

# What is your ALTER EGO? (MASK MAKING)

Create a personal mask that represents what your alter ego would be. Consider how you could combine your face with a man-made or organic form that enhances qualities of your alter ego. Your alter ego may be serious or playful, e.g. an Egyptian villain vs the Cookie (chocolate chip cookie for a mask)

## Consider:

- Facial expressions
- Expressive quality of colours /lines /textures/ shapes /forms
- What features will be exaggerated or diminished?
- The suggestive meaning of particular organic or man made forms.
- **Your design must be 100% original.** Any mask that is too closely resemble one from popular culture, will not be accepted.

**HOMEWORK..**  
scour you house  
for loose  
objects to put  
on your mask or  
to share with  
classmates. We  
need Buttons,  
feathers, felt  
mater



## Process:

- Start with describing or listing aspects of your personality, both those that people recognize and those that only you see. Identify common personality types we see in our world (e.g. leaders, follower, enabler, coward, hero, pawn, wizard, vampire). You may want to explore myths or other stories for ideas.
- Identify the characteristics of your alter ego. Are you a hero, a villain, or something else entirely? What are your powers? What aspects of your identity does this alter ego represent?
- Create five or more thumbnail sketches that explore a range of ideas.
- Take your best of these thumbnails and create full mock-up sketch in colour.
- Make your mask
- Reflect on your process



## ALTER-EGO MASK ASSESSMENT

Level 4 90-100	<p>The student has created an exceptional mask. The mask clearly shows us a well considered and engaging mask that models a persona. The mask was crafted with excellence. Risks were taken and it paid off.</p> <p>The student may have also...</p> <ul style="list-style-type: none"> <li>• Completed all requirements detailed in Level 3</li> <li>• The mask has a sense of simplicity (clear) and dynamism (the viewer's eye is delighted with the energy)</li> <li>• The mask is exemplary in form, crafting, and concept.</li> <li>• Fully resolved mask.</li> <li>• Textures may be exceptionally articulated / refined</li> </ul>
Level 3 80	<p>The student has created an engaging mask of one of their Persona's, modeling creative problem solving, a uniquely creative idea, and fine crafting.</p> <p>The Sketching process</p> <ul style="list-style-type: none"> <li>• At least 5 different thumbnails or ideas, each trying a different principle of design.</li> <li>• One large mock-up drawing of the best idea coming from your thumbnails. To be used as a guide in making the mask.</li> </ul>

	<p><b>The Mask</b></p> <ul style="list-style-type: none"> <li>• Used elements of art (textures, colours, lines, etc.) effectively to create mood /character. Colours may be symbolic or expressive, but they should work well together in a colour palette.</li> <li>• (i.e. jagged forms vs smooth forms). Particular colours were applied</li> <li>• The mask has distinctive physical alterations / features that express aspects of the alter-ego. E.g., A 3D organic or man made form was added to the mask to enhance the mask's message.</li> <li>• The masks design and ideas are uniquely creative or innovative.</li> <li>• The materials were treated with care. All textures and surfaces are the way they are by intent rather than by lack of refinement.</li> <li>• The artwork appears fully resolved with care</li> <li>• The student took good creative risks here.</li> </ul> <p><b>Perceiving and responding</b> Through a personal reflection, the student has articulated a reasonable understanding of what they have accomplished and its visual qualities. They can point out strengths and weaknesses.</p>
Level 2 60	<p><b>The mask is complete to a level where the idea is clear, though it could use more refinement or enhancements o make the idea clear, original, or dynamic. Such evidence of this is found where ....</b></p> <p><b>The Sketching process</b></p> <ul style="list-style-type: none"> <li>• At least 3 different thumbnails or ideas, each trying a different principle of design.</li> <li>• A mock up sketch is there in basic form.</li> </ul> <p><b>The Mask</b></p> <ul style="list-style-type: none"> <li>• The mask is complete though it needs more refining</li> <li>• Textures and 3D forms were not utilized to enhance the mask's idea.</li> <li>• The principle of design plays a minor role in the works success, dynamics</li> <li>• One texture is rendered in this work</li> <li>• The design is vague or the idea was not uniquely creative.</li> <li>• The medium was used with care/respect</li> </ul> <p><b>Perceiving and Responding:</b></p> <ul style="list-style-type: none"> <li>• Basic descriptive reflection responses are made</li> <li>• With prodding, the student participates in class discussions.</li> </ul>
Level 1 40	<p><b>Some of the criteria of level 2 were achieved, though key aspects were missing. The following factors may apply...</b></p> <p><b>Product:</b></p> <ul style="list-style-type: none"> <li>• The mask is vaguely defined</li> <li>• The surface texture, forms or colours appear unconsidered or rushed.</li> <li>• The project may be incomplete or made with little care.</li> </ul> <p><b>Perceiving &amp; Responding:</b></p> <ul style="list-style-type: none"> <li>• The reflection was started but remains incomplete or poorly considered.</li> <li>• Doesn't participate in critiques, even when prompted</li> </ul>
Level 0 35 and under	<p><b>Even with support available, the project lacked basic preparedness and understanding.</b></p>