

## Tinga Tinga Masks

Inspired by the painting style of Tanzanian artists

(art + social studies)

Tanzanian artist Edward Saidi Tinga Tinga gained popularity for his distinctive style of painting in the 1960s, when an influx of tourists became enthralled with his art. Using inexpensive panels and commercial-grade enamels, he painted intricate, yet primitive scenes of Africa — animals, people, and landscapes — that could easily be packed in a traveler's suitcase. His success started an art movement of imitators and followers, and, when he died in 1972, the Tingatinga style of painting had spread throughout East Africa.

Edward's descendants have formed the Tinga Tinga Cooperative to keep the original style intact, but the style has also evolved as more artists adapted it to reflect their own ideas and represent their surroundings.

The Tinga Tinga painting style is characterized by intense color, movement-descriptive figures and shapes, and many, many dots.

An easy, non-drippy way for students to create lots of dots is to use an applicator designed to produce small, controlled circles. First, students will create an animal mask, then a Tinga Tinga landscape to attach the mask to.

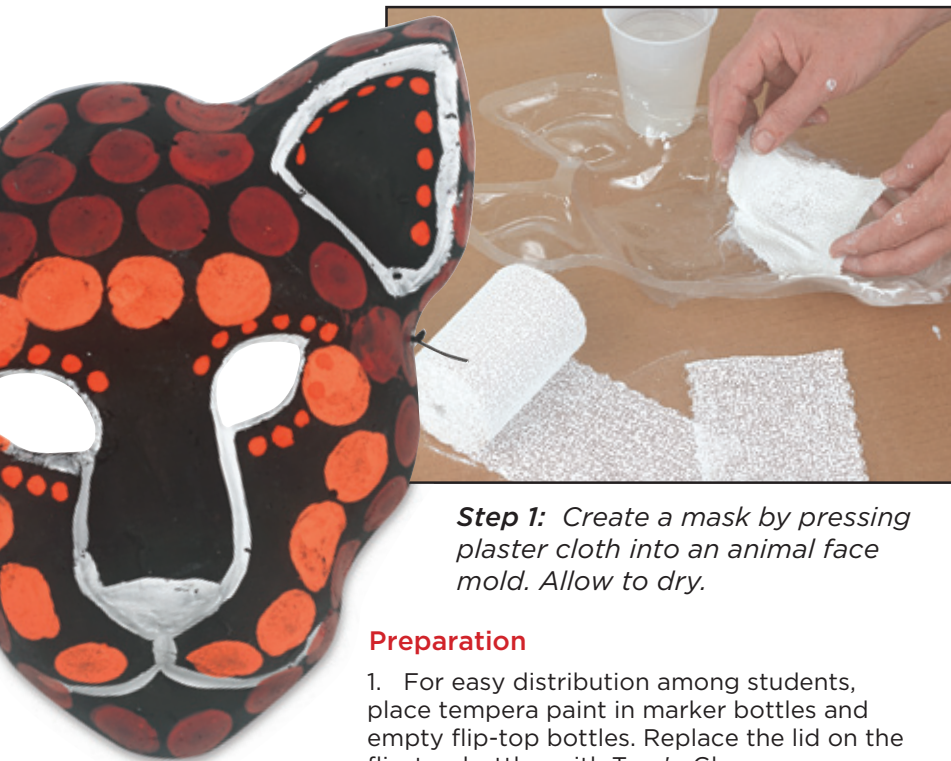
**GRADES 3-8** Note: Instructions and materials are based upon a class size of 24 students. Adjust as needed.



### Materials (required)

- Roylco® Animal Face Forms, 5-pack, (61129-1001); share 5 packages across class
  - Plaster Wrap, 4" x 5 yd roll (33548-1004); share 5 packages across class
  - Handy Art® Empty Marker Bottles, 12-pack, 2 oz (03324-1012); share two across class
  - Fliptop Bottles, package of 12, 2 oz (04993-1002); share two across class
  - Creativity Street® Tap 'n Glue Cap (24211-1001); share 12 across class
  - Blick® Premium Grade Tempera, pints assorted bright colors (00011-), White (00011-1006), and Black (00011-2006); share a minimum of six colors across class
  - Fliptop Corrugated Sheets, 20" x 30" assorted colors, (13142-); share one sheet among four students
  - Fiskars® Student Scissors, 7" (57016-1065); need one per student
  - Stretch Magic™ Jewelry Cord, Black, 1 mm x 82 ft roll (61527-2051); share one across class
- ### Optional Materials
- Sargent Art® Tempera Paint Daubers, Fluorescent set of 6 (00055-3006)
  - Roylco® Fold Up Fun Masks, class pack of 40 (61796-1040)
  - Scotch® Super Strength Packaging Tape, 2" x 22.2 yd roll (23055-0000)





**Step 1:** Create a mask by pressing plaster cloth into an animal face mold. Allow to dry.

**Preparation**

1. For easy distribution among students, place tempera paint in marker bottles and empty flip-top bottles. Replace the lid on the flip-top bottles with Tap 'n Glue caps.
2. With scissors or a paper trimmer, cut corrugated sheets in half to 15" x 20" or, for greater economy, cut the sheet into fourths, 10" x 15" pieces.

**Process**

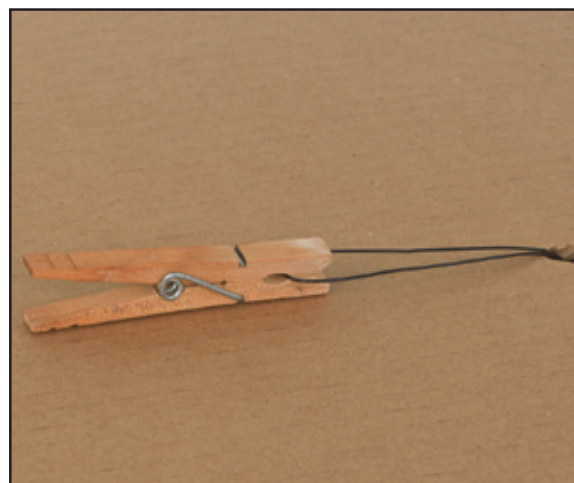
1. Cut plaster wrap into 2" wide strips. Dip each strip in water and use fingers to remove excess. Place strips on the inside of the plastic animal mask form, covering the entire face. Repeat with a second layer and set aside to dry.
2. When plaster is completely set, remove mask from mold and trim any ragged edges with scissors. Cut holes for eyes and use a push pen to create holes on the side of the mask to attach a string for wearing.
3. Paint the entire outside of the mask with black tempera, then, when it is dry, use paint-filled bottles with a Tap 'n Glue top to make small dot designs on the face. Use marker-top bottles to make larger dots. Dots can be used to indicate spots, scales, feathers, and stripes when placed close together. Keep a piece of scrap paper handy to press the tops against to make sure the paint is flowing freely.
4. While the mask dries, create an environment on the corrugated sheet, considering where the animal might reside and what other animals might live with it. Use the paint dots to make grass, leaves, flowers, clouds, and stars. Paintbrushes may also be used to create details.
5. Tie a stretchable cord through the holes on the side of the mask. Position the cord so the mask can be worn securely without fitting too tightly.
6. Place the mask on the Tingatinga-style environment and determine the center. Remove the mask and poke a hole with scissors or a pen through the corrugated panel. Push the cord through the opening and clip a clothespin on the cord. Pull tightly and mark the spot on the back of the corrugated sheet where the clothespin holds the mask in place, then secure it with glue.
7. The Tingatinga-style mask will hang in its environment until it's ready to be worn. Then, unlatch the clothespin and remove it.



**Step 2:** Paint the mask black first, then decorate it with paint dots.



**Step 3:** Create an environment for the mask on a colored corrugated sheet using mostly paint dots.



**Step 4:** String the mask with stretch cord and hang it on the environment by looping it through a hole and attaching to a clip on the backside.

## Options

— For a faster and less costly mask, assemble a Fold Up Fun Mask, securing it with strong packing tape. Follow steps 3-7 above to decorate and create an environment for the mask.

— To avoid transferring paint to the empty bottles, purchase pre-filled paint marker sets in bright, fluorescent colors.

— Create stories about each animal and design the environment as a setting for the story.

## National Standards for Visual Arts Education

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

**K-4** • Students use different media, techniques, and processes to communicate ideas, experiences, and stories.

**5-8** • Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.

**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 use.

**Content Standard #3** — Choosing and evaluating a range of subject matter, symbols and ideas.

**K-4** • Students select and use subject matter, symbols, and ideas to communicate meaning.

**5-8** • Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks.

**9-12** • Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.

**Content Standard #4** — Understanding the visual arts in relation to history and cultures.

**K-4** • Students identify specific works of art as belonging to particular cultures, times, and places.

**5-8** • Students analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology) influence visual characteristics that give meaning and value to a work of art.

**9-12** • Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.

