

Twirl's Mask Gathering:

Connecting to Learning Standards

Following each learning pathway are questions to generate discussion, resources for further information and suggestions for extension activities that teachers can facilitate with students. These activities have potential to meet various standards found in the Common Core and or the New Mexico Early Learning Guidelines. It is Twirl's intention to provide projects that are not only aligned with our mission but also aligned with current standards that teachers must meet in their classrooms. We think teachers will find various opportunities to meet different standards while participating in this project. Below are some suggestions for this.

Art:

Creating masks will help students learn different art techniques, symbolisms and visual ideas. Students can create an abstract mask or explore masks that represent a concrete animal or object. Students can identify colors and textures in masks. Create a dance using the masks. How does a mask make your body want to move? Watch a video of a masked dancer. How does the mask influence their dance movements? Familiarize yourself with artists, creativity and mask making.

Reading:

Read stories, plays and folktales from different countries and cultures and design simple masks reflecting the characters in a story. Find tales that represent the rituals and traditions that use masks. Reading from informational texts - nonfiction for research purposes about masks.

Writing:

Write a compare and contrast between two masks, two cultures or two time periods that used masks. Write stories using masks to assist with the telling. Diary entries of individuals who wore a mask. Research and write about the practical and safety uses of masks in a job.

Math:

Analyze masks & talk about symmetry, identify lines, angles and two-dimensional shapes. Take measurements of yourself or your friends/family to create your own masks. Work with patterns to decorate your mask. Make a mask out of quadrilateral shapes. Calculate the area and perimeter of shapes. Identify and classify shapes in masks.

Social Studies:

Let a mask guide you to research and discuss different countries on a map. Discuss what type of masks are used there, what materials are used to create masks and why. What continent is that country on? What do you know about the cultures? How are these cultures different or the same from yours? Talk about how life has changed in these places since these masks were originally made 50 to 100 years ago or today.

Science:

Talk about the way masks are used in industry and medicine. What are noxious fumes or chemicals and why protect from them? Try using masks in different scientific experiments. Try to create masks with moving parts as a STEAM project. How does filtration of the air work?

Biology:

Identify masks that are based on animals. Can you identify the qualities that make those animals recognizable? Can you create your own animal masks? Create a brief presentation on the animal, what qualities make these animals significant to humans? What powers are people trying to assume when they make and wear animal masks?

Social Emotional:

Explore feelings around mask wearing today. Acknowledging the masks we wore before through hiding/masking feelings and who we mask up for. EQ activities that help identify how students are feeling, how students might mask their true feelings and how we can be honest about how we feel.

Learning Explorations

There are several learning explorations that dive into the world of masks through cultural uses, theatrical uses, practical uses and our social and emotional uses of masks. The explorations culminate with an invitation to make a creative and artistic mask. Included in each exploration are links to videos that introduce the learning followed by guided questions, extension activities and additional resources for further study. Each exploration has divided the extension activities and the resources into age appropriate groupings; PreK- and older and 3rd grade and older.