

BOCA RATON MUSEUM OF ART



Ritual Helmet Mask (Mwashaboy)

Democratic Republic of the Congo, Kuba People, undated
Wood, beads, copper cowry shells, textile and human hair, 30 inches tall
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

- 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 *Ritual Helmet Mask*?

Procedure:

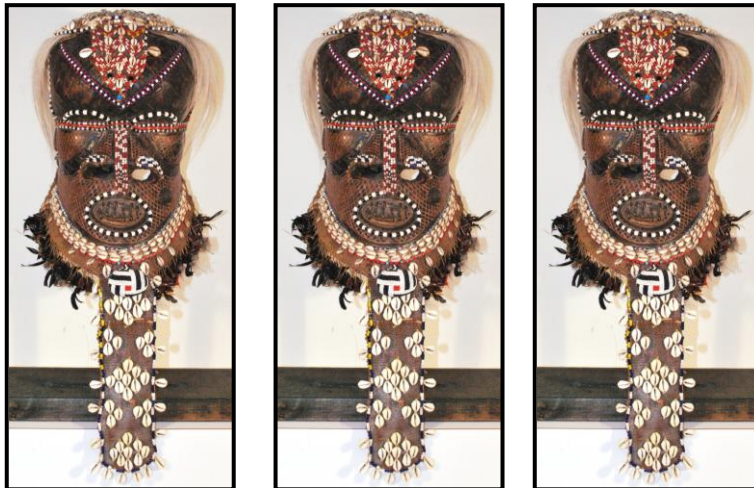
- Define and discuss critical analysis.
- Introduce/review and discuss the vocabulary.
- Elicit information about the Democratic Republic of the Congo (location, capital, climate).
- Point out that the artist is unknown.
- Briefly discuss the concepts of abstract art and realistic art.
- Ask whether 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 and the head (expression, hairstyle, accessories).
- Elicit the moods evoked in you by the mask (happy, sad, serious, angry or calm).
- Ask for a description of the shapes (diamonds, ovals, rectangles).
- What do you suppose the markings on the mask represent?
- Have the students describe the lines (straight, curvy, diagonal or wavy).
- Is the mask symmetrical? Explain.
- Ask for a description of 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 ...) and record on chart paper.

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



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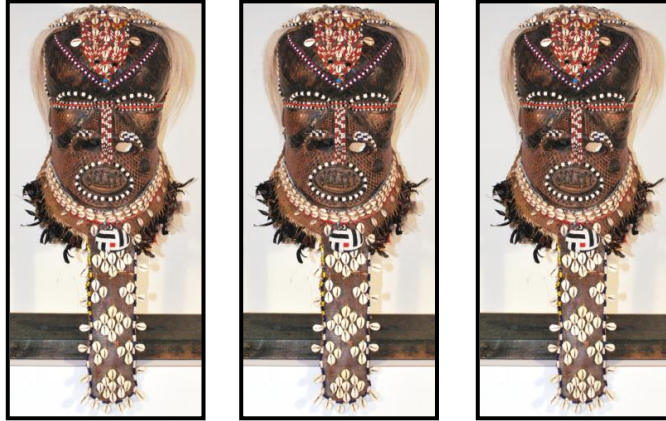
Math Suggestions

- 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 length, etc.).
- Estimate the amount of time it took for the artist to create this mask.
- Is the mask larger or smaller than a text book?
- Is the mask symmetrical? Explain your answer.
- Estimate the width.
- Estimate the circumference.
- Estimate the height.
- Classify any numbers as even or odd.

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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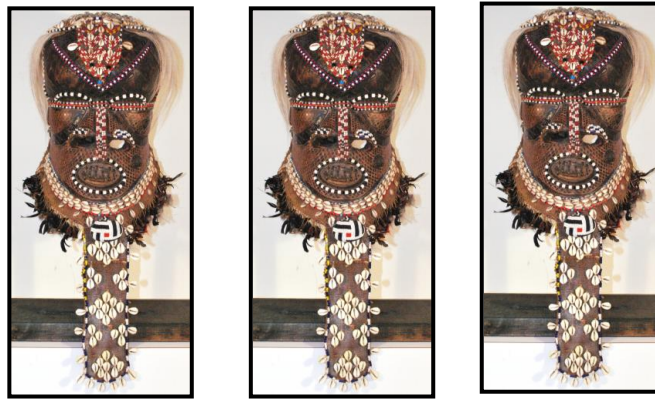
Creative/Journal Writing Suggestions

- Be an art critic and write a review of the mask for a newspaper.
- Write a letter to a friend/relative describing the mask.
- Write a letter to the mask maker.
- 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 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.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
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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 describe the characteristics of the *Ritual Helmet Mask*?

I Can Statement: I can use adjectives to describe 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.
- 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, diamonds, ovals).
 - e) lines (straight, curvy or diagonal).
 - f) energy or movement (intensity, direction, etc.).
 - g) setting; where or when the mask was used (ceremony, celebration, war, coronation).
 - h) colors (earthy, natural, dull, bright).
- Have the students classify the adjectives on the index cards into categories.

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

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