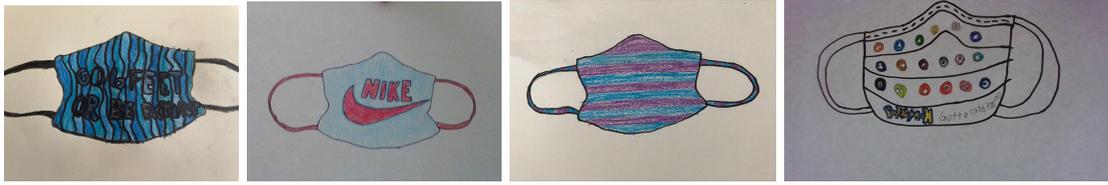


Lesson Plan: Design Your Own Covid-19 Mask

Grade level: 4-12



Duration: 1-2 class periods

Media Type: paper

Subject Integration or Collaboration: Business / Entrepreneurship

Objective: To design your own Covid-19 mask

Assessment:

Rubric:

4-Standards are exceeded

3-Standards are met

2-Standards may be met at a very low quality or with some exceptions

1-Standards are not met

0-

Vocabulary:

Visual Arts Elements/Principles:

color	shape	line	texture	balance	unity	proportion	form
value	space	contrast	emphasis	movement	pattern	rhythm	

Materials and Procedure:

paper, colored pencils, markers, graphite pencils

Day 1:

Share the following *Making It Up North* video with students:

<https://makingit.wdse.org/watch/fashion-meets-function-dock-5> (6:48)

Discussion Questions:

What does Natalija Walbridge create? How did she create her creative space in which to work in? Where does Natalija live? What types of artwork does she create? What are Natalija's inspirations? What types of tools does she use? What was she creating before Covid-19 hit the United States? What does "Sewing to Save Lives" mean to Natalija? Do you think it is an advantage to work from home?

Students are given paper to start sketching ideas for possible mask designs.

Students may work in groups to discuss/brainstorm ideas for possible mask designs.

Day 2-3:

Students start their final copy for their mask design. Any materials could be used: markers, colored pencils, paint, etc. Students potentially finish their mask drawings in 2-3 class periods. Students share finished drawings with peers. Kids love to share their ideas with others and peers love to see others' ideas!

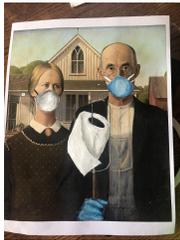
Further Understanding:

Enduring Understanding: Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.

Essential Question(s): How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

Extensions:

- Students create true fabric masks and sell them as a school fundraiser
- Students create masks as part of school Service Learning Project
- Students create parody drawings of famous artwork with subjects wearing a Covid-19 mask



- Websites/links:

[The Editoralist](#)

[Unity Point Mask Pattern](#)

[Masks Appearing in Art](#)

[Colossal](#)

[National Standards for Visual Arts link](#)

Sample Standards:

VA:Cr1.1.4a Brainstorm multiple approaches to a creative art or design problem.

VA:Cr2.1.5a Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA:Cr3.1.4a Revise artwork in progress on the basis of insights gained through peer discussion.

VA:Re9.1.6a Develop and apply relevant criteria to evaluate a work of art.

[Minnesota Family and Consumer Science Framework link](#)

Sample benchmarks:

Minnesota Frameworks: 1. Students demonstrate knowledge and skills necessary for success in further education, career and life.

MMSFACS1.1.5 Family, career, community, and global connections

MMSFACS1.1.3 Aptitudes, abilities, interests, motivations

Minnesota Framework for Business, Marketing and Information Technology

Foundational Knowledge and Employability Skills in Business, Marketing, and Information Technology Courses Business, Marketing, and Information Technology courses develop foundational knowledge and employability skills including occupational knowledge and skills, task management skills, career development, positive work ethic, and integrated academic skills necessary to become economically self-sufficient and occupationally productive members of society. This will include, but will not be limited to, the following areas:

Foundation Knowledge and Skills: • Problem Solving • Critical Thinking • Employability • Citizenship • Ethics • Career Development • Integrity • Teamwork • Legal Responsibilities • Academic Foundations • Technology Application • Communication • Safety, Health and Environment • Leadership • Technical Literacy • Cultural Competence • Lifelong Learning • Financial Well-Being • Organizational and Global Systems • Creativity • Innovation