

**Resonant Valley Lesson Plan: Mask of Oppression by Josie Bustos**

<b>BASIC INFORMATION</b>	
Summary	After experiencing a guided tour of Jose Montoya's exhibit. Students will focus on 8 drawings titled "Mask of Oppression." Students will compare all sketches and ask themselves what they notice is the same and/or different. Students will discuss the meaning of the word mask & oppression. Finally, they will sketch their own "Mask of Oppression" using simple lines and multiple art materials
Grade Level	6th, 7th, 8th
Time Frame	3X 1-hour sessions
Subject(s)	Art, ELD, ELA
Topic(s)	Interpreting and expressing ideas through art. Chicano Art, Social Justice.
<b>MATERIALS</b>	
Instructional Materials	<p><i>For facilitator:</i> Have a copy of the 8 Masks of Oppression found in the book Information: 20 Years of Joda by Jose Montoya, pages 198-205 A poster that shows the 7 elements of art: Suggested support material: <a href="#">Introducing Lines Worksheet</a> (getty.edu), <a href="#">Elements of Art</a> (getty.edu)</p> <p><i>For participants:</i> Drawing paper, pencils, charcoal, paper bags with a few items that are different textures, mirrors (individual or a long mirror to set up a mirror drawing station)</p>
<b>STANDARDS, OUTCOMES AND OBJECTIVES</b>	
Learning Standard(s)	<p>California Standards for the Arts- 8. VA:Re7.2: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions. <a href="https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf">https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf</a> page 215</p> <p>California ELD Standards Interacting in Meaningful Ways: Interpretive B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area <a href="https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf">https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf</a> page 99</p>

	<p>CCSS.ELA-LITERACY.L.7.6:          "Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression."</p>
<p>Learning Outcome/Goal</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● <b>learn the definition of oppression and analyze and compare multiple pictures to find similarities and differences.</b></li>   <li>● <b>Identify the artist's use of line to convey meaning</b></li>   <li>● <b>Create their own drawing mask of oppression</b></li> </ul>
<p>Lesson Objective(s)</p>	<p>Students will observe, discuss, and compare several drawings by Jose Montoya titled "Mask of Oppression" to make their own meaning. Then, in the style of Montoya, they will use simple lines and a medium of their choice to create their own mask of oppression.</p>
<p>Academic Vocabulary</p>	<p>Mask, Oppression, line</p>
<p>Guiding Question(s)</p>	<p><i>ESSENTIAL QUESTIONS</i></p> <p>§ <i>How are these images similar/different?</i></p> <p>§ <i>What is a mask? oppression?</i></p> <p>§ <i>How do we mask oppression?</i></p> <p>§ <i>Have you encountered oppression? What does the artist mean when he names these pieces "Mask of Oppression"</i></p> <p>§ <i>How does oppression feel? How does it look on your face?</i></p> <p>§ <i>What art elements did the artist use in these drawings and what do they convey?</i></p> <p>§ <i>What is the definition of "Line" in visual art? What kinds of ideas or emotions can I express with something as simple as "Line"? How many different kinds of lines can I create using different drawing tools and materials?</i></p>

<b>LEARNING EXPERIENCES</b>	
Procedure or Sequence of Activities	<p>Image Analysis: Use the featured artwork to answer the following questions. This can be done with the whole class or small groups. What kind of lines do you see in the images? Are they thick or thin? Hard or soft? Long or short? Straight or curved? Jagged or smooth? Smudged or clean/sharp? Does the artist use lines to create abstract or realistic images? How does the artist use lines to provide details about the subject? (thinking of curls, wrinkles, etc.) How does the artist use lines to evoke emotion?</p> <p>(Give students a copy of the definition of Oppression.) What is Oppression, and why would it be “masked”? Do you ever wear a mask? In what ways have you experienced oppression? Was it masked?</p>
<b>ACTIVITY</b>	
Students will...	

RESOURCES

# oppression

[ uh-presh-uhn ]

■ Middle School Level

*noun*

the exercise of authority or power in a burdensome, cruel, or unjust manner.

an act or instance of [oppressing](#) or subjecting to cruel or unjust impositions or restraints.

the state of being [oppressed](#).

the feeling of being heavily mentally or physically burdened by troubles, adverse conditions, anxiety, etc.

**OTHER WORDS FOR OPPRESSION:**

[tyranny](#), [despotism](#), [persecution](#), [hardship](#), [suffering](#).

**OPPOSITES FOR OPPRESSION:**

[kindness](#), [justice](#).



## **Arte Américas**

Jose Montoya's Resonant Valley

Lesson Designer: Josie Bustos