



# Texas School for the Blind and Visually Impaired

## Instructional Resources Library

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### Art around the World Session 4

**Student Name(s) or Class Name:**

**Date:**

**Age(s) / Grade Level(s):**

**Period or Time:**

#### 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 masks](#) from children's museum of Indianapolis
- Painted mask
- Paint
- Glue
- Raffia
- Pipe cleaners
- Bag with sequins, feathers, and foam shapes

#### Activity Sequence

1. Introduce concepts and play masks video.
2. Ask students:

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- a. What are some of the different purposes of masks?
  - b. What were some ways the masks in the video were decorated?
3. Have students take some time to think about and plan what decorations they will add to their painted masks. (adding raffia for hair, using pipe cleaners for horns, gluing sequins, feathers and shapes) Ask some of the students to share their ideas.
4. Have students reorient themselves to the mask. Have them get out one set of materials at a time. For example, add the items to the holes (raffia or pipe cleaners) in the top of the mask first, then choose sequins, then get out feather, etc. Remind them to use a dot of glue as they work. They don't need to open the glue completely. If they prefer, they could choose to use a paper plate and squeeze glue into the plate and use the popsicle stick to dab glue on the mask. If they use too much, it will take a long time to dry and get very sticky!
5. When students return to the whole group, ask:
  - a. What was your favorite part about making this project?
  - b. What was easy for you?
  - c. What was challenging for you?
  - d. What do you like about the mask you created?
  - e. What would your mask be used for?
6. Once students have shared about their masks, ask:
  - a. What was one thing you learned in this class?

### **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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### **Next Steps/Lesson**

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