



Texas School for the Blind and Visually Impaired

Instructional Resources Library

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Art Around the World Session 3

Student Name(s) or Class Name:

Date:

Age(s) / Grade Level(s):

Period or Time: 60 min.

TEKS or IEP Goal(s)

117.11.2(2) Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill.

The student is expected to:

- create artworks based on personal observations and experiences.
- produce drawings, paintings, prints, constructions, ceramics, and fiber art, using a variety of art materials appropriately.

Objective(s)

Students will:

- Identify how people around the world have created art for various purposes
- Identify continents/cultures where masks have cultural/historical significance
- Use materials to create a mask

Materials/Accommodations Needed (consider students who are Emergent Bilingual):

- Materials box
- Tactile maps
- Video about [history of masks](#)
- Blank mask
- Paint
- Paint brushes
- Raffia
- Pipe cleaners
- Bag with sequins, feathers, and foam shapes

“Art Around the World Session 3”

Updated: January 2026 | Instructional Resource Library

Page 1 of 3

Activity Sequence

- 1. Review the seven continents.**
One student selects a continent. The other students ask questions to try to guess which continent was chosen. Questions may focus on location, countries, or information learned during the previous two sessions.
- 2. Introduce and watch the *History of Masks* video** as a whole group.
- 3. Transition to hands-on work.**
Explain that students will move to their work areas/tables to begin the mask activity. Distribute masks, paint, and brushes. Point out that paint containers are labeled in print and braille with the first letter of the color (e.g., Y = yellow, R = red).
- 4. Mask painting activity (at tables or workstations):**
5. Have students orient themselves to the mask (forehead edge facing away from them, chin edge closest to them).
6. Students choose the colors they will use to paint their mask.
7. Review painting techniques:
 - a. Dip the brush into the paint, then wipe excess paint on the edge of the paint cup.
 - b. A thin layer of paint will dry more quickly.
 - c. Wash brushes between colors.
 - d. Create stripes by pulling the brush across the mask.
 - e. Create dots by dabbing the brush in one spot and moving to another spot.
8. Encourage students to focus on painting the mask first and allowing it to dry before adding decorations.
9. After painting, have students brainstorm how they will decorate their mask during the next session. Discuss materials they may use, such as pipe cleaners for horns, raffia for hair, or sequins, shapes, and feathers. Remind students that **decorating will take place during the second session today.**
10. Note: If a student uses a large amount of paint, the thicker paint may later be used like glue to attach decorations.
- 11. Whole-group reflection:**
Bring students back together and ask:
 - a. What was your favorite part of making this project?
 - b. What was easy for you?
 - c. What was challenging?
 - d. What do you like about the mask you have created so far?
 - e. What is your plan for decorating it?

How Will I Assess Student Progress?

- Check for understanding throughout the lesson.
- Finished products of masks.

General Notes/Comments/Reflections After Lesson

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“Art Around the World Session 3”

Updated: January 2026 | Instructional Resource Library

Page 2 of 3

Next Steps/Lesson

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