

Lucha Libre Mask



Grade: 4th

Medium: Paper

Learning Objective: Students will:

- Identify form vs. shape.
- Use symmetry to create 3D paper masks.
- Hear about Lucha Libre as sports entertainment.

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Elements of Art

Shape: An element that is two-dimensional, flat, and limited to height and width.

Form: An element that is 3-D and encloses volume; includes height, width AND depth It can be **geometric**, represented by a cube, sphere, pyramid, or cylinder, or **organic**, which is free-flowing.

Line: An element defined as straight/curved, dark/light, thick/thin, blurred/exact or broken/continuous. Line can show movement, outline objects, show texture, or tell stories.

Principles of Design

Patterns: repetitions of shapes, colors and texture.

Symmetry: both halves of the composition are the same design.

Unity: all elements fit together to create a whole. The design isn't chaotic or confusing.

Additional Vocabulary

Craftsmanship: A way of working that includes following directions, demonstrates neatness and the proper use of tools.

Lucha Libre: Mexican wrestling.

Mascaras: Spanish for masks.

Overlapping: the placement of objects over one another in order to create the illusion of depth.

Materials & Supplies

- Cardstock 8.5" x 11" (assorted bright colors & white for template)
- Scissors
- Pencils & erasers
- Metallic craft paper 8.5" x 11"
- Markers
- Hole punch
- Colored yarn cut in 8" lengths/2 per student
- Images of Luchadores

- Glue sticks
- Staplers (at least 5)
- Templates (1/2 mask) w/ eyes cut out, one per student
- Rulers

Context (History and/or Artists)

Lucha Libre, a form of wrestling started in Mexico in the 1930s, provided the public with diversions to distract them from everyday problems. The use of *mascaras*, or Lucha Libre masks, had been a part of Lucha Libre since it started. “*El Santo, el Enmascarado de Plata*” or “The Silver Mask Man” became one of the most popular *Luchadores* (wrestlers). A popular part of a Mexican wrestler’s persona is his or her *mascara*, or Lucha Libre mask. The masks play an important part in the storyline and can also provide the wrestler some personal anonymity in a country enthralled by the sport of Mexican wrestling.

Lucha Libre (Mexican Wrestling) has gained a lot of popularity in the US. Seattle has a school that teaches youth this unique entertainment sport. During summer, you might even find live Lucha Libre events!

Advanced Preparation

- Using the [Lucha Libre Template](#) (attached at the end of this document)
 - a) Print the template on cardstock, one per student
 - b) Cut out the template and the eyes with a craft knife
 - c) Cut in ½ down the center of the face, each student gets a half mask template
- Have elastic cord previously cut, about a foot per student.

Tips & Tricks

- The template has a diagonal slit on top, make sure that kids cut the **bold line** with scissors.
- During the lesson have extra help to:
 - a) Staple the mask turning it from 2D into 3D, that is what makes the mask look cool!
 - b) Kids might need help tying a knot after mask is completed.

Discussion Points: at this point include any Lucha Libre images you can find

- Superheroes and Luchadors are different because Lucha Libre is sports entertainment, more like American Ninja Warriors.
- Some women also wrestle professionally.
- In Mexico, Lucha Libre is the second most popular sport after soccer.
- Lucha Libre masks are handmade and sold all over the world.

Reflection Point (Assessment of Learning Objectives)

Students will:

- Identify form vs. shape.
- Use symmetry to create 3D paper masks.
- Hear about Lucha Libre as sports entertainment.
- Use good craftsmanship.

Instructions for Lesson

Post vocabulary words and define them for students. Use these words during the lesson whenever possible.

Show images of the Lucha Libre masks and culture. Go over the context, include discussion points, and then have students:

- Identify the symmetry in the masks
 - Describe the shapes used around the eyes, ears or other design elements
 - Discuss interesting “wow!” facts about Lucha Libre culture.
1. **Demonstrate** creating a symmetrical shape by gently folding the paper, short ends together, down the center to create a line as reference. Then place the template on the cardstock with centers aligned (nose on fold) and trace the mask, diagonal line and eyes.
 2. Have students choose a mask cardstock color & metallic paper and trace their Lucha Libre mask template onto the colored cardstock.
 3. **Demonstrate**, with the paper still folded, cutting out the mask. This ensures that it’s symmetrical when finished.
 4. **Demonstrate** cutting out the eye for students. Lightly fold the eye space and make a small cut to create an opening. Then carefully cut from that opening around the line they traced for the eyes.
 5. Have students cut out the mask. Make sure they cut the diagonal slit on both sides.
 6. Remind them how to create symmetry by folding (refer to step 1).
 7. **Demonstrate** and then have students fold the metallic paper in half, metallic side and short ends together. Then place the template on the page with centers aligned (nose on fold) and trace the mask and eyes.
 8. Have students cut out the eyes as demonstrated.
 9. **Demonstrate** with paper still folded in half but now with the reverse side exposes so pencil lines can be erased if needed, how to draw designs that will be cut out: star, oval, flame, circles, scrolls, etc. Rulers are helpful with straight lines.
 10. Cut out and glue the metallic shapes around the eyes. Use the same technique to cut out the eye as with the mask. Remind them that glue goes along the edges of the shapes.
 11. Use markers to add other shapes or free form design onto the mask making sure they are symmetrical (the same on both sides). Decide ahead of time if you want them to add writing.
 12. Demonstrate and have students draw dot or lines around the edge of the mask: this simulates the stitches on a mask.
 13. **Demonstrate** and have students staple diagonal slit A into B, turning it into a 3D Mask.
 14. **Demonstrate** and have students make pencil dots symmetrical on each side, but not too close to the edges (the string might tear it). Hold the mask level even with your eyes, have the teacher or helper hole-punch on or near the pencil dots on the side of the mask, right above each ear.

15. **Demonstrate** and have students how to tie a knot with the yarn on each hole. These 2 ends are then tied in a bow behind the head while gently pulling so it's sturdy on the student's face.

References and Attributions:

Books:

- Niño Wrestles the World Paperback by Yuyi Mora
- Lucha Libre: Anatomy - Anatomia (English and Spanish Edition) (Spanish) Board book – by Patty Rodriguez (Author), Ariana Stein (Author), Citlali Reyes
- Lucha Loco: The Free Wrestlers of Mexico by Malcolm Venville

Movies:

- Nacho Libre

Notes for Educators

21st Century Thinking Skills

Thinking flexibly, persisting, listening with empathy, reflecting, goal setting, observing, making connections, visualizing, sequencing, comparing/contrasting, determining main idea, problem solving, determining point of view, decision making, evaluating.

WA State Learning Standards

(VA:Cr1.2.4) a. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

(VA:Cr2.1.4) a. Explore and invent art-making techniques and approaches.

(VA:Cr2.2.4) a. When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

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

(VA:Pr6.1.4) a. Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide. This happens if you point out that creative art can be seen in the costumes on the wrestling mat, just as well as in a museum or art gallery!

(VA:Re9.1.4) a. Apply one set of criteria to evaluate more than one work of art. This happens if you discuss the various approaches of classmates take to solve the same problem.

(VA:Cn10.1.4) a. Create works of art that reflect community cultural traditions.

(VA:Cn11.1.4) a. Through observation, infer information about time, place, and culture in which a work of art was created.

