

Lesson Plan Title: Character Development through Mask Making**Author: Aileen Zeigler****Date: July 5, 2020**

Description: In this acting lesson, students will use the inspiration of making a mask to define a character.

Learning Outcomes:

- Students will learn to craft a mask and use their mask to help create an improvised character that aligns with their mask
- Students will examine given circumstances as they create a complete backstory for their character that includes details about physical and personality traits

Grade Levels: 6-8**2014 National Core Theatre Standards:**

TH:Pr5.1.6.a. Recognize how acting exercises and techniques can be applied to a drama/theatre work.

TH:Pr5.1.7.a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.

TH:Pr5.1.8.a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.

TH:Cr1.1.6.c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theatre work.

Time to Teach: 3 - 50 minute classes (time shifts based off how long your students need to craft the masks)

Materials Required for Instruction:

Mask making supplies. I use a template from Feller's Art Factory but there are a number of ways to make masks.

Templates, scissors, glue, construction paper, elastic or sticks for holding up the masks, exacto knife for eyes

Opening:

Group warm up: Statues, make a statue of a list of animals. Coach students to make more and more specific choices that use the whole body. Then allow them to move as the animals.

Instructional Procedures:

1. Show students the mask templates and supplies available. Explain that they will be making a character based on the mask they choose and make. Model for them the process of cutting and gluing the masks together.
2. I use a randomizer to call students up one by one to select a mask to make. There can be repeats but I want to avoid everyone rushing and grabbing at the same time.
3. As they are working, prompt them to develop a backstory for their character. Name them and explain what each of the design choices they made mean for their character. Why did they use the colors they chose, etc?
4. Then ask students to write up a description of their character. There is an example graphic organizer attached to this lesson. You could also format it as an Instagram profile or Facebook page.
5. Provide an opportunity for students to share their characters with the class.
6. Possible extension: connect this with a monologue writing or script devising lesson and continue to use the mask inspired characters.

Assessment:

	4	3	2	1
Given circumstances	The character map is thorough with a detailed and well thought out backstory that connects with the physical and emotional characteristics of the character.	There is a complete backstory for the character including specific details about physical and personality characteristics.	There are some choices about the characters mannerisms and personality however the map is not thorough or detailed.	The circumstances created for the mask character do not represent a whole story. There are few specifics and they are disjointed.
Artistry	The mask is carefully crafted with details that bring to life the character; all elements of the character map are represented.	The mask is carefully crafted and aligns with the character map.	The mask is crafted with little attention to detail, only some of the elements from the character map are represented.	The mask lacks detail, seems generalized or poorly planned and does not represent a unique character.

Closing:

Exit Ticket: At the end of class hand out 2 sticky notes to each student and ask the students to write down one “ah-ha” a moment and one question they still have about character development through mask making.

Please use the space below for suggestions for any adaptations or accommodations for inclusion of special needs learners.

You may need to pre cut and prepare supplies for mask making for varying level students. You can adjust the difficulty of the creation based upon the abilities of your students. It could be a white mask blank that they color and design or it could be a construction paper template that they follow and create or it could be 3-d papier-mache.

I would also adjust the method for sharing character choices, some students may be better suited to writing out their answers, some to talking through them. Others may need to have multiple choice selections for creating their characters.

Please use the space below to list any other specific resources for multi-cultural inclusions.

[Mask from around the world](#)

<https://masksoftheworld.com/>

[THE MASK MAKING TRADITIONS, FUNCTIONS AND GLOBAL CONNECTIONS AMONG CHINA, AFRICA AND INDIA Prepared By: Ida Owens Fulbright-Hays](#)

Additional Tools & Resources:

<http://www.fellersartsfactory.com/>

<https://www.firstpalette.com/craft/printable-animal-masks.html>

Actor Name _____

Character Name _____

Character Type _____

Physical characteristics	
Color choice? Why?	
Personality Qualities	
Back Story	
Relationships and connections	
Goals	