



This curriculum extension has been funded in part through support from the Johnson Ohana Charitable Foundation.

Lesson 1: Let's Face It

Description: Creation of masks based on students' faces using recovered materials from marine debris cleanups.





**Upon completion
of this lesson
students will be
able to:**

**Evoke
expression
and emotion
with a mask
they create.**

Concepts:

- 1.** Artists use the language of the arts to communicate.
- 2.** Artists make choices about their subject matter and how to work with their materials.
- 3.** Artists make choices to give expression to and create emotion with their work.

Outcomes:

Upon completion of this lesson students will be able to:

- 1.** Demonstrate an understanding of the basic design elements and principles of art.
- 2.** Make artistic choices with unusual materials.
- 3.** Evoke expression and emotion with a mask they create.

Outline:

- I.** Set up (10 min.)
 - II.** Introduction (10 min.)
 - a.** Learner Level Assessment
 - b.** Behavior Guidelines
 - III.** Making Faces (30 min.)
 - a.** Sorting the Debris
 - b.** Designing the Mask
 - IV.** Conclusion and Review (5 min.)
 - V.** Additional Resources
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**This lesson
requires that
teachers conduct
marine debris
cleanups
with students.**

I. Set up (10 min.)

This lesson requires a screen and projector to show visuals to the class. It also requires that before conducting this lesson, teachers conduct marine debris cleanups with students and prepare debris to use as art supplies in the classroom. Ensure that there is enough debris for every student to create their mask. This usually requires about one garbage bag of clean debris for every ten students. In some cases this may mean that multiple class cleanups are necessary to find enough debris. At the beginning of this lesson, set up one sorting station for every four to five students. This station should include one half bag of clean debris and a surface to dump the debris out on. Other materials include:

- Mirrors (at least two to pass around)
- Nails (One 8 penny nail per student)
- Paper clips (enough for every student to have 15-20)
- Cardboard (roughly 1 square foot per student)
- Acrylic latex caulk plus silicone in a squeeze tube*
- Scissors (one pair per student)
- Brads (a few for each student)
- Paper and pencil for each student

** For this we recommend Alex Plus Acrylic Latex Caulk Plus Silicone. It is relatively inexpensive, safe to use, easily found in a squeeze tube, and works well on plastic. You can view the safety data sheet for more information on use recommendations. White school glue does not work on plastic.*



Design elements include: line, shape, form, color, texture, space, etc.

Background:

Review the design elements and principles of visual art learned in the IAMDC curriculum with students using this Washed Ashore graphic:

ELEMENTS AND PRINCIPLES OF ART

LINE

Line is the path of a point moving through space



PATTERN

Pattern refers to the repetition or reoccurrence of a design element, exact or varied, which establishes a visual beat.



SHAPE/Form

Shape implies spatial form and is usually perceived as two-dimensional. Form has depth, length, and width and resides in space. It is perceived as three-dimensional.



RHYTHM/MOVEMENT

Rhythm or movement refers to the suggestion of motion through the use of various elements.



COLOR

Colors all come from the three primaries and black and white. They have three properties: hue, value, and intensity.



PROPORTION/SCALE

Proportion is the size relationship of parts to a whole and to one another. Scale refers to relating size to a constant, such as a human body.



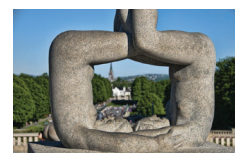
VALUE

Value refers to relative lightness and darkness and is perceived in terms of varying levels of contrast.



BALANCE

Balance is the impression of equilibrium in a pictorial or sculptural composition. Balance is often referred to as symmetrical, asymmetrical, or radial.



TEXTURE

Texture refers to the tactile qualities of a surface (actual) or to the visual representation of such surface qualities (implied).



UNITY

Unity is achieved when the components of a work of art are perceived as harmonious, giving the work a sense of completion.



SPACE/PERSPECTIVE

Space refers to the area in which art is organized. Perspective is representing a volume of space or a three-dimensional object on a flat surface.



EMPHASIS

Emphasis refers to the created center of interest, the place in an artwork where your eye first lands.



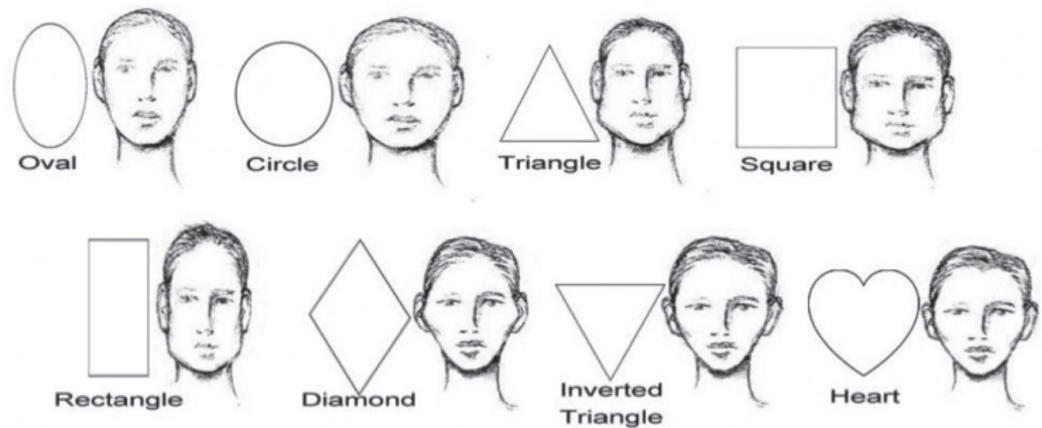


**Ask students,
“What shape is
your face?”**

II. Introduction (10 min.)

a. Learner Level Assessment

In this activity, students will create the cardboard background of masks based on their own faces. Ask students, “What shape is your face?” Have students use a mirror and the following chart to determine their facial shape.



Next, have students work with a partner and use a flexible measuring tool to measure their face from hair line to chin and from ear to ear. Based on shape and measurement, have students draw their face shape on a one foot by one foot piece of cardboard. When they are happy with the look of the outline, students can cut out the cardboard blank. This will be the background for the masks that students will create in this curriculum extension.

b. Specific Behavior Guidelines

Some lessons and activities in this curriculum require tools and/or physical activity, so there may be a need to discuss behavior expectations before activities. For this lesson, students will be using scissors and sharp objects for cutting and punching holes. Review etiquette on these tools with students. During this lesson students will also be taking a close look at their own and each other’s faces. This exercise may point out similarities and differences for students. Set classroom expectations in order to make sure everyone is respectful of their classmates’ uniqueness during their discussions.



Choosing three or fewer types of items will help students to create their message in the next lesson.

III. Making Faces (30 min.)

a. Sorting the Debris

Every Washed Ashore sculpture that has been created started with sorting the debris found on the beach to discover the materials that we had to work with. This project also begins with a sorting activity. In lessons two and five of the IAMDC, students practiced sorting unusual objects into various categories including color and type of debris. Groups of four to five students should practice sorting at least half of one bag of cleaned debris recovered during the class cleanup. Students may want to try and sort in more than one way.

Assessment (Outcome 1) Students sort debris in a way that relates to the design elements and principles of visual art so that they can view it as art supplies rather than trash.

Once the group has a sorted set they are happy with, let students know they will be choosing the debris to use on their masks from this set of materials. Reference the faces created in IAMDC lessons two and five, and ask students to consider how many different elements they were created with. Most students will remember that only a few colors or types of material were used on the practice faces created in those lessons.

This is the first time students will attempt to create an individual mask and for a face this size it helps for students to use only two or three types of items and colors. For example, a student might choose to make his/her mask out of bags, straws, and bottle caps of just three colors. Choosing three or fewer types of items will also help students to create their message in the next lesson. Have students look over the materials available and decide what they would like to use.

Assessment (Outcome 2) Students make intentional choices about the materials they will use to create their mask

In order to avoid potential arguments, it may help to have students use a process to choose items. Having students choose in a 1,2,3,4,4,3,2,1 order will ensure fairness. Some classes may have enough debris that this is not an issue or already have systems in place to create fair distribution of items.



Have students place all mask elements to ensure they like the design before making it permanent.

b. Designing the Masks

Now that students have their materials and their cardboard blank, they can begin designing their masks. Before they begin attaching items, they should practice laying them out. Have them place all mask elements to ensure they like the design before making it permanent. Remind students that they are trying to create a version of their own face with this mask. There are many features that won't be an exact match, but they should keep in mind the shape of their facial features and the relative size of each feature when compared to others. There are several techniques from the IAMDC that students can use to create various parts of their masks.

Processing materials: Review and use the techniques used in IAMDC lesson nine to process debris. There are many ways to modify materials with a pair of scissors to create different textures, color combinations, and shapes that include creating trash kabobs, spiral cutting, braiding, ripping and more. If the giant masks created in the IAMDC are available, place them in the classroom where students can use them as a reference while they create their small masks.

Mosaic technique: Review and use the mosaic technique from IAMDC lesson eleven to create the skin for their masks. Use the lesson eleven slide show to review examples of mosaic.

Keep the elements and principles in mind- While students are working on their mask, project the design elements and principles of visual art in a location they can see it clearly for reference. It may be helpful to discuss specific elements and principles for certain facial features. For example, students will want to keep "value" in mind to create contrast between background and eye color. They will also want to keep "balance" in mind to create facial symmetry.

When students are ready to attach items to their masks, they can either use the buttonhole technique learned in the IAMDC lesson nine, brads, or acrylic latex caulk.

During this lesson, students may not finish their masks. By the end of this 45 minute class period, students should have their basic design worked out so that they can continue to work on their mask either as homework or in future class periods.

Assessment (Outcome 3) Students create a mask design that portrays a specific expression of their choice

IV. Conclusion and Review (5 min.)

During this lesson, students sorted and used debris from their class cleanup to create a mask modeled after their own faces. They reviewed the design elements and principles of visual art and the techniques learned through the IAMDC curriculum.

Assessment (Outcome 3) Students create a mask that evokes emotion and present their finished mask to the class

VI. Additional Resources

Hub Pages

<http://hubpages.com/art/Portrait-Drawing-for-the-Ultimate-Beginner-The-Face>

Washed Ashore Integrated Art Marine Debris Curriculum



**2016
Marine Debris
Fact:**

**Plastic pollution
is becoming one
of the most
common items
in the sea and has
entered the
bottom of the
ocean food chain.**

Washed Ashore Mission Statement:

Washed Ashore builds and exhibits aesthetically powerful art to educate a global audience about plastic pollution in oceans and waterways and spark positive changes in consumer habits.

How we fulfill our mission:

Our travelling exhibit of sculptures made completely of marine debris moves around the country in order to reach as many people as possible. Through both educational programs and interactions with our art and signage, we help audiences understand the problems of plastic pollution and marine debris. We offer educational programming at exhibit sites and support materials to educators interested in spreading awareness about plastic pollution through community art.

In order to create the sculptures we build, we first collect trash that has been removed from beaches through community beach cleanups and individual volunteers. This trash is then washed, sorted and prepared for the creation process. Each sculpture is designed and directed by a lead artist and then created through a collaboration of Washed Ashore team members, volunteers, students and artists.

Washed Ashore Facts as of 2016:

- Over 65 giant sculptures have been created.
- Over 35,000 pounds of marine debris have been processed.
- Over 12,500 volunteers have contributed to this project.

Marine Debris Facts as of 2016

- Every ocean and every marine environment contain pieces of our trash.
- 80% of marine debris comes from land; from streets to streams to rivers to oceans.
- Plastic pollution is becoming one of the most common items in the sea and has entered the bottom of the ocean food chain.

National Standards Addressed:

Next Generation Science Standards

MS-PS1-3.

Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

[Clarification Statement: Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.] [Assessment Boundary: Assessment is limited to qualitative information.]

MS-ESS3-3.

Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.*

[Clarification Statement: Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).]

The National Core Arts Standards

Creating:

Conceiving and developing new artistic ideas and work.

- **Anchor Standard #1:** Generate and conceptualize artistic ideas and work.
- **Anchor Standard #2:** Organize and develop artistic ideas and work.
- **Anchor Standard #3:** Refine and complete artistic work.

Presenting:

(visual arts): Interpreting and sharing artistic work.

Responding:

Understanding and evaluating how the arts convey meaning.

- **Anchor Standard #7:** Perceive and analyze artistic work.
- **Anchor Standard #8:** Interpret intent and meaning in artistic work.
- **Anchor Standard #9:** Apply criteria to evaluate artistic work.

Connecting:

Relating artistic ideas and work with personal meaning and external context.

- **Anchor Standard #10:** Synthesize and relate knowledge and personal experiences to make art.
- **Anchor Standard #11:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

National Curriculum Standards for Social Studies

- **Thematic Standard #1)** Culture: Include experiences that provide for the study of culture and cultural diversity.
- **Thematic Standard #2)** Time, Continuity, and Change: Include experiences that provide for the study of the past and its legacy.
- **Thematic Standard #3)** People, Places and Environments: Include experiences that provide for the study of people places and environments.
- **Thematic Standard #7)** Production, Distribution, and Consumption: Include experiences that provide for the study of how people organize for the production, distribution and consumption of goods and services.