

# Mardi-Gras Mask

The history of mask-wearing during public festivals dates back to the 15th century in Venice. Carnival allowed citizens to step outside their everyday personnas and take on a different identity. Wealthy people often masqueraded as beggars and commoners took on the appearance of nobility. Today's Mardi-Gras celebrations continue the tradition of the masquerade with decorative, often extravagant costuming. This project demonstrates an easy way to make a mask with all the glitter and glitz required for a true Mardi-Gras celebration.



**Grade Levels** 5-12

## Preparation

1. Plastic masks are very smooth and may require a coat of acrylic gesso to create a painting surface with enough tooth to hold the paint in place and prevent beading of liquid paints. HINT: If you do not have gesso, use steel wool to brush or lightly scratch a tooth surface onto the mask.

## Process

1. Sketch a pattern or design with a light marker directly onto the mask.
2. Mix a few drops of Liquid Watercolor with some glitter glaze in a plastic squeeze bottle. Use the bottle to re-trace the sketch lines on the mask and create a raised bead effect. Allow to dry.
3. This raised glitter bead will define your lines and help give your mask more of a 3-D effect. You can add and build up more layers of glitter beading later when your mask is almost complete. You can also use your bottle glitter glaze to create dots or draw patterns. Allow to dry.
4. With a brush, paint the areas in between the glitter glaze lines. Glitter Glaze can be colored or tinted by mixing it with small amounts of Liquid Watercolors. Create dazzling new colors & effects

## Materials

**Blick Liquid Watercolors**, assorted colors (00369-), share across the classroom

**Sargent Glitter Glaze**, 32-oz (00704-1007), share across the classroom

**Plastic Face Mask**, assorted styles (61152-), need one per student

**Blick Academic Synthetic Watercolor Brushes**, assorted size rounds (05838-), need at least one per student

**Plastic Squeeze Bottles**, 2-oz (04916-1003), need one per student

**Alvin Plastic Palette Tray** 9" x 4-3/4" (03046-1109), need one per student

Optional:

**Stancup Disposable Containers** (04918-0100) package of 100, share across the classroom

**Blick Studio Gesso** (00682-1001), gallon bucket, share across the classroom

**Blick White Glue** (23872-1069), gallon bottle, share across the classroom

## Process, continued

by mixing a variety of colors and paint proportions. You should experiment and try a few tests on scrap paper.

5. Once you're happy with your painted mask and it's dry, you can coat the entire mask with one overall clear glitter glaze for extra twinkle. Let dry & display.

## Options

- Glitter Glaze can be watered down slightly to make it thinner.
- Adding a little White Glue to Glitter Glaze will help it hold a bead better, spread thicker and dry harder.
- Glitter Glaze can be added to any water based acrylic paint to create an opaque glitter paint.
- Add Glitter Glaze and/or Liquid Watercolors to glues to create your own colored glues or glitter glues.
- Liquid Watercolors can be swirled into a thicker wet coating Glitter Glaze to create marbled effects or a swirled tie dye style pattern.
- Thin coats of Acrylic Glitter Glaze dry clear. You can use this translucent feature to create effects and new colors, but be careful or your layout sketch lines might show through the glitter glaze. HINT: Use multiple coats of glitter glaze in varying brush directions for even more "twinkle".

## National Standards

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

**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

**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

**5-8** Students know and compare the characteristics of artworks in various eras and cultures

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