

This lesson will allow students to relive the impact of the masks in 'The Lion King', and to make their own masks, using them to create new and exciting characters of their own.



Julie Taymor

LIVING THE MASK

LEARNING OBJECTIVES

- Making masks, using a variety of different materials
- Demonstrating dramatic techniques through movement, mime and sound
- Evaluating own and others' dramatic performance and skills
- Learning about masks from different historical and cultural contexts



Simba

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

EPISODE 6 - MASKS & PUPPETS

EPISODE 10 - DANCE & MOVEMENT

PREPARATION

Photocopy the project sheet (Secondary 3) for each student. You will also need materials for making a mask such as cardboard, paints and brushes, fabrics, elastic, string or wool.

LESSON OUTLINE

Before making the masks, discuss as a group the various types and functions of masks both in day to day life and in a theatrical setting. From a theatrical point of view, students should consider how a mask makes a very definitive statement about a character. The mask focuses attention on specific facets, whereas the human face gives away a vast array of often contradictory information.

Point out that in large theatres, where those sitting towards the back could not see the facial expressions of the actors, masks can be used to make sure everyone knows who's who. As such, masks have to be both exaggerated and focused, much like the classic theatrical masks of tragedy and comedy. Similarly, the movements of the actors would be exaggerated to express the meaning of the masks.

Distribute the project sheet on which students plan their own mask designs, considering its character, function, audience and powers. They should produce an annotated sketch to indicate colours, materials, dimensions and so on.

They are now ready to make their masks.

The method of making the masks is at your discretion. The easiest and quickest method relies on cutting a piece of cardboard to shape, cutting out eye holes, decorating it with paints, fabrics or other elements, attaching it with elastic which stretches around the back of the head. For a longer and more ambitious

project, you will need the involvement of the art department to create 3D models using papier-mâché, or over-sized ceremonial-style headdresses, of the sort seen in 'The Lion King'.

To save time, you might prefer to provide your students with blanks onto which they paint their designs, observing the restrictions of the media available. Additional materials, such as cardboard and wool, could also be provided so that students can create ears, horns, 3D noses, hair and other features.

When students have completed their masks, they should take it in turns to explain the character and function of the mask while wearing the mask and moving in an appropriate manner. A student who has created an animal mask, for example, would move in a way that suggests that animal. The other students allot them marks out of ten for how convincing they are.

PLENARY

Discuss the masks made by the students, relating them in design and intention to those seen in 'The Lion King'.

EXTENSION ACTIVITY

To extend the task, students could research the history and uses of the mask in theatre and ritual around the world, including visuals, for a wall display on the subject.

LIVING THE MASK

Think about the various functions that a mask can have. Which function would you find most useful? Would it bestow magical powers upon the wearer, such as invisibility or super strength? Would it be a form of protection from external forces? Would it give you the power to transform yourself into a different person or species?

You are going to produce an annotated drawing of a mask, which you will create later. First, decide on the following:

1. CHARACTER:

The mask's personality/name.

2. FUNCTION:

The mask's function.

3. AUDIENCE:

Who will be the audience for this mask?

4. POWERS:

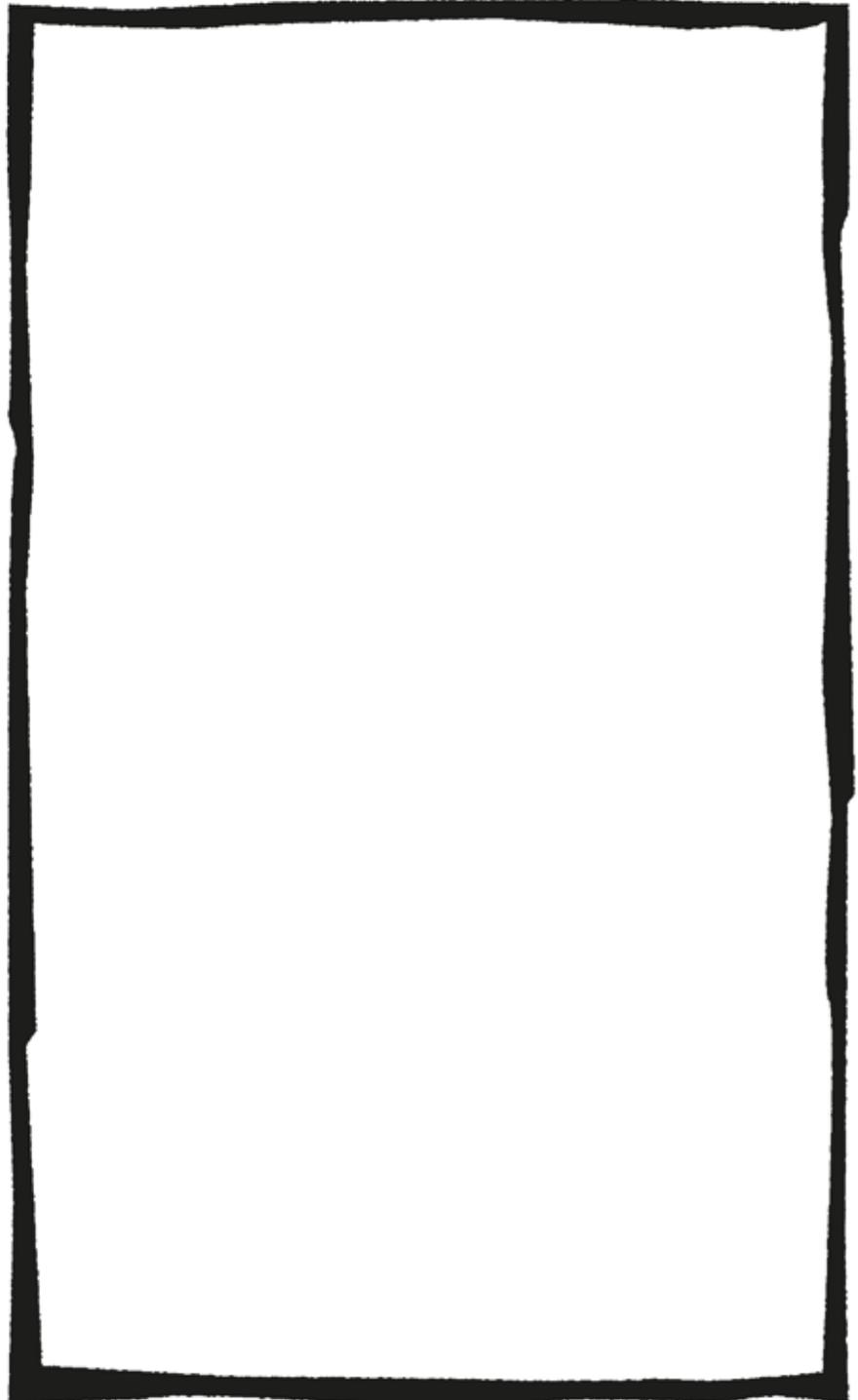
What powers will this mask give you?

Your drawing should include the following:

DIMENSIONS

COLOURS

MATERIALS



NATIONAL CURRICULUM LINKS

LESSON PLAN 3 - LIVING THE MASK

ENGLAND

| | Key Stage 3 | Key Stage 4 |
|-----------------------|--|--|
| Art and Design | to use a range of techniques to record their observations in sketchbooks, journals and | apply an understanding of relevant practices in the creative and cultural industries to their work |
| | other media as a basis for exploring their ideas | refine their ideas as work progresses through experimenting with media, materials, techniques and processes |
| | to use a range of techniques and media, including painting | |
| | | |
| Drama | | apply knowledge and understanding when making, performing and responding to drama |
| | | social, historical and cultural contexts including the theatrical conventions of the period in which the performances were created |

WALES

| | Key Stage 3 | Key Stage 4 |
|------------------------|--|---|
| Art and Design | use their knowledge about the work of other artists, craftworkers and designers to enrich and inform their work | apply an understanding of relevant practices in the creative and cultural industries to their work |
| | Pupils should be stimulated and inspired, where appropriate, by; artefacts from a variety of historical and contemporary cultures and contexts | refine their ideas as work progresses through experimenting with media, materials, techniques and processes |
| | design and make images and artefacts using a variety of materials, processes and ideas | |
| | | |
| English - Oracy | use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate | use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate |
| | present, talk and perform in formal and informal contexts | present, talk and perform in formal and informal contexts |

NORTHERN IRELAND

| | Key Stage 3 | Key Stage 4 |
|------------|--|--|
| Art | developing creative thinking skills and personal creative outcomes through investigating, realising, designing and making | developing creative thinking skills and personal creative outcomes through investigating, realising, designing and making |
| | developing an appreciation of the work of artists, designers and craft workers from their own and other cultures, past and present | developing an appreciation of the work of artists, designers and craft workers from their own and other cultures, past and present |
| | using the visual elements with understanding when engaging in art and design | using the visual elements with understanding when engaging in art and design |
| | | |

NATIONAL CURRICULUM LINKS

LESSON PLAN 3 - LIVING THE MASK

| | | |
|---------------------------|---|--|
| English with Media | expressing meaning, feelings and viewpoints | use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate |
| | talking to include debate, role-play, interviews, presentations and group discussions | present, talk and perform in formal and informal contexts |
| | participating in a range of drama activities | participating in a range of drama activities |
| | | |
| Drama | engage with a range of stimuli to develop critical and creative thinking skills | engage with a range of stimuli to develop critical and creative thinking skills |
| | explore characterisation through use of masks, costume, props, puppets and electronic media | explore characterisation through use of masks, costume, props, puppets and electronic media |

SCOTLAND

| | Third | Fourth – Senior Phase |
|---|--|--|
| Expressive arts – Art and Design | I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work | I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. I can use my skills and creativity to generate original ideas in my expressive and design work |
| | While working through a design process in response to a design brief, I can develop and communicate imaginative design solutions | By working through a design process in response to a design brief, I can develop and communicate imaginative and original design solutions |
| | | Having chosen personal themes and developed my own ideas from a range of stimuli, I can express and communicate my ideas, thoughts and feelings through 2D and 3D work |
| | | |
| Expressive arts – Drama | I can create, develop and sustain a realistic or stylised character through the use of voice, movement and language | In response to a variety of stimuli, I can use my understanding of characterisation to create characters using different approaches, making use of voice, movement and language. I can present my work to an audience |
| | Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts | I can analyse technical aspects of drama and scripts, make informed judgments and express considered opinions on my own and others' work |
| | I can respond to the experience of drama by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work | Having had opportunities to lead negotiation and decision making, I can work on my own and with others to devise, rehearse and refine dramas and scripts |