



## NOTES FOR TEACHERS

**Multimask = MULTISKILLS**

### **An Introduction to First-time Mask-making at Young Adult Level**

#### **Why do Maskmaking?**

**Children and young adults are always eager to let themselves be enchanted and a lesson in mask-making appeals to their enquiring minds. Maskmaking gives us a different set of abilities that helps us understand our own culture, our sense of ourselves and a sense of what is happening in our country...**

#### **7 Ways Mask-making will Benefit Children and Young Adults:**

1. **Visualising**...making masks is about acquiring knowledge through observing, picturing, interpreting and “handling” visual data.
2. **Constructive Capacity with Critical Reasoning**...Students build their mask story by identifying the resources available for inspiring, mobilizing and sustaining creative and constructive solutions.
3. **Self Discovery**...making masks is about exploring the usefulness of getting it ‘wrong’ (good bloopers), being persistent and becoming perceptive to the new and original ideas that can come from failure & flaw, mockups & mistakes.
4. **Spirit of Adventure**...through the exploration of *abundance* and *limitlessness* making masks in 3-D takes students beyond their own boundaries (beyond habits and beliefs, and beyond copying).
5. **Freedom of Expression**...using the premoulded facebase to “anchor” or centre the creative process helps shift our stories into new places; masks are a diverse, dynamic and dimensional tool for entering new worlds.
6. **Creative Encounter**...making a mask involves a whole series of practical decision-making which, depending on the creative options chosen, results in a mask story unique to its maker.
7. **Accomplishment**...the imaginative ability to take their story from flat plane into three dimensions is immensely satisfying for today’s high-spirited youngsters!

# How to Facilitate a Successful Lesson in Maskmaking

## How does the **Multimask System** solve teachers' concerns about conducting a mask-making lesson in the classroom?

### *A new Method*

The pre-moulded paper face shape called the “**Multimask**” removes the time-consuming and messy step of constructing a well proportioned base face shape. Students are then free to concentrate all their creative energies on telling their own story in mask! The **Multimask Tool Kit** provides the small scissors essential for finely cutting eye details and curvy base shapes.

### *A new Model*

The **Multimask** How-2-Guides clearly outline for teachers the 9 core steps in the maskmaking process. These Guides provide teachers with tips, simple to follow instructions and plenty of photos showing maskmaking in full swing.

Armed with an accessible information source, teachers now have the confidence to introduce maskmaking to their students, fully prepared to answer any question or deal with design issues as they arise.

The **Multimask** Resource Kits provide teachers and students with large, classroom-scaled material for visual appreciation and to highlight specific maskmaking techniques. The kits also provide all the templates a classroom will need to complete their maskmaking project.

### *A new Mindset*

With information about masks previously found to be scarce or misleading, the Maskworx team wants to bring the fun and excitement of maskmaking within reach of all. So they have developed an interactive forum for teachers (in the form of blogs accessible via the Maskworx website and a quarterly electronic newsletter) where feedback and images, ideas and solutions are openly and freely shared.

## **A well-crafted mask becomes the platform for;**

**Storytelling** (narrative without words),

**Participation** (happily hands-on),

**Collaboration** (upstages competitiveness)

**Transparency** (reveals hidden talents)...



## Planning your Classroom Maskmaking Experience

For classroom use, Maskworx has developed **9 SIMPLE CORE STEPS** to making masks, starting with the **Multimask** as the face base.

Following the 9 step **Multimask** System in the order presented will result in a successful mask project for all (alternatively the 9-Steps can be located on our website or in our How-2-Guides):

1. **Know your stuff!** ; getting curious about mask culture
2. **Storytelling freedom**; visualizing your character
3. **Create your base shape**; using the ‘map’ of embossed guidelines
4. **Open your eyes!** ; using eye templates
5. **Add Oomph to facial features**; adding papier mache or bird-beaks
6. **Hyperextensions**; using the flange to add extra drama and dimension
7. **Getting the look right!** ; using paint-effects, found objects, recyclables and “bling”
8. **Finishing off**; optional nose-holes, ribbon ties or story-on-a-stick options
9. **Be brave...wear it!** ;use your Mask in theatre, mime, role play or display

### What Does this Mean for you, the Teacher?

**Decide your Theme.** Take a look at the Maskworx website photo gallery [www.maskworx.co.nz/photoblog.html](http://www.maskworx.co.nz/photoblog.html) for inspiring ideas on themes most appropriate to your year level.

**Teacher Tip:** when choosing a topic, remembering to keep your brief reasonably narrow will make life easier for you in the classroom!

### Decide how you can Implement this Topic of Study with Other Areas of the School Curriculum...

- 🌀 English (write a story or poem about your mask character either prior to making it or perhaps tell your story after the mask is made),
- 🌀 Science (study Metamorphosis; the life cycle of the butterfly, and then make butterfly masks),
- 🌀 Cultural Studies (eg Maori, Aboriginal, South American masks),
- 🌀 Historical Studies (mask culture through time),
- 🌀 Soft Technology (incorporate a mask into costume design for wearable/textile art)...



**Complete a Lesson Plan** This will clarify your goals, your expected outcomes and help with planning your resource requirements.

**Have Students Research their own Specific Mask Idea** bearing in mind the overall brief. This could involve the students writing a brief description of their character, culture or event that they wish to express through their mask.

**Teacher Tip:** the student's visual narrative may change and evolve over time as the student engages fully in the maskmaking process.

**Give your Students a copy of the *Multimask Student Visual Elements Checklist*** so they will become familiar with the creative decision-making required to successfully make a “mask story” (use this Visual Elements Checklist in conjunction with the **Multimask Resource Kit** photographic material). The Checklist considers artistic elements such as colour, form, texture and facial features amongst others

Making a mask involves a whole series of practical components which, depending on the options chosen, results in a “mask story” that is unique to its maker. For more detail refer to the **Multimask Student Visual Elements Checklist** at the end of this supplement.

## **Facilitating a Cost-effective Creative Lesson**

**Conduct a brainstorming session on “found objects & recyclable materials” that may be useful for making masks...**

Have the students bring a minimum of FIVE “found objects” to school that could be useful for the class topic in general. They might also like to buy items they think could be useful in telling their own specific mask story...this is all part of “owning” their mask experience.

**Teacher Tip:** Get the students to use their imagination when searching and collecting “found objects” from home:



“Found objects” can be discovered in the following areas;

- ④ The garden
- ④ The beach
- ④ Magazines for pictures and words to cut out
- ④ The toy box
- ④ The sewing kit
- ④ The bathroom
- ④ The kitchen
- ④ The garage, *and so on...*

Some examples of “found objects” from a maskmaking exercise we recently attended: a single topical magazine from which all students took pictures and word cuttings; a tapa-design cloth covering the classroom printer table; stones from the bottom of the fish tank; flowers, flax, nikau palm cases, karaka leaves, dried and dead branches; miniature objects from key rings.

**Teacher Tip:** Please don't buy in bulk any single decorative object from craft stores (unless for a very specific need).

Each student will see their requirements differently. Give guidance and let the students choose. They will normally favour the unusual and do wonderful things with even the simplest of objects.

### Students now design their masks taking inspiration from the “found objects” brought to the class...

- ④ Start work on a **“working drawing”**. Use the **Multimask** as a template by laying it on a sheet of A3 sized paper and tracing around the outline of the face base. Students sketch their mask idea onto the paper, adding notes and colour if appropriate.
- ④ Decide at this stage how the masks are going to be displayed...if they are to be worn use **ribbon ties or attach to a stick**. If not, masks can be mounted on to a backboard of heavy card or thin customwood. The Hard Materials Department is a great source of off-cuts for this purpose!
- ④ Use these sketches in a Critique Session if time allows. This provides a great forum for **cross pollination of ideas** and solutions.



- ④ Your high-spirited students will always want to rush straight into decorating their masks at this stage. **BEWARE OF RUSHING ON to the embellishing stage of maskmaking.** First, cut out the base shape, cut out the eyeholes and open the mouth (if appropriate) using the small scissors provided in the Tool Kit. Now is also the time to add a beak using the technique described in the How-2-Guides.
- ④ Add papier mache to **enlarge and exaggerate** the facial features, and wire-on any horns or extra-ordinary noses. ( Remember to allow for drying time for papier mache) Add hyperextensions (headdresses) at this stage too.
- ④ **NOW PROCEED with decorating the masks, using a combination of mediums or methods** to achieve the most “believable-looking” character for each mask!
- ④ **GO FOR IT!** Your role now is to encourage and inspire and **TRUST** (your young charges *are* capable of working out their own strategy in their own way). Generally speaking, a relaxed classroom atmosphere produces the best results!!
- ④ A Success Story. Experience tells us that using the **Multimask** System guarantees storytelling success for every student. Once they realise that “**failure is impossible**”, telling their story in mask increases their confidence and brings out hidden abilities in even the most difficult or reticent of students.

## How Can you Keep Costs to a Minimum?

Teachers can *spread the costs of maskmaking in the following ways:*

- ④ Ask the students to pay upfront for the \$2 + gst cost of the **Multimask** face base.
- ④ Encourage students to bring in as much resource material from home as they can...this can be “found objects” or store-bought objects as previously discussed.
- ④ Fund the initial cost of the How-2-Guides and the **Multimask** Resource Kit through a School-wide Art Supplies Budget, instead of by each individual room. Once these Resources have been purchased by the school they can be used repeatedly & widely by other teachers.
- ④ If space allows, establish a small store of maskmaking-related items and enlarge it over time. This will lower the cost of maskmaking for subsequent classes.



## What “Extras” Do you Need?

**No matter what your students use as their resource material, you will need to provide certain items in a classroom toolbox.**

**The following items have proven *invaluable* at this level of maskmaking:**

- Ⓢ Small hot melt glue guns and plenty of glue refills...set up on a separate, newspaper-covered table nearest the classroom power point. (Most students at this level are competent with a glue gun)
- Ⓢ A hair blowdryer (on loan)..essential for quick drying paint and coloured glues
- Ⓢ Fine wire and wirecutters...scissors just don't cut it!
- Ⓢ Bluetack...for sticking on templates and other temporary work
- Ⓢ Fine paintbrushes...for detailed paint and fine PVA line work (the usual thick school brushes are only useful for background colouring)
- Ⓢ Masking tape and tin foil, and double-sided tape
- Ⓢ Plastic or paper plates for sprinkling glitter over and into...the alternative to not using some form of container is to have glitter scattered all over the classroom!
- Ⓢ Large plastic rubbish bags...to protect expensive school uniforms (cut a head & armholes and use like an apron)
- Ⓢ Plenty of newspaper...for covering desks and mixing of colours
- Ⓢ Paper towels...a must for cleaning sticky hands and brushes and for mopping up spills!
- Ⓢ Access to water...for diluting paints and cleaning brushes
- Ⓢ PVA glue and tissues for papier mache
- Ⓢ Heavy or corrugated card...for beaks and hyperextensions
- Ⓢ School acrylic paints
- Ⓢ Small manicure scissors and standard (sharp) school scissors

***Teacher Tip:*** you might like to provide extra Craft or Art Supply type resources. The following have been found to be very useful in classroom maskmaking:

- Ⓢ Coloured glitters
- Ⓢ Coloured paint relief pens ( or coloured PVA in nozzle containers)...these are perfect for marking a 3-D outline around the edges of painted designs
- Ⓢ Coloured paper, cellophane, crepe paper for headdresses or alternatively, wool, textile scraps or feathers.
- Ⓢ Metallic Spray Paints (if painting a large number of masks in a similar colour...very quick and easy!)

## Maskworx Can Offer Extra Help with your Maskmaking

- ④ If you require **inspiration for a theme**, first visit our Website Photo Gallery <http://www.photoblog.com/showoffs> filled with interesting mask projects successfully completed by other teachers and mask artists.
- ④ Email us [masks@maskworx.co.nz](mailto:masks@maskworx.co.nz) your **theme queries** and we'll send you a list of great ideas!
- ④ If your school is located in Auckland or Dunedin, our Maskworx Team can **visit your school** with a range of stunning completed masks to inspire and stimulate your students.
- ④ Remember also, **maskmaking can be used for fundraising**. A local school made masks and then sold them back to discerning parents to wear at their School Masquerade Ball. Another school incorporated a mask display into an Art Café, charging parents and visitors for the privilege of attending a viewing of the completed maskworks.

The Maskworx team of experienced maskmakers is also available via email to help with any queries teachers may have.

**For further help or assistance  
please feel free to contact us**

[masks@maskworx.co.nz](mailto:masks@maskworx.co.nz)

**tele: 64-9-272 2981**

**Or visit our website for product,  
feedback and our photo gallery.**

[www.maskworx.co.nz](http://www.maskworx.co.nz)



# Multimask Student Visual Elements Checklist

**Making a mask the Multimask way involves a whole series of practical decision-making which results in a Mask Story that is unique to its maker.**

*So let us guide you through the following creative options:*

**Eyes**...consider shape, size and expression. Choose the eye detail that best fits your story from the Eye Template

**Mouths**...cut-out, open and gaping, or painted on? Or use found objects for an unusual effect.

**Lips**...enlarge them using papier mache, or leave them as they are, consider shape & colour. Choose the lippy detail that best fits your story from the Lip Template

**Noses**...go for a normal nose, or use wire armature to dramatically alter/enlarge it, hooked or bulbous noses look good, icecream cone noses look cute too

**Beaks**...if appropriate to your story, add a beak using the Beak Template as a guide

**Hair**...use textiles that suit your story, ie wool, ribbons, raffia, flax, or scrumpled paper

**Hyperextensions (headdresses)**...use cardboard cutouts, corrugated card, stiffened fabric or found objects

**Colours**...choose tones that best reflect the effect you want to create (bright, somber, organic)

**Oomph Factor**...use papier mache to “gross out” facial features

**Texture**...rough (try sand in the paint, ochre or bark) or smooth (foil, metallic shine or shoe polish)

**Paint FX**...paint your story on, or use dots (cotton bud), spots, contrast, flecks & splatter finishes



***Pattern***...mirror or rotational symmetry, tracing, line, and always remember to use cultural designs respectfully

***Decoupage***...a fancy word for “cutting out pictures and pasting them on”

***Found objects and recyclables***...anything goes! Stones, shells, leaves, jewels, bones, dried pasta, dried flowers, etc

***Cut-it-up***...using the “embossed guidelines” create your own unique face shape or try inventing your own style

***Composition***...use the mask as an element in an overall design, mount on/in a special frame (oval paper plate or stretched canvas) or backdrop

***Boundary-busters***...extend your mask parameters, think **big** and **bold**, distort and exaggerate

**BE BRAVE AND BE DARING...ALLOW YOUR MASK STORY TO  
CONVEY EMOTION AND WILD IDEAS...**

***A believable mask story delivers emotional impact!!***

