BCPS Field Trip Request ID # 8208

Trip Request By Beverly Stangel - HMS
Trip Name KMAC
Trip Date 05-02-2018
Approx. Pick-up Time 9:15AM
Return Date 05-02-2018
Approx. Return Time 2:30PM
Class/Group 6th 7th Arts and Humanities
Student Count 65
Chaperone Count 7
Number of Vans/Buses 2
Common Carrier Miller
Cost to Students 13
How will you pay for students who cannot afford the fee?

Field trip funds raised from fund raisers

Place of Departure

Name: Hebron Middle School
Address: 3300E. Hebron Lane
City: Shepherdsville
State: KY

Destination

Name: KMAC
Address: 715 West Main Street
City: Louisville
State: KY

Lesson Plans

Essential Question: How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

VA:Cr2.3.7 Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

I can apply strategies to design and produce a work of art using clay that communicates ideas.

Bellringer

1. Divide the class into small groups. Provide each group with pictures of masks from three cultures, but do not tell students where they are from.. Students can imagine themselves museum curators or appraisers like those on the popular public television program, *Antiques Road Show.* Have them predict the origin and purpose.

2. Conduct a cafe conversion with the following questions

- Why might it be important to record things like the number of feathers or horns on a mask? What could such details symbolize? How can we tell if they are symbolic?
- How should we interpret the coloring of a mask? How can we tell if it is symbolic, a reflection of the skin color of the people who made the mask, or just a result of the material they used?
- What part might stereotyping play in our conclusions about where a mask was made and what it is used for? Should we think of masks as part of "primitive" culture? Should we look at them as portraits of the people who wear them? What can the style and material of a mask suggest about its origins and purpose?

Conclude this discussion by having students suggest questions they would ask in order to understand the cultural significance of a mask. List their suggestions on the chalkboard.

Conduct an internet scavenger hunt in groups of 2 using the provided website to research the background of three masks presented.

Independently have students create a mask template either with crayons and markers and paper or suing a technology site such as tinkercad with each design students need to validate the time era the design came from (either a combination or all from one) and state the purpose of the mask. When attending the field trip students will have the chance to actually create the mask they envisioned.

Copyright 4/9/2018 - All rights reserved.
T.R.I.P. - v1.0.5 Debug