentage of the mask covered by the cowry shells, the beads and the human hair.
- 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