

Instructional Unit Title: Reflecting Identity through Art

The teacher may display a variety of masks and ask such questions as: What are masks made of...; What are masks used for...; What can/do masks signify... so that students can make exploratory inferences about the masks and their artists.

The teacher may lead a discussion regarding where/when students wear or see masks in their own familial/social environments so that students see relationships about art and symbol making across cultures.

The teacher may demonstrate symbolic representations of culture, history, religion, etc. so that students can begin to explore and understand how masks invoke symbols to signify cultural beliefs.

The teacher may display one mask (from Learning Experience #1) to model exploratory inference making so that students can identify, in more depth, aesthetic and cultural attributes.

The teacher may model the ways in which artists describe and write about their aesthetic choices so that students can consider how to linguistically represent artistic endeavors.

The teacher may revisit work thus far so that students can begin considering how artists choose cultural and aesthetic elements in the design process.

The teacher may model comparing and contrasting contemporary and historical masks of the same cultural/social origin so that students can consider consistent and unique expressions of cultural elements.

The teacher may provide detailed information about mask origins (from Learning Experience #1) so that students can compare their inferences about the masks with the factual evidence (hypothesis testing).

The teacher may present and lead a discussion on exhibition techniques for 3 dimensional art displays (of masks) so that students can examine the necessary components of a successful art show.

PERFORMANCE ASSESSMENT: You are a museum curator and you are being asked to identify, classify and plan an exhibit for a collection of masks (that have arrived to you in an unmarked crate). The masks seem to come from a variety of cultures, eras, and locations. The masks have come with unattached labels that should be able to inform you of their origin. As you design the exhibit, you need to consider visual clues that tell you about the people, culture, time in history, and place in the world that you believe the mask originated. The exhibit that you are planning will be open to the public.

This unit was authored by a team of Colorado educators. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students. To see the entire instructional unit sample with possible learning experiences, resources, differentiation, and assessments visit <http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples>.