

Paper Mask

Art Standard: 1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to the Visual Arts—Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

1.3 Analyze their works of art as to personal direction and style.

3.0 Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts—Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.

Diversity of the Visual Arts

3.4 Research the methods art historians use to determine the time, place, context, value, and culture that produced a given work of art.

Criteria: Drawing is expressive and detailed using line, shape, pattern, rhythm, and emphasis.

Student has great control and is able to experiment a little.

The drawing shows that the creator took great care in their work. The drawing is neat, looks carefully planned, and thoughtfully executed.

The artwork demonstrates a challenging level of production and creativity as well as outstanding problem solving skills.

Excellent completion of all practice sketches and final work

Objective: Students will become aware of reasons masks are used for “The Day of the Dead”

Students will learn about the meaning of masks

Students will study the characteristics of mask

Students will utilize the elements and principles of art/design when creating their mask.

Materials: Pencil, Eraser, 9x12 Practice Paper, 9x12 White Paper, Markers, Scissors, and Tape

History: A mixture of Aztec and European symbolism infuse the meaning of Day of the Dead face painting designs. The tradition is a mixture of Catholic beliefs with the religions of indigenous Mexican people. The most common design is to paint the face to resemble a skull. For people not familiar with Latin American culture, this might seem strange and even scary. However, the skull has a uniquely positive meaning. It is very different from the skeletons and ghosts of Halloween. The multi-day holiday is an opportunity for families and friends to gather, pray for, honor, celebrate, and remember friends and family members who have died



Step 1: Students will use 9x12 practice paper to plan out their mask and design using pencil, focusing on line, shape, color, rhythm/pattern, and emphasis

Step 2: Fold your paper in half horizontally.

Step 3: Use the mask pattern to draw the outline of the mask

Step 4: Draw your mask shape using the fold as the center point of your mask. Be sure to use the whole paper

Step 5: Students will get their plan and design approved by the teacher

Step 6: Students will fold the white paper in half and transfer their design onto 9x12 white paper.

Step 7: Students will use marker to color in their design with bold colors. There will be little to no white of the paper showing

Step 8: Students will cut-out their mask making sure to follow the cut-out guidelines to create the skull like shape

Step 9: Students will then fold and tape the mask on cuts to create the 3-d like quality of the mask