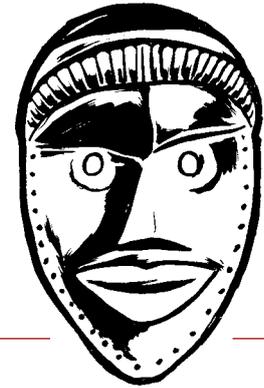


Having seen 'The Lion King', children will be keen to make fantastic masks of their own. This activity gives them that chance. The mask making could have an African theme, an animal theme, or a seasonal theme, depending on when you use this lesson.

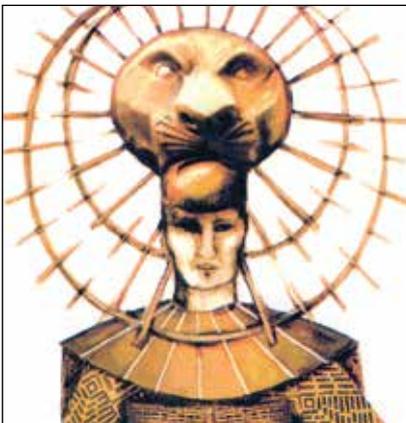


## MASK MAKING

### LEARNING OBJECTIVES

- Recognising that there are different types of masks
- Realising that ideas for their own designs can be developed by looking at a selection of masks
- Identifying simple design criteria

Mufasa original costume design



To learn more view  
**THE LION KING  
BEHIND THE SCENES**

**EPISODE 1** - FROM SCREEN TO STAGE  
**EPISODE 6** - MASKS AND PUPPETS



Mufasa

### PREPARATION

**Photocopy the activity sheet (Primary 7) for each child. For this activity you will need: aprons, cardboard, non-toxic glue, elastics, paints and brushes, string or wool, scraps of fabric and trimmings, cotton reels, glitter, sequins, feathers and other decorations.**

### LESSON OUTLINE

Talk about the masks from the performance of 'The Lion King'. What did pupils like and dislike about the masks? What do they think could be improved or changed? Explain that they are going to make their own masks and discuss their ideas.

Hand out the activity sheet for children to plan their creations. It shows a basic mask template, with holes to cut out for the eyes, and to attach elastic. Show the children the materials that are available and demonstrate how they could be used: a cotton reel can be a nose, string or wool can be hair, ears and noses can be made from fabric or cardboard. Decorations can be used for all sorts of fabulous effects: sequins around the eyes, feathers on tips of ears, stripes of glitter across the cheeks... anything they can dream of, the more fantastic the better.

When they are happy with their designs, children should glue them firmly to a piece of flexible cardboard. Help them to cut out the eye-holes and the holes where they will attach elastic to hold their masks in place.

### PLENARY

Once they have made their masks, have the children sit in a circle and take it in turns to demonstrate their mask in the centre of the circle. Explain that they are to act out the character of the mask and,

perhaps, give their character a name. Time permitting, the children can return to the centre of the circle in pairs to find out how their masked personas react to each other.

### EXTENSION ACTIVITY

Children could use their masks as a lead into a literacy activity where they wear their masks and write in the persona of the mask. They could write a description of the person they become when wearing their mask. Alternatively, children could work in pairs or small groups and write the dialogue which occurs between their different characters.



Scar original costume sketch



Scar and Mufasa



## BACKGROUND INFORMATION: AFRICAN MASKS

**In Africa, masks are functional works of art. They are meant to be used and perform a social purpose. Seen on a wall or a table, a mask may seem dull and static, but when used in storytelling or a ceremony, the mask takes on a life.**

As in 'The Lion King' many African masks are made to be worn over the head instead of just the face. They serve many ceremonial purposes: accepting a young man into manhood; exorcising evil spirits; capturing invisible supernatural forces.

African masks are sometimes referred to as 'spirit traps'. From a purely theatrical point of view too, the mask could be said to trap a spirit.

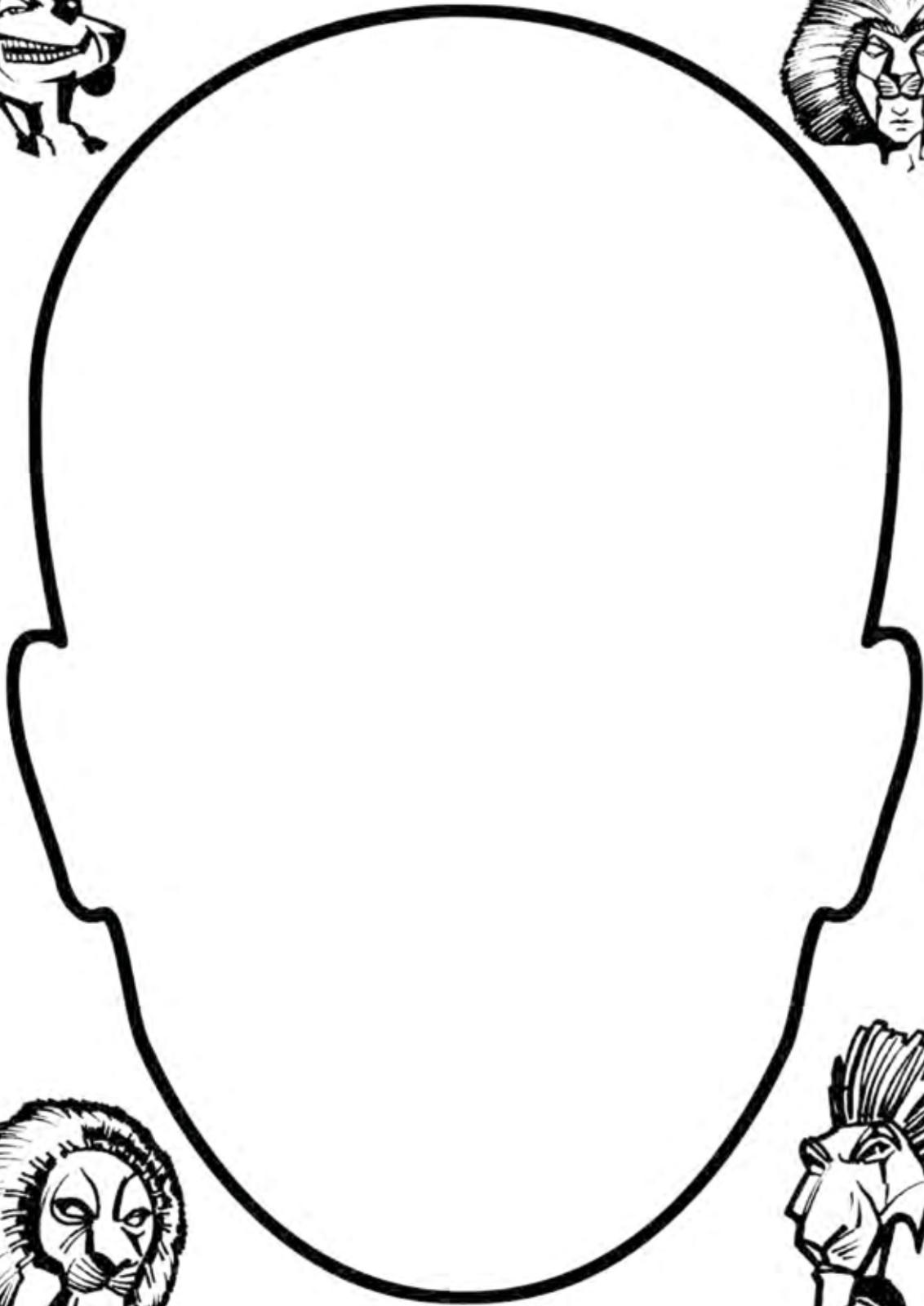


Julie Taymor



Sarabi original costume design

# MASK MAKING



# NATIONAL CURRICULUM LINKS

## LESSON PLAN 7 - MASK MAKING

### ENGLAND

	Key Stage 1	Key Stage 2
<b>Art</b>	to use a range of materials creatively to design and make products	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	

### WALES

	Foundation Phase	Key Stage 2
<b>Art</b>	explore and experiment with a variety of techniques and materials	evaluate the methods and results of their own work and that of their fellow pupils
	make choices when choosing materials and resources	explore, experiment with and apply the elements of the visual, tactile and sensory language of art, craft and design
	mix, shape, arrange and combine materials to create their own images and objects that	evaluate the methods and results of their own work and that of their fellow pupils
	communicate and express their ideas, feelings and memories creatively	Pupils should be stimulated and inspired, where appropriate, by; media, styles, ideas etc
	reflect on their own and others' work	experiment with and examine the methods used by other artists, craftworkers and designers from different; places, cultures, periods

### NORTHERN IRELAND

	Key Stage 1	Key Stage 2
<b>Art</b>	explore the visual elements of colour, tone, line, shape, form, space, texture and pattern to express ideas	develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas
	look at and talk about resource material to stimulate their own ideas	collect, examine and select resource material to use in the development of ideas
	experiment with a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction	use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions.

### SCOTLAND

	First	Second
<b>Art</b>	I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture.	I can create and present work that shows developing skill in using the visual elements and concepts
	I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks	I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks