

Multicultural Faces - The Many Faces of the World

Cross-Curricular-Art and Social Studies
Multicultural
Grades 7-12

Description:

Have your students create a gallery of faces from around the world. This project is perfect for combining with world geography, world cultures, studies of the United Nations and teaching tolerance. Have each student research an area of the world and learn about the dominant ethnicity of the people there. Also have them discover what types of dress, body adornment and hairstyles are predominant. With this knowledge, they can create the face of a typical inhabitant of their chosen geographic area.

Objectives:

- Students will learn about cultures of the world and will represent them with faces from around the world.
- Students will make choices about materials and processes that will best convey their intended meaning.

Materials:

Ethnically Diverse Facial Forms, 10-Piece Set (651653-705)
Creative Paperclay, 1-Lb. Pkg. (414199-705)
Liquitex "Basics" Acrylics Alizarin Crimson Hue (220644-705)
Liquitex "Basics" Acrylics Burnt Sienna (403639-705)
Liquitex "Basics" Acrylics Burnt Umber (403654-705)
Liquitex "Basics" Acrylics Phthalo Blue (403687-705)
Liquitex "Basics" Acrylics Titanium White (403702-705)
Liquitex "Basics" Acrylics Yellow Oxide (403648-705)
Sax True Flow Optimum Golden Taklon Brushes, various sizes - start with (404622-705)
Disposable Palettes, 50-Sheet Pad, 12" x 18" (417214-705)
Plastic Modeling Tools, 7-Piece Set (404825-705)

Other Materials You May Use:

Construction Paper
Yarn
Glue
Beads
Markers
Scissors
Anything around the art room or found objects that may enhance the appearance of the faces.



Directions:

Note: Students need some experience with mixing colors, particularly skin tones, and with drawing faces prior to beginning this project.

1. Students should study the culture of the people they wish to represent. They should make several sketches that show the facial characteristics and the adornment common to the people they wish to represent.
2. Each student should choose the facial form that most closely resembles the features they wish their face to have.
3. Using Paperclay, students should tightly "pack" their chosen form. Make sure the clay is pushed into all the small areas such as the nose and lips. The clay should be less than an inch thick.
4. They may carefully remove the clay from the mold while still it's moist and make modifications to the features using the clay modeling tools. Students may wish to add ears and/or part of a neck at this time.
5. If you know the masks will be hung, you may wish to devise a hanger of some type that is embedded in the clay and designed to not pull loose. Wire or a large paperclip are possible materials for this.
6. Let the face dry. Heating the clay in an oven according to package directions will lessen the drying time.
7. Using the Acrylic Paints, students should mix a skin tone appropriate for their face in a large enough quantity to paint the entire face.
8. Paint the face, adding color details such as eyes, lips, eyebrows, etc. Allow paint to dry.
9. Students may now begin to choose from a wide variety of materials to create hair, headdresses or hats, jewelry or any other ornamentation to make their face convey aspects of the culture they represent.
10. Suggestion: Display the faces along with a brief report on the cultures they represent in the school library or hallway. You and other teachers in the school could organize a musical program with multicultural music and dance and invite parents or students from the local elementary school. The exhibit and the program could be a great "Celebration of Diversity"!

National Art Standards:

Content Standard #1: Understanding and applying media, techniques and processes.

Grades 9-12: Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques and processes they choose.

Content Standard #2: Understanding the visual arts in relation to history and cultures.

Grades 9-12: Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

Content Standard #6: Making connections between the visual arts and other disciplines.

Grade 9-12: Students compare characteristics of visual arts within a particular historical period or style with ideas, issues of themes in the humanities or sciences.