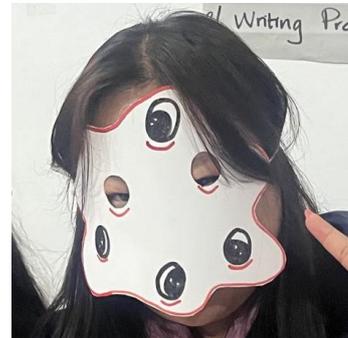


LESSON PLAN

Artists Name	Trish Donald
Activity Name	Lesson 5 - Mask Making and Performance
Collaborating Teacher	Sangay Biddha Asst. Professor – Children’s Literature
Resources Required List all resources required to undertake this activity. Be mindful of the availability/accessibility of resources.	A4 Paper Cardboard Pens and or pencils including colouring in pencils or paint. String Scissors
Timeframe Is this one activity or a sequence/multi-staged activity? Indicate the activities duration i.e. one hour, two hours, a day, across a week, months etc.	2 hours This lesson is the first in the following sequence: <ul style="list-style-type: none"> • Lesson 1 – Understanding the Role of Illustrators • Lesson 2 - Creating Characters • Lesson 3 - Exploring Genre and Story Development • Lesson 4 - Creating a Picture Book • Lesson 5 - Mask Making and Performance • Lesson 6 - Expanding Stories and Learning Through Games
Activity Outline/Description Include a brief overview of the activity.	Students make a mask based on their character.
Activity Instructions Provide details and step by step instructions which will enable other educators to follow this activity with their students.	Students will use the main character they have drawn from their picture book for this lesson. Step 1: Planning and testing <ul style="list-style-type: none"> • Students draw the face of their character onto a piece of paper. This becomes a template. This is the testing phase to make sure it will fit their head. Things to consider are: <ul style="list-style-type: none"> - The characters feature such as ears, nose, hats, hair, decoration and any other distinctive features. - Size, they need to make sure the mask will fit them, so do now want it too big or too small (it is easier to get the size right on a piece of paper before cutting out cardboard). - Eye placement – they will need enough room for the eye holes, but remember to test how far apart they are so students can see through them. - Enough room to make holes for the string. Remember not to have the holes too close to the edge of the mask otherwise they will not be strong enough and rip through the cardboard.

Step 2: Make the mask

- Using the template and trace around it onto cardboard.
- Cut out the mask.
- Make holes for the string.
- Decorate the mask or leave it plain.



The variety of masks made by students was incredible, their characters were unique.

Step 3: Embodying the character

- Students put on their masks and explore what it feels like to become their character.
Ask students to play with:
 - how the character moves
 - what it sounds like
 - how it responds to other creatures
- have the students act out different aspects of their story.

Step 4: Swapping Masks

- As a way of encouraging exploration, have students work in pairs and swap masks. When they swap, direct the students to be the character, by imagining how their voice would sound and how they move. The other student provides feedback about how closely they have represented their character and what they could change to make it more like what they think it would be.

Step 5: Performing to the class

- One at a time, each student wears their mask and performs their book synopsis as their character.

Extension Activity

- The masks could be created using papier mâché and other material such as paint or collage.
- Create a play using the masks:
 - Students turn their one story into a play
 - As a class, brainstorm ideas to create a new story that will involve all of the masked characters.
- Use instruments and song to add to the play. Think about the different sounds that could be used to represent how the characters talk, laugh, jump, move.
- Create a song about their story.
- If you have school assemblies or meetings, or days where parents visit the school, choose one or two plays to perform for a real audience.

Next Step

The masks, picture book and characters are the starting point for Lesson 6 - Expanding Stories and Learning Through Games.