



**Cymru**  
National Day Nurseries Association

# Factsheet

A photograph of a woman and a young girl sitting at a table, smiling and engaged in a craft activity. The woman is holding a pair of scissors and cutting a piece of green paper. The girl is holding a yellow stick and looking at the camera with a wide smile. There are various craft supplies like pens and paper on the table.

## Foundation Phase - Creative Masks

Wales

# Foundation Phase – Creative Masks

Creative play and imaginative experiences play a central role in children's learning and development in the early years. Within the Foundation Phase, role play is a fun way for children to explore and learn about themselves, others, and their environment. One favourite type of role-play for children in the early years is fantasy play. Children are fascinated by animals, superheroes, and TV/film characters. Role-playing their favourite characters or animals can spark creativity and innovative ideas. Therefore, mask making presents as a perfect opportunity to engage children in creative play.

Masks appear in a wide range of media, cultures, and entertainment, making it an excellent activity to engage children through their interests in a highly creative activity

## Learning objectives

- To recognise that there are different types of masks
- To create a mask for use in role-play
- To explore a range of creative stimuli.

## Areas of learning – (skills and range)

Creative development

### Range:

- Use a wide range of resources and stimuli
- Experience traditions and celebrations of different cultures.

### Skills:

- Make choices when choosing materials and resources
- Mix, shape, arrange and combine materials to create their own images and objects that communicate and express their ideas, feelings, and memories creatively
- Develop their understanding of planning, designing, modelling, modifying, and reflecting
- Reflect on their own and others' work.

Literacy - e.g., mark-making, using specific vocabulary, understand and use simple questions, listen and respond.

Numeracy - e.g. counting, prepositions and movement, 2D shapes and symmetry, comparing and ordering, matching pairs and pictures, using mathematical language.

## Resources

- Card for mask
- Mask template shapes
- Paint
- Paintbrushes
- Paint palettes
- Water containers
- Scissors
- PVA glue in small dishes
- Markers
- Craft pom-poms, feathers, washi tape, sparkly streamers, dot stickers, etc.
- Stretchy elastic to make a headband
- Hot glue gun/strong tape.

### Activity outline

The purpose of this activity is for the children to design and create a mask that they will want to wear. Engaging children through their interests is an integral part of the activity. This activity could follow an experience that the children have had e.g. a visit to the zoo, theatre, or circus, it can follow a current trend from a film or TV series or it can be linked to an exploration of other cultures and traditions within your community. Whichever inspiration you decide to use, ensure that the children are involved with the decision. All learning opportunities should be planned with the children's individual needs, interests, and learning characteristics in mind. Be aware that some children may show anxieties when around masks, in these situations, think carefully about the introduction of masks to the children and consider looking at masks from all areas of life, including masks as part of uniforms and for safety as well as for fun and dress up. There are a range of masks that you can explore, including full face, half face, and eye masks. Which could enable you to do this activity multiple times with children.

## Continuous and enhanced provision

- Display photographs of different types of masks across the setting and within the creative area
- Incorporate masks within the role play area
- Include stories and books that involve the use of masks in both fiction and non-fiction within the book area
- Make use of celebrations and events throughout the year and incorporate masks from them within your provision e.g. Halloween, Easter, Diwali
- Include templates and 'how to' visuals for children to create their own masks.

## Focused task

- In a small group, look at lots of visual stimuli with the children. E.g. pictures of various masks from Mexican "Day of the Dead", a film or of animals, etc.
- Begin a discussion with the children on the masks. Ask questions such as 'What do they like and dislike about the masks?' 'What do they think they could do better?' 'What would they change?'
- Explain that they are going to make their own masks and discuss their ideas (You may want children to draw a design of their mask first on paper and then talk about how they're going to make it)
- Show the children the materials that are available and demonstrate how they could be used depending on your theme e.g. string or wool can be hair, feathers for around the 'face', sequins around the eyes, shapes to make ears or noses, etc.
- Time-dependent, you may want to have mask templates prepared, however, it is best if the children are part of this process, and supported to create a range of shapes for the masks
- Once they have chosen a face shape, support children to draw and cut out two eyes, paying careful attention to placement so that their eyes line up with the holes
- Encourage children to decorate their masks using the resources available. Step away and let them be creative
- You can support with suggestions and comments on their making processes e.g. 'Wow I love the stripes you are giving your tiger!' 'That is a colourful carnival mask' 'Let's look at the pictures to see what colours that character uses, have we got those colours?'
- Once the children are happy that they have completed their mask, allow it to dry if required, then support the children to add some thick elastic to the mask, so it can be worn. This can be taped or glued on
- Once dry and completed, allow the children to show off their masks to the group, look at themselves in mirrors, and role play.

## Welsh language development

- Mask - **mwgwd**
- Face - **gwyneb**
- Shape - **siap**
- Hair - **gwallt**
- Eyes - **llygaid**
- Fur - **ffwr**
- Nose - **trwyn**
- Teeth - **dannedd**
- Ears - **clystiau**.

### Extension activities

- Allow children to record themselves and their peers in their masks acting out the characters/animals
- Challenge children to make masks suitable for their favourite story and then use them at story time.

## Further support and NDNA resources.

- Art of Expression and Creativity- NDNA Publication - <https://bit.ly/2ZKqnTE>
- Dear Zoo- Welsh Language support activity - <https://bit.ly/3DaYvpe>
- Bring books alive! – MyNDNA activity - <https://bit.ly/3lI80w0>
- Holi Festival of Colour: exploring colours- MyNDNA Activity - <https://bit.ly/3l3nJK1>.

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# Factsheet

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We are the voice of the 21,000-strong nursery sector, an integral part of the lives of more than a million young children and their families. We provide information, training and advice to support nurseries and the 250,000 people who work in them to deliver world-class early learning and childcare.

See the full range of NDNA factsheets at [www.ndna.org.uk/factsheets](http://www.ndna.org.uk/factsheets)

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