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Integrating Migrant Children at Schools through Artistic Expression



**WP2: ArtsTogether Inclusive Curriculum
Module 3 Guide: Performing People
Activity/Output/Deliverable 2:1**

Prepared by: Bath Spa University



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MODULE 3: PERFORMING PEOPLE

Aims

1. Challenge stereotyping and build awareness of shared cultural experiences through exploration of performing people within visual and performing arts.
2. Stimulate creative and linguistic understanding through exploration of connectivity and diversity within portraits, masks and drama activities.
3. Promote interdisciplinary, interactive cultural participation through visual and performing arts activities within a supportive and safe environment.
4. Support curriculum development through the theme of performing people, fostering community integration and inclusion through expressive arts.

Module 3 Focus

As global citizens we draw influence and inspiration across a range of sources and elements, our identities reflect the impact of the heterogeneous nature of life. Module 3 *Performing People* engages with our capacity to construct and express our identity. Through shared stories and experiences across our diverse communities and networks, we learn about the world and our place within it in relation to social, cultural, political, religious and spiritual ideas, beliefs, and values.

While cultural synthesis is a key characteristic of identity within 21st century living, transition and change have always been important factors in the development of human societies. Judith Butler (2015) uses the term ‘performativity’ to describe the capacity to generate and create identity through a range of signifiers. Amongst these is the construction of appearance and our capacity to perform aspects of social and cultural identity through body ornamentation, gender presentation, clothing, style, and drama, communicating cues about who we are.

Module 3 Themes

Theme 3A: Portraits

Studying portraits across a range of cultural contexts enriches understanding of people’s representation of themselves and others, and the private and public meanings they present and share. Participants will research portrait images across diverse contexts of time and place, using a range of artistic media to explore different techniques and approaches to creating an image.

Portraits are an interaction between the sitter, commissioner and artist, their representations generating messages about their subjects’ personality, background, values, knowledge and status. explores meanings in modes of representation, artistic techniques and imagery, suggesting further exploratory ideas and activities for participants at all levels, in experiential engagement through expressive visual art.

<p>Theme 3B: Masks</p>	<p>Masks express and intensify feelings, presenting playful and meaningful imagery to express personal, social cultural, and spiritual imagery and symbols. Images of masks drawn from a range of cultural sources demonstrate their role across cultures in representing a mood or emotion with which to express personal feelings. Theme 3B provides exemplars and methodologies, demonstrating a range of artistic media and techniques to create masks which can be used to discover and share participants’ personal and community visions and stories.</p> <p>Masks can have a symbolic function in representing the history, culture and traditions of a community, generating and performing both a playful and serious role. Participants will use a range of two and three-dimensional artistic media to create masks which can be used to explore identity and generate performances</p>
<p>Theme 3C: Performance</p>	<p>Theme 3C <i>Performance</i>: supports participants in exploring story-telling and expressive communication through facial expressions and masks. Simple masked performance techniques and traditions will be introduced and participants use these to explore the different ways we can listen and be heard when we are hidden behind a mask. Participants explore how they can develop their own voice in different environments using a range of different stimulus material.</p> <p>By building on exemplars from Themes 3A and 3B, as well as by generating new stories from participating individuals and their communities, Theme 3C devises drama activities and develops performance skills, exploring perceptions and presentations of the personal and social self within a transitional global context. Participants from diverse backgrounds, environments and experiences learn how to develop and express their own voice.</p>
<p>Literacy</p>	<ul style="list-style-type: none"> ● Participants investigate visual and performing arts experiences of portraits, masks and drama, to develop understanding, vocabulary and communication skills. ● Ideas about image and identity are experienced through listening and speaking, extending vocabulary and understanding. ● Participants gain confidence, developing visual communication and performance skills around the theme of performing people.

MODULE 3: OVERVIEW			
LEVEL	LEARNING ACTIVITY	FOCUS	TIME
THEME 3A: PORTRAITS			
All Levels	Introduction to Global Portraits: history and culture	Research, discuss and engage with diverse portrait approaches	30 mins -1 hour +
All Levels	Expressive Faces Introduction	Making, photographing & drawing expressive faces	30 mins -1 hour +
Level 1	Expressive Faces Portraits	Brush Line drawing	30 mins -1 hour
Level 2	Expressive Faces Portraits	String Line drawing	1 hour +
Level 3	Expressive Faces Portraits	Wire Line drawing	2 hours +
Level 1 & 2	Expressive Colour Portraits	Colour in tissue paper collage	1-2 hours +
Level 3	Expressive Colour Portraits	Humanae Pantone portraits	2-3 hours +
Level 2-3	Identity Portraits	Identity portrait making	2-3 hours+
All Levels	Identity Collage	Making a collaborative collage	1-2 hours +
THEME 3B: MASKS			
All Levels	Masks Introduction	Research, discuss and engage with diverse cultural masks	30 mins -1 hour +
Level 1	Carnival Eye Mask	Create a mask inspired by Venetian Carnival	1-2 hours +
Level 1 & 2	Expressive Faces/Masks	Discuss expressive faces & create expressive masks	1-2 hours +
Level 2	Tissue & gummed-tape mask	Create portrait and animal tissue & gummed-tape masks.	2-3 hours
Level 2 & 3	Art & cultural mask research	Explore a range of mask contexts	1-2 hours +
Level 2 & 3	Masks inspired by Dogon Dama Dance	Making card & modroc masks	2-3 hours
Level 2 & 3	Masks inspired by Dogon Dama Dance	Making withie/wire masks	2-3 hours
Level 3	Masks inspired by Dogon Dama Dance	Making wire mesh masks	2-3 hours
Level 3	Jekyll & Hyde masks	Exploring masks of Good/Evil	2 hours
THEME 3C: PERFORMANCE			
All Levels	The rules of performing with masks	Establish simple rules of masked performance	30 mins
Level 1 & 2	Emotions & Emojis	Link with Theme 3A Emojis	15-30 mins
Level 1 & 2	Emotion Masks	Use activities and performance to interpret simple emotions	2-3 hrs
Level 1 & 2	Masked Performance	Develop performance skills	2-3 hrs
Level 2	Character Masks	Use activities and performance to interpret character & emotions	2-3hrs +
Level 3	Complex Emotions & Friendship Themes	Use activities and performance to interpret a range of complex emotions and situations.	2-3 hrs +

Levels colour-codes (please note that most Learning Activities can be adapted to any Level):

Level 1: Nursery – early Primary	Level 2: Mid-Primary	Level 3: late Primary - early Secondary
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Times: can be adapted to participants' cognitive, creative and literacy abilities.

MODULE 3: PERFORMING PEOPLE
THEME 3A PORTRAITS: LEARNING ACTIVITIES



Jay's Portrait, Photograph, June Bianchi

<p>Learning Outcomes</p>	<p>Learning Outcomes are generated across a range of foci:</p> <p>Visual Art:</p> <ul style="list-style-type: none"> • Exploring the role of portraits in expressing personal and cultural messages across diverse times, places and contexts. • Creating expressive portraits using a range of artistic media and techniques. <p>Literacy:</p> <ul style="list-style-type: none"> • Using portraits as a focus for investigating and discussing meanings of visual image and identity in historical and contemporary settings. <p>Performance:</p> <ul style="list-style-type: none"> • Raising notions and approaches to performativity using portrait images which will be further developed within Theme 3C
<p>Learning Resources</p>	<ul style="list-style-type: none"> • PowerPoint Presentation: Theme 3A • Visual materials and resources outlined in Theme 3A Plan and PowerPoint

THEME 3A: PORTRAITS

All Learning Activities are supported by Theme PowerPoint Presentation

THEME 3A ALL LEVELS INTRODUCTION: GLOBAL PORTRAITS

All Levels Materials/Resources

- Access to computer, books and other resources to research images of portraits from different historical and cultural periods.
- Paper & drawing, writing materials, collage materials.

Websites:

- British Museum: Identity Resources
<https://www.britishmuseum.org/docs/07%20Identity%20FINAL.doc>
- MOMA Modern Portraits
https://www.moma.org/learn/moma_learning/themes/what-is-modern-art/modern-portraits/
- Smithsonian National Portrait Gallery: <https://npg.si.edu/portraits>
- Tate UK Portraits in Art. <https://www.tate.org.uk/art/art-terms/p/portrait>
- World Photographic Organisation: <https://www.worldphoto.org/sony-world-photography-awards/winners-galleries/2017/open/commended/portraits/portraits>

All Levels Introduction Learning Activities: Global Portraits

Development of cultural & literacy knowledge:

Humans across different times, places and contexts create images of themselves and others, expressing feelings about themselves and the world they live in.

This Learning Activity will discover:

- Portraits express personal and cultural identity across diverse times, places and contexts.
- Portraits are used as a focus for investigating and discussing meanings of visual image and identity in historical and contemporary settings.
- What is distinctive about portraits?
- What do you learn about the people in them?
- Why have they been created in that way?

Use examples given in the PowerPoint as a starting point for discussion on portrait techniques and approaches. Follow up by researching more images from the websites suggested.

When you look at portraits ask the following questions:

- What do they look like – how has the person/people been depicted?
- What materials and techniques have been used and why: availability, cost, expertise?
- Who has commissioned the portrait and for what reason: to honour/celebrate someone special or powerful? To remember a loved one?
- Who made the portrait and what was their relationship to the sitter?
- Which portrait style do you like and why?
- **Sketch:** the portraits you like best.

THEME 3A ALL LEVELS: EXPRESSIVE FACES

Level 1 Materials/Resources

Images of Expressive Faces from websites and own face prints.

Mirrors, phones, drawing materials

Websites:

- Look at previous websites to find expressive faces

- Blueprint Expressive character drawing: <https://shop.myblueprint.com/art/article/expressive-characters/>

All Levels Learning Activities: Expressive Faces

We all make faces to express our feelings. Sometimes deliberately and sometimes not.

- Look at the slides on the PowerPoint and make these faces.
- How does it feel – how does your face move and change when you make different faces?
- Discuss in groups what the faces are expressing and how you recognize these feelings.
- Discuss what are the facial clues for expressing feelings?
- Make faces in groups – take pictures with your phones.
- Create expressive face drawings from observing each other and from your photographs.
- Select and add emojis to your faces and discuss how accurate they are.
- Create more expressive faces and emojis – design new emojis to match your faces.
- Make sounds in your groups to express the feelings that go with the face.
- Create stories and dramatic scenes to express the feelings expressed by the faces.

THEME 3A LEVELS 1, 2 & 3: EXPRESSIVE LINE PORTRAITS

Level 1, 2, 3 Materials/Resources

All levels: small mirrors, camera/phones, drawing materials & paper

Level 1 Brush Portrait Resources: paper, ink/paint, brush

Level 2 String Portrait Resources: paper, glue, brush, string, scissors.

Level 3 Wire Portrait Resources: line drawing design, wire, pliers, wire cutters.

Websites:

- Alexander Calder website: portrait mobiles: <http://www.calder.org/work/by-category/wire-sculpture>
- Alexander Calder: portrait of Giovanni Carandente 1920, CC BY-SA3.0 [https://commons.wikimedia.org/wiki/File:Alexander Calder, Ritratto di Giovanni Carandente. Museo Carandente.Spoleto.jpg](https://commons.wikimedia.org/wiki/File:Alexander_Calder,_Ritratto_di_Giovanni_Carandente._Museo_Carandente.Spoleto.jpg)
- Hokusai website: <https://www.katsushikahokusai.org/>
- Hokusai, 4 Faces, 18-19C. CCPD [https://commons.wikimedia.org/wiki/File:Brooklyn Museum - Sketch of Four Faces - Katsushika Hokusai.jpg](https://commons.wikimedia.org/wiki/File:Brooklyn_Museum_-_Sketch_of_Four_Faces_-_Katsushika_Hokusai.jpg)

Level 1 Learning Activities: Expressive Line Brush Drawing (Happy)

Create Expressive Line Portrait using ink & brush – inspired by Japanese artist Hokusai:

- Either observe a friend making an expressive face, or observe your own face in a mirror, or work from a photograph on a camera/phone.
- Make ink drawing using brush technique and black ink or watercolour paint inspired by artwork of Japanese artist Hokusai.
- Try drawing a range of expressive faces on the same page like the Hokusai drawing.
- Create a collage of different expressive faces in your group.

Level 2 Learning Activities: Expressive Line String Drawing (Sad)

Develop Expressive Line Portrait - drawing with string:

- Use expressive facial images as a starting point or make more faces.
- Lightly draw outline of faces on a sheet of paper and paint lines of face with glue.
- Add string and leave to dry.
- You can add other materials or leave this image as a string line drawing.

Level 3 Learning Activities: Expressive Line Wire Mobile Sculpture (Happy/Sad)

Expressive Line Wire Portrait inspired by Alexander Calder's Mobile Sculptures:

- Draw your expressive face image to scale for the mobile – in this case Happy/Sad face.
- Cut lengths of wire and bend with your hands and with pliers around the lines of the drawing.
- Add different sections and create a three dimensional effect with the layers of wire.
- Complete Wire Portrait Mobile – hang different mobiles together using shadows to create impact and drama.
- Develop drama scenes using inspiration from the expressive face artwork.

THEME 3A LEVELS 1, 2 & 3: EXPRESSIVE COLOUR PORTRAITS

Level 1, 2 & 3: Resources/Materials

Levels 1 & 2 Expressive Colour Portrait Resources: tissue paper, glue, brush, scissors

Levels 3 Expressive Colour Portrait Resources: camera/phone, paint, brushes, palette

Websites:

- *Humanæ* portraits: <https://www.humanae.org/>
- *Artists & Illustrators*: <https://www.artistsandillustrators.co.uk/how-to/Portraits-Figurative/2017/paint-an-expressive-portrait>

Level 1 & 2 Learning Activities: Expressive Colour Portrait (Surprised)

Use colour and shape to create expressive portraits:

- Look at the images in the PowerPoint and discuss how artists use colour and shape in these portrait paintings & photographs.
- What impact does colour have – how does it create a mood?
- What impression do you get of the person in the portrait?
- How would different use of colour change your impression?

Develop Expressive Colour Portraits using coloured tissue-paper collage

- Use expressive face images as a starting point – in the PowerPoint the 'Surprised' face is used.
- Sketch out face lightly on paper and select colours which express the emotion and person.
- Tear and cut tissue paper and other collage materials and add to image with glue.
- Share images across the group and discuss choice of expressive colour and shape.

Level 3 Learning Activities: Expressive Colour Humanæ Portrait

Angélica Dass *Humanæ Project*:

Study Angélica Dass *Humanæ Project* through the website and discuss her ideas.

The *Humanæ* project is a collection of photographic portraits exploring and revealing the diverse beauty of human skin colours using Pantone colours to show the range of skin-tones. *Humanæ* challenges misconceptions and stereotypes about race and ethnicity and celebrates our uniqueness.

Discuss:

- How and why has the artist used Pantone colours to explore and celebrate human diversity?
- What do we learn about human beings through recognising and celebrating their diverse skin tones?
- If appropriate – explore the range of skin tones in the group and match them to Pantone colours
- **Contact <https://www.humanae.org/> to create your own DIY *Humanæ* self-portraits.**
- Find more expressive colour portraits – look at *Artists & Illustrators* & other weblinks

THEME 3A LEVEL 2 & 3: IDENTITY PORTRAITS
Level 2 & 3: Resources/Materials
<p>Resources: camera/phone, paper & drawing materials, painting materials, collage materials, glue, scissors</p> <p>Websites:</p> <ul style="list-style-type: none"> • <i>Face Forward into My Home</i>: http://www.faceforward.gr/en/ • National Portrait Gallery Image & Identity: https://www.npg.org.uk/assets/files/pdf/teachers-notes/NPG_IMAGEIDENTITY_2013.pdf • Use previous websites for further investigation into identity in portraits.
Level 2 & 3 Learning Activities: Identity Portraits
<p><i>Face Forward...into my home Projecct & Exhibition:</i></p> <ul style="list-style-type: none"> • Research <i>Face Forward into My Home</i> interactive art project using its website. The project explores the stories of people who have been forced to leave their homelands and are rebuilding their life in Greece. • The project includes storytelling and a photography exhibition by Ioannis Vastardis with refugees and asylum-seekers, now living in Greece. • Are these experiences similar to those of yourself or others in your group? What are the similarities and differences? • Consider what features you would include in an 'identity' photographic self-portrait. • Use cameras/phones to set up and take identity portraits of each other featuring important aspects of your lives e.g. music, arts, sports equipment etc.
Level 3 Learning Activities: Identity Portraits
<p>Image & Identity Portraits</p> <p>Artist June Bianchi worked with her subjects in UK, Europe & USA to create images which expressed their identities. Look at the PowerPoint images:</p> <ul style="list-style-type: none"> • How do they display their identity in these portraits? How important is dress, pose, venue? • How would you express your identity – what clothes would you wear – what pose would you take? • The young people created self-portrait paintings which expressed their identity including their favourite clothes, hairstyles, colours and music. • What would you include? Create an identity portrait using a range of materials you have available. They can include: photographs, paint, colouring pens/crayons, collage etc.
All Levels Learning Activities: Identity Collage
<ul style="list-style-type: none"> • In groups collect images, photographs, newspaper/magazine images and anything you like e.g. wrapping from your favourite food; bus tickets to your favourite place; ticket to places you like to go e.g. cinema. • Decide as a group what you wish to include to reflect your group's identity, image, style, beliefs etc. • Arrange objects together as a group to reflect your group identity and glue to paper. • Add drawn/painted images and text which can be torn from newspaper to convey your group ideas, image, style, beliefs, any messages you wish to express.

MODULE 3: PERFORMING PEOPLE
THEME 3B MASKS: LEARNING ACTIVITIES:



Eye Mask inspired by Venetian Carnival, Photograph June Bianchi

<p>Learning Outcomes</p>	<p>Learning Outcomes are generated across a range of foci:</p> <p>Visual Art:</p> <ul style="list-style-type: none"> • Explore the role of masks to express personal and cultural messages across diverse times, places and contexts. • Create expressive masks using a range of artistic media and techniques. <p>Literacy:</p> <ul style="list-style-type: none"> • Use masks as a focus for investigating and discussing meanings of visual image and identity in historical and contemporary settings. <p>Performance:</p> <ul style="list-style-type: none"> • Developing approaches to performativity using masks which will be further developed within Theme 3C
<p>Learning Resources</p>	<ul style="list-style-type: none"> • PowerPoint Presentation: Theme 3B • Visual materials and resources outlined in Theme 3B Plan and PowerPoint

THEME 3B MASKS

All Learning Activities are supported by Theme PowerPoint Presentation

THEME 3B: ALL LEVELS INTRODUCTION

All Levels Materials/Resources

- Access to computer, books and other resources to research images of portraits from different historical and cultural periods.
- Paper & drawing, writing materials, collage materials.

Websites:

- Faction of Fools, Commedia Dell'Arte, USA: <http://www.factionoffools.org/>
- Masks at Pitt Rivers Museum, UK: <https://www.prm.ox.ac.uk/masks.html>
- Noh Theatre: <http://www.the-noh.com/en/world/mask.html>
- **Video** Why did ancient Greeks wear acting masks: <https://www.youtube.com/watch?v=-rDRnk-rhCg>
- **Video** Masks of Venice: <https://www.youtube.com/watch?v=9qxCRfF9KY4>
- Western Union: 10 Cultural World Masks: <https://www.westernunion.com/blog/cultural-masks-of-the-world/>

All Levels Introduction Learning Activities:

Development of cultural & literacy knowledge:

Humans across different times, places and contexts use masks to express feelings about themselves, their beliefs and cultures. Theme 3B explores the role of masks to express personal, social and cultural messages across diverse times, places and contexts. It provides information and approaches to understand and create expressive masks using artistic media and techniques.

Look at the different masks in the PowerPoint and discuss and find out:

- What is the role of these masks: decoration, disguise, expressivity, cultural meaning?
- How different do the masks look from different times & places: Greece, Rome, Japan?
- **Watch the Videos** on ancient Greek masks and Venetian masks.
- Find out what kind of theatrical experience the masks were part of and what their purpose was.

THEME 3B LEVEL 1: CARNIVAL EYE MASK

Level 1 Materials/Resources

Scissors, card, paper, Modroc, paint & brush, crayons, glue, scrap paper, material, feathers etc.

Websites:

- **Video** Masks of Venice: <https://www.youtube.com/watch?v=9qxCRfF9KY4>
- History of Venetian Masks: <http://magicofvenezia.com/history-of-venetian-masks/>

Level 1 Learning Activities: Carnival Eye Mask Making

The Venetian Carnival developed in 12C. Venice, it takes place between St. Stephen's Day & Lent. Carnival features creative disguise & expressive performance – masks are made of leather, porcelain, paper mache.

- Create an eye mask inspired by Venetian Carnival to disguise and change your identity.
- Decide what you will be: a bird, insect, animal, or a different person?
- In groups create a story for your new identities.
- **Mask Making:** Cut out shape of eye mask in card or in Modroc to fit the face
- Cut out eye-holes, shape and add features to suit the character, bird, animal you depict.
- Paint or colour and decorate mask! Add elastic to wear.

THEME 3B LEVEL 1 & 2: EXPRESSIVE FACE MASKS
Level 1 & 2: Resources/Materials
<ul style="list-style-type: none"> Expressive face images from Theme 3A Portraits, Paper/card & drawing/colouring materials.
Level 1 & 2 Learning Activities: Expressive Face Masks
<p>Links with Theme 3A Expressive Faces:</p> <ul style="list-style-type: none"> Look at PowerPoint images of expressive masks and match up with the expressive faces. Use Expressive Faces from Theme 3A and take new photographs and create drawings of expressive faces. What features do the faces and masks share? Create a mask design which links with one of your expressive faces.

THEME 3B LEVEL 2: TISSUE & GUMMED-TAPE MASK
Level 2: Resources/Materials
Tissue paper sheet, gummed-tape, scissors, PVA glue
<p>Websites: Watch Video: <i>BSU Tissue & Gummed-tape Portrait Mask</i> https://www.youtube.com/watch?v=DFi2aO4Rz3Y&feature=youtu.be</p>
Level 2 Learning Activities: Tissue & Gummed-tape Mask
<p>Mask Making:</p> <ul style="list-style-type: none"> Cover face with tissue sheet & shape mask to the face with gummed-tape. Continue to add gummed-tape until mask is completed. Remove mask from face and cut to shape, tape edges. Add any additional features e.g. hair, beard, or look at Bird Mask example in PowerPoint. Paint/decorate mask and add elastic to wear.

THEME 3B LEVEL 2 & 3: CULTURAL MASKS
Level 2 & 3: Resources/Materials
<p>Card & Modroc Mask: card, stapler, tape, scissors, modroc or paper mache, paint.</p> <p>Withy/Wire Mask: withies or wire, masking tape, scissors, tissue paper, PVA glue, paint</p>
<p>Websites:</p> <ul style="list-style-type: none"> Video Kathakali Facial Video: https://www.youtube.com/watch?v=Rne2xXCzEmA&list=RDRne2xXCzEmA&index=1 Video Kathakali Makeup Ceremony Video: https://www.youtube.com/watch?v=nwiLwsgicno Video Dogon Dama Ceremony Video: https://www.youtube.com/watch?v=whAY9R-7ac Encyclopaedia Britannica Masks: https://www.britannica.com/art/mask-face-covering Western Union: 10 Cultural World Masks: https://www.westernunion.com/blog/cultural-masks-of-the-world/

Level 2 & 3 Learning Activities: Research Cultural Masks

Research Cultural Masks:

- Look at and discuss PowerPoint images of masks in contemporary art and cultural performance
- Consider the role of the mask – how does it look – how has it been made – who wears it.
- Look at weblinks for more information.

Watch Video of Kathakali & Dogon Dama Ceremonies:

- What do the masks look like? What is their function?
- What are the Kathakali and Dogon Dama ceremonies about?

Make Card & Modroc Mask inspired by Dogon Dama Ceremony:

- Cut card and shape by cutting, stapling and taping so mask fits the face.
- Cut strips of Modroc and wet to use – add to card mask smoothing round edges and building up a strong layer.
- Paint and decorate in a Dogon mask style or use other cultural sources for inspiration.

Make Withy/Wire and Tissue-paper Mask inspired by Dogon Dama Ceremony:

- Use withy or wire to create a light framework which covers the face and body.
- Add tissue-paper using water-based glue e.g. PVA glue to adhere to the frame.
- Build up layers to create a strong structure.
- Paint and decorate.
- **Develop performance dance and drama using masks inspired by the ceremonies.**

THEME 3B LEVEL 3: WIRE MESH MASK

Level 3: Resources/Materials

Wire mesh, wire-cutters, protective gloves, scissors, tape, modroc, or paper mache, brushes, paint

Level 3 Learning Activities: Wire Mesh Mask

Mask Making:

- Cut wire mesh into mask shape protecting hands with gloves when cutting.
- Bind edges with tape to avoid sharp edges.
- Cover mask with Modroc or paper mache building up a strong structure.
- Paint and decorate.

THEME 3B LEVEL 3: JEKYLL & HYDE IDENTITY MASK

Level 3: Resources/Materials

- Images of celebrities from magazines, newspapers; photographs of self.
- Colouring materials e.g. crayons, pens, paint; collage materials.

Websites:

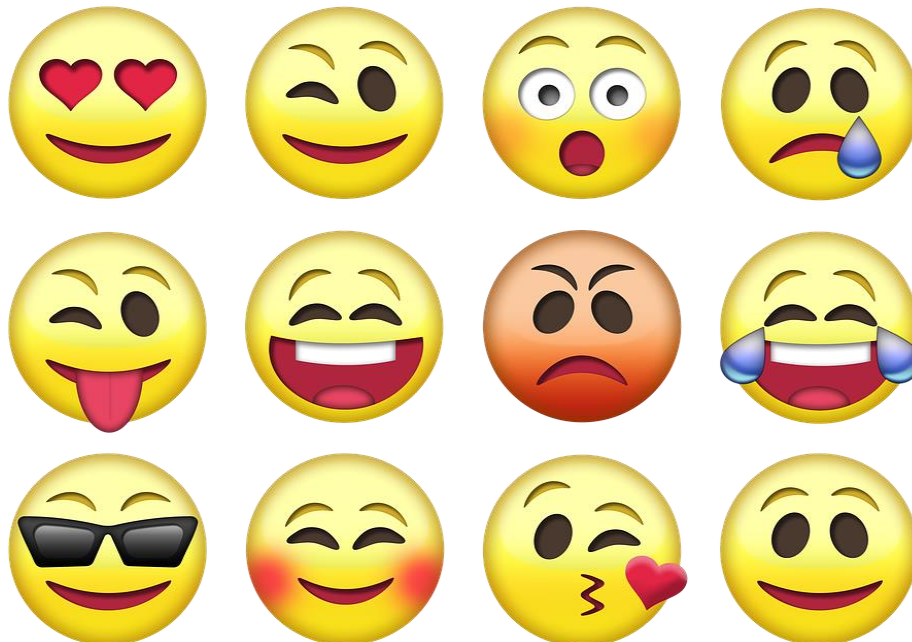
Jekyll & Hyde Transformation: <https://www.youtube.com/watch?v=uN4Di8DEPf8>

Level 3 Learning Activities: Jekyll & Hyde Identity Mask

Create Identity Jekyll & Hyde - Good/Evil Masks:

- Use images of celebrities to start with then include self-portrait images of self.
- Discuss – what are our best and worst qualities?
- What features would make a Good/Evil Mask?
- Use collage on card or paper to create a Good/Evil Mask which represents our best and worst qualities in a visual way.

MODULE 3: PERFORMING PEOPLE
THEME 3C PERFORMANCE: LEARNING ACTIVITIES



Emojis: (CC PD) <https://pixabay.com/illustrations/emoji-emoticon-smilies-icon-faces-2074153/>

<p>Learning Outcomes</p>	<p>Learning Outcomes are generated across a range of foci:</p> <p>Performance: Simple mask techniques will be introduced and participants will then use these to explore different ways to express emotions, to listen and be heard. Participants will explore how they can develop their own voice in different environments using a range of different stimuli.</p> <p>Literacy: Participants develop language understanding and communication and performance skills</p>
<p>Learning Resources</p>	<ul style="list-style-type: none"> • PowerPoint Presentation: Theme 3C Performance <p>Materials:</p> <ul style="list-style-type: none"> • Paper and coloured pens, white card, elastic and string. • Fabric, wool and old bits of ribbon. • Tables and chairs • Props and costume box: fabric, costume, random objects such as envelope, piece of jewellery, watch, photo, items of clothing such as a scarf or a hat, a small box, old glasses, a key etc • Websites as listed

THEME 3C PERFORMANCE

All Learning Activities are supported by Theme 3C PowerPoint Presentation

THEME 3C ALL LEVELS: PERFORMING WITH MASKS

All Levels Materials/Resources

- Paper and coloured pens, white card, elastic and string.
- Fabric, wool and old bits of ribbon.
- See **Theme 3B Masks** for more mask-making techniques.
- Costume, props and items of clothing such as a scarf or a hat, a small box, old glasses, a key etc

Websites: At an appropriate level for participants – explore websites to introduce them to more approaches to mask creating and performance:

- *Familie Floz* : <https://www.floez.net>
- <https://www.youtube.com/watch?v=gPGEeiZIR1c&list=PL4244CD1A3383B366>
- <https://www.youtube.com/watch?v=Lerp1kU0mA4>
- <https://www.youtube.com/watch?v=G1vjEAEKNJs>
- *Fetch Theatre company*: <https://www.thefetch.co.uk/gallery>
- *Wearing a mask*: <https://www.youtube.com/watch?v=CFXqsU7Ybjs>

All Levels Introduction Learning Activities: Rules of Performing with Masks

The rules of performing with masks:

Performers have been using masks since ancient times – see Theme 3B for examples of masks being used in different times and places.

Take a mask that you have made or found and look closely at it:

- Try and make your facial expression the same as mask
- Put your body into a position to take on shape of the mask's expression
- Use body language, move and act like the expression on your mask
- No speaking when the mask is on
- Turn away from the audience when you put it on or off. Better still, put it on off stage.
- Always face the audience
- Do not touch the mask
- Never wear on top of your head like a hat. You can use your hair or a hat to help create the character
- Keep it alive – small movements are all that is sometimes needed

Watch: this video gives you some advice on how to put on a mask

<https://www.youtube.com/watch?v=CFXqsU7Ybjs>

THEME 3C LEVEL 1 & 2: EMOTIONS & MASKS

Levels 1 and 2 Materials/Resources

- Paper and coloured pens, white card, elastic and string.
- Fabric, wool and old bits of ribbon.
- See **Theme 3B Masks** for more mask-making techniques.
- Costume, props and items of clothing such as a scarf or hat, a small box, old glasses, a key etc.

Websites: youtube videos

- <https://www.youtube.com/watch?v=349CvQdX5B4>
- <https://www.youtube.com/watch?v=CFXqsU7Ybjs>
- *Emojis: (CC PD) <https://pixabay.com/illustrations/emoji-emoticon-smilies-icon-faces-2074153/>*

Level 1 and 2 Learning Activities: Emojis & Emotion

We all love Emojis! How do we understand them?

- Explore a range of emotions using emojis – how accurate are they?
- See **Theme 3A Portraits** on making emoji faces – can you develop some new emojis?
- Find one word to describe the emotions depicted on the PowerPoint.

Level 1 and 2 Learning Activities: Emotion Masks

- In your group make a range of masks to cover different emotions – you can either use masks you have or try some of the mask-making techniques in **Theme 3B Masks**, also look at the expressive faces in **Theme 3A Portraits**:
- **Emotions: Happy, Sad, Angry, Bored, Confused, Surprised**
- What other emotions can you suggest?
- Pose with the emotion of your mask without putting it on.
- Concentrate on body and facial expression.
- Can the audience guess what the emotion is? Ask them to help you make it clearer.
- Remind yourselves of the rules of performing with masks.
- Look at the emotion in the mask you have created. Now try and make your body mirror this emotion. If your mask is sad, make your whole body sad.
- Work with a friend and get them to help you make your body language exaggerated and clear.
- Chose a simple task and do it according to mood of mask – make a drink, do up your shoe lace, brush your hair, drawing a picture. Try in pairs with both of you masked and then one masked and the other person unmasked.
- In pairs, develop your activities to make a short play using the masks you have made.
- Add music to develop them emotional quality of your performances.

Level 1 and 2 Learning Activities: Masked Performances

- Sit on a chair and pretend you are doing something like reading a book.
- You hear a noise. Slow down your activity; slow down and stop; slow down, stop, turn head; stop, go towards noise and go back; stop, go again and PANIC!
- Split into 2 groups and watch the other group's work.
- Discuss - What did you think of their work?
- How can they improve their masked performance?

- Split into 2 groups and start at opposite corners of the space.
- Put on a mask. Walks to centre stage as if you are on a catwalk. Make 3 different poses to the audience with pauses in between. Then walk off in character.
- Then all return to the centre for a group photo. One will show you on your best behaviour, one showing another side.
- Repeat both exercises with music.
- What difference does the music make?
- Watch this video for more ideas
<https://www.youtube.com/watch?v=349CvQdX5B4>

THEME 3C LEVEL 2: CHARACTER MASKS

Level 2: Resources/Materials

- Paper and coloured pens, white card, elastic and string.
- Fabric, wool and old bits of ribbon.
- See Theme 3B for more mask-making techniques.
- Costume, props and items of clothing such as a scarf or a hat, a small box, old glasses, a key etc

Websites: youtube videos

- <https://www.youtube.com/watch?v=349CvQdX5B4>
- <https://www.youtube.com/watch?v=CFXqsU7Ybjs>

Level 2 Learning Activities: Character Masks

Create a more complex character from your mask and body language:

- Create a character for your mask. Explore their backstory and write a character study on a piece of paper.
- Consider things like: age, family, friends, home, hobbies, favourite food. The more detail you have the better.
- Draw a picture of your character and see if you can find some bits of costume to wear. A hat and a piece of fabric will help a lot.
- Work with a partner on a story called 'the Weekend'. One of you (unmasked) will tell the story of the weekend and the other (masked) will act it out.
- Then work in larger groups and create a performance based on the story titles below. You can use a combination of masked and unmasked performers:

Story titles:

Finding Joy
A Brave Face
My journey

- Rehearse. Add music, props, costume. Perform to an audience

Level 3 Learning Activities: Expressing Complex Emotions

Expressing Complex Emotions:

- Either use the masks you have already made, or make some new ones using cardboard cut into circles. Fix with elastic.
- It may help you to go back to 3A Making Portraits and look at slides 5 and 6.
- Make a range of masks to cover the following emotions:
Peaceful, Lonely, Stubborn, Shocked, Frightened, Nervous, Delighted.
- Create short plays in groups to express these emotions using masked performances.

THEME 3C LEVEL 3: FRIENDSHIP

Level 3: Resources/Materials

- Paper and coloured pens, white card, elastic and string.
- Fabric, wool and old bits of ribbon.
- See **Theme 3B** for more mask-making techniques.
- Costume, props and items of clothing such as a scarf or a hat, a small box, old glasses, a key etc

Websites & Youtube videos:

- *Friendship Bench* (CC BY 4.0) <https://mosaicscience.com/story/friendship-bench-zimbabwe-mental-health-dixon-chibanda-depression/>
- <https://www.youtube.com/watch?v=349CvQdX5B4>
- <https://www.youtube.com/watch?v=CFXqsU7Ybjs>
- Familie Floz
<https://www.youtube.com/watch?v=gPGEeiZIR1c&list=PL4244CD1A3383B366>
- *Working with Trestle Masks*: <https://www.youtube.com/watch?v=349CvQdX5B4>

Level 3 Learning Activities: Friendship

A “**Friendship Bench**” in Zimbabwe is changing the way we think—and talk—about our feelings – including feelings of depression:

- Set out some chairs and sit on them.
- Build up a rhythm by clapping or with sticks or something similar.
- Unison is when you all make the same beat, Cannon is when you use space between the beats.
- Try and use both cannon and unison in your rhythms.

Create a performance piece called ‘Friendship’

See: *Friendship Bench* (CC BY 4.0) <https://mosaicscience.com/story/friendship-bench-zimbabwe-mental-health-dixon-chibanda-depression/>

Watch this clip of a German company called Familie Floz:

<https://www.youtube.com/watch?v=gPGEeiZIR1c&list=PL4244CD1A3383B366>

Now watch this video for more ideas:

Working with Trestle Masks: <https://www.youtube.com/watch?v=349CvQdX5B4>

Create a story.

- To start with develop the story with everyone wearing masks.
- Then try with some people in masks and some without masks.

The story could explore one of the following:

- Family
- Fortune
- The Future

Rehearse. Add music, props, costume.

Perform to an audience

MODULE 3 REFERENCES & ACKNOWLEDGEMENTS

THEME 3A: PORTRAITS

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- Alexander Calder: portrait of Giovanni Carandente 1920, CC BY-SA3.0 [https://commons.wikimedia.org/wiki/File:Alexander Calder, Ritratto di Giovanni Carandente . Museo Carandente.Spoleto.jpg](https://commons.wikimedia.org/wiki/File:Alexander_Calder,_Ritratto_di_Giovanni_Carandente_-_Museo_Carandente.Spoleto.jpg)
- *Artists & Illustrators*: <https://www.artistsandillustrators.co.uk/how-to/Portraits-Figurative/2017/paint-an-expressive-portrait>
- British Museum: Identity Resources: [:https://www.britishmuseum.org/docs/07%20Identity%20FINAL.doc](https://www.britishmuseum.org/docs/07%20Identity%20FINAL.doc)
- *Face Forward into My Home*: <http://www.faceforward.gr/en/>
- *Humanae Institute*: <https://www.humanae.org/>
- Hokusai website: <https://www.katsushikahokusai.org/>
- Hokusai, 4 Faces, 18-19C. CCPD: [https://commons.wikimedia.org/wiki/File:Brooklyn Museum - Sketch of Four Faces - Katsushika Hokusai.jpg](https://commons.wikimedia.org/wiki/File:Brooklyn_Museum_-_Sketch_of_Four_Faces_-_Katsushika_Hokusai.jpg)
- MOMA Modern Portraits: https://www.moma.org/learn/moma_learning/themes/what-is-modern-art/modern-portraits/
- National Portrait Gallery Image & Identity: [https://www.npg.org.uk/assets/files/pdf/teachers-notes/NPG IMAGEIDENTITY 2013.pdf](https://www.npg.org.uk/assets/files/pdf/teachers-notes/NPG_IMAGEIDENTITY_2013.pdf)
- Pursuits of Portraits: <http://www.pursuitofportraits.com/the-global-pursuit>
- Smithsonian National Portrait Gallery: <https://npg.si.edu/portraits>
- Tate UK Portraits in Art: <https://www.tate.org.uk/art/art-terms/p/portrait>
- World Photographic Organisation: <https://www.worldphoto.org/sony-world-photography-awards/winners-galleries/2017/open/commended/portraits/portraits>

THEME 3B: MASKS

- Encyclopaedia Britannica Masks: <https://www.britannica.com/art/mask-face-covering>
- *Faction of Fools*, Commedia Dell'Arte, USA: <http://www.factionoffools.org/>
- Masks at Pitt Rivers Museum, UK: <https://www.prm.ox.ac.uk/masks.html>
- Noh Theatre: <http://www.the-noh.com/en/world/mask.html>
- *Pricalica* Puppets & Masks in Education. <https://www.pricalica.org/puppets-and-masks>
- *Vamos Masked Theatre Company*, UK: <https://www.vamostheatre.co.uk/>
- **Video** *Why did ancient Greeks wear acting masks*: <https://www.youtube.com/watch?v=-rDRnk-rhCg>
- **Video** *Masks of Venice*: <https://www.youtube.com/watch?v=9qxCRfF9KY4>
- Western Union: 10 Cultural World Masks: <https://www.westernunion.com/blog/cultural-masks-of-the-world/>

THEME 3C: PERFORMANCE

- *Emojis*: <https://pixabay.com/illustrations/emoji-emoticon-smilies-icon-faces-2074153/>
CC PD
- *Familie Floz* : <https://www.floez.net>
- <https://www.youtube.com/watch?v=gPGEeiZIR1c&list=PL4244CD1A3383B366>
- <https://www.youtube.com/watch?v=Lerp1kU0mA4>
- <https://www.youtube.com/watch?v=G1vjEAEKNJs>
- *Fetch Theatre company*: <https://www.thefetch.co.uk/gallery>
- *Friendship Bench*

- <https://mosaicscience.com/story/friendship-bench-zimbabwe-mental-health-dixon-chibanda-depression/>(CC BY 4.0)
- *Greek mask*
[https://commons.wikimedia.org/wiki/File:Ancient_Greek_theatrical_mask_of_Zeus,_replika_\(8380375983\).jpg#filelinks](https://commons.wikimedia.org/wiki/File:Ancient_Greek_theatrical_mask_of_Zeus,_replika_(8380375983).jpg#filelinks) CC-BY-SA-2.0
- *Larval masks – Jacques le Coq* https://www.youtube.com/watch?v=FzHPu5xD_hg
- *Sad emoji* <http://clipart-library.com/free-smiley-face-pictures.html>(CC PD)
- *Smiley emoji* <http://clipart-library.com/free-smiley-face-pictures.html>(CC PD)
- *Trestle Theatre Company* <https://trestle.org.uk>
- *Vamos Theatre:* <https://vamos theatre.co.uk>
- *Youtube video: Putting on a mask* <https://www.youtube.com/watch?v=CFXqsU7Ybjs>
- *Youtube video: working with masks*
<https://www.youtube.com/watch?v=349CvQdX5B4>