

CONCEPTUAL MASK OBJECTIVES

You are going to design and create a mask that communicates one of the following concepts listed below. Masks have a deep cultural history across the globe, as you discovered in your research you shared with the class. Beyond the traditional realm, we see masks in popular culture such as music, movies, and TV shows, and artists are there behind every piece with a particular idea with that mask in mind. You are going to use plaster gauze for the casting/construction, acrylic paint for the color, and any other embellishments to bring this character alive.

CONCEPT (choose one)

- _____ Life event celebration (birthday, wedding, graduation, personal achievement, overcoming a life challenge).
- _____ Reflecting on cultural identity (your heritage blended with American identity)
- _____ Exploring culture (being inspired by the masks we researched, when/why would your mask be used)
- _____ Refusing identity, becoming the other, an alter ego (creating a new character)

DESIGN

- _____ Based on the human face (your face)
 - _____ Decide if this is a full face, half, partial
 - _____ Must modify the face somehow to build up the surface of the mask
 - _____ Is it symmetrical or asymmetrical?
 - _____ How much is plaster and how much isn't?
- **2 DESIGNS (can be the same idea, just different composition is ok) from a front and profile view per design. TURN INTO SHOWBIE BY: _____**

CASTING PROCESS (you will cast a partners, so both of you need sketches ready to communicate to each other)

- _____ apply a release to the person getting casted including any facial hair like
- _____ they also need a headband to hold hair back
- _____ cut a variety of sized strips of plaster gauze prior to application
- _____ make a towel pillow for castee to put head on table, drape towel over them
- _____ start with around the nose and eye area **DO NOT CAST OVER THE NOSTRILS!!**
- _____ after initial layer, you will need 2-3 more. **3-4 layers total**
- _____ be careful around the eyes with how much water you are using and that you are smoothing the plaster right away after laid down and going back later too as it's setting.

ADDITIVE PLASTER (post-casting)

- _____ trim edges with scissors, then cover with a layer of plaster for smooth edges
- _____ build up surface of mask with plaster using methods Mrs. C shows you as needed
- _____ finish off the nostril area, clean up eye area

FINISHING

- _____ prime with gesso to have a paintable surface once plaster is completely dry (2 coats)
- _____ lay down base colors
- _____ use either dry brushing or wet brushing technique to give mask depth
- _____ apply any embellishment like: glitter, hardware, etc
- _____ apply straps and felt to make it wearable

SELF EVALUATE, CRITIQUE, AND WRITE ARTIST STATEMENT: TURN INTO SHOWBIE

Pre-Critique and Formal Critique Form

Your Name: _____ Your Partner's: _____

Pre-Critique

Identify *two strengths* of the work, *one* thing that you or your peer could have done better, and *one* thing you or your peer could do to enhance (color, masking, ect) yours/his/her piece. If there is an idea, is it being communicated, and is it effective? If it is functional, will it work appropriately? Don't forget art elements and principles to help talk about/describe work, they help to discuss artwork better. **Use full sentences and appropriate grammar.**

Your in progress work

1) Pre-Critique on your own work:

2Strengths: _____

One Improvement:

One Enhancement:

2) Pre-Critique on YOUR work by your partner (give them your iPad to do):

2Strengths: _____

One Improvement:

One Enhancement:

Formal Final Critique

You are to go through the four steps from your Art Analysis notes to judge your artwork and have your partner comment on yours.

Your finished/glazed work

Final Critique on your work

1&2. Describe and Analyze:

3. Interpretation: _____

4. Judgment: _____

Partner's Judgment of your final work:

Name: _____ Hr: _____

Conceptual Plaster Masks

<p>Cast: Cast is strong with enough layers so that it is not too fragile, but not too heavy that it's not wearable.</p>	1	2	3	4	5
<p>Additive Details: Student modified of the face somehow structurally by adding additional details or covering up facial features.</p>	1	2	3	4	5
<p>Design and Concept: Student utilized one of three concepts on the checklist handed before initial sketches. The design of the structure and painting are strong. A four would be an interesting design as well as a strong communicative concept.</p>	1	2	3	4	5
<p>Creativity and Technique: Student challenged themselves through design and pushed themselves beyond to learn new skills. Student's technique was solid, clean, and purposeful.</p>	1	2	3	4	5
<p>Work Ethic (alone and with others): Student was an excellent worker on their own time by staying on task every day and cleaning up well after themselves. Student also was a good team member especially on casting day working with their partner.</p>	1	2	3	4	5

Artist Statement

*All artists are drawn to their media and subject matter for a reason, and try to communicate visually what their concept or concepts are. Many artists will also have an artist statement that sits alongside a work or series of work of art. These statements are to compliment the artwork to aid the viewer in understanding more about the artwork. These can be about the process of working with the material or coming to the understanding of the concept if the process was the focus. Some artists will give a back story, vague or specific, of where the process developed from and where the art drives the concept visually. Some will be only about the concept and the concept that the artist is trying to convey. These are typically not dry, but can almost be poetic and eloquent in nature. They can be short or long. I want you to write an artist statement about your mask and where and why you came up with the concept. You must have **at least** one paragraph that is 5-6 sentences long. Be creative, yet honest. Don't be afraid to put some emotion in these so the viewer can understand you a little better as the creator.*

