

YEAR 10 ART

UNIT 2 – SCULPTURE

Appraising Task

Unit 3: Sculpture - *Masks of the World* Name: _____
Final due date: Wk 9 Fri 11/9/09

Masks have been used across a wide range of cultures. These masks often have great symbolic significance to that culture and they can be used for different religious, spiritual and social reasons. Some cultures use masks for protection, in festivals and rituals and to decorate buildings, rooms and totems. When examining African masks the shape and design of the mask can add great meaning.

“...Masks vary in shape, linked to their goal. Those representing the spirits of the forebears have a serene look, while those representing non-human spirits have a bizarre face. High, round front depicts wisdom and profound spirituality. Protuberant eyes and cold expression means the stage of being possessed by the spirits. White colouring suggests the spirits of the dead, as they look on the other world. Masks with horns, like antelope or African buffalo, are linked to exorcism ceremonies, spirit transmigration and witchery.” (Softpedia, 2009, P.1)

TASK

Research a culture of your choice. Here are just some examples;
Aboriginal, Torres Strait Islander, Pacific Island regions, Indonesian, African Samoan, Indian, Tibetan, Maori, Egyptian, Chinese, Japanese, Mayan

You need to answer the following questions in detail:

- 1) Define the culture and give a brief background into the history of the culture you are examining? What region are you examining?
- 2) When did the culture begin using masks?
- 3) What is the mask used for? What is the importance and significance of the mask? When is it worn and by whom?
- 4) Describe the mask
 - What shape is the mask? Are the features sharp (geometric) or soft (organic)?
 - What features does the mask have (eg. Crests, eyes, ears, nose, necks designs, piercings, tattoos, patterns, symbols, designs)?
 - What colours are used and why? Do they use bright, primary, soft, natural colours?
 - What mediums do they use for their masks? (wire, wood, ceramics, plaster, jade, stone, shells, string, straw, leaves etc)

Aspley State High School
 Visual Art – **Responding Criteria**
 Year 10

Appraising Sculpture Task

A	B	C	D	E
The student work has the following characteristics				
Proficient use of visual art terminology, referencing and language conventions	Effective use of visual art terminology, referencing and language conventions	Use of visual art terminology, referencing and language conventions	Use of some visual art terminology and language conventions	Sporadic use of some visual art language
Critical analysis, interpretation and evaluation of images and objects related to the specific culture and their mask designs. Using discerning and considered visual language and expression to justify responses	Effective analysis, interpretation and evaluation of images and objects related to the specific culture and their mask designs. Using considered visual language and expression to justify responses	Functional analysis and interpretation of images and objects related to the specific culture and their mask designs. Using visual language and expression to justify some responses	Description of images and objects related to the culture and mask designs. Using visual language and expression to state opinions	Identification of some relevant images and objects. Occasionally using visual language and expression
Perceptive reflection on own thinking and learning when making, displaying ceramic sculpture	Informed reflection on own thinking and learning when making, displaying ceramic sculpture	Relevant reflection on own thinking and learning when making, displaying ceramic sculpture	Superficial reflection on own thinking and learning when making, displaying ceramic sculpture	Cursory reflection on own thinking and learning when making, displaying ceramic sculpture
Excellent presentation with clear sequencing. Word length has been met and references appropriately acknowledged.	Very good presentation with clear sequencing. Word length has been met and references appropriately acknowledged	Satisfactory presentation with some sequencing issues. Word length has been met and references appropriately acknowledged	Disorganised presentation with sequencing issues. Word length has not been met nor references appropriately acknowledged	Disorganised presentation with no consideration for sequencing information. Word length has not been met and much of the work is plagiarised.