Briana Harrold

Arts Day Lesson

**Enduring Idea: Throughout time and across cultures paper has been a key element in art as support, design, sculpture, and art pieces within itself.**

**Lesson Title**: Paper transformation and design.

**Grade/Class**: High school/Crafts

**Time Allotment**: 10 class periods

**Overview**

**Lesson Summary**

In this lesson students will learn about the elements of design and how the occur in the art world. Elements of design will be introduced through PowerPoint and students will take notes. When the presentation is over I will hand out the artist reference packets to each student. As we talk about each one I ask the students to refer to their notes and talk about the elements of design in reference to the artists given. I will talk about their techniques; they vary from very simple to super intricate. Students will then test out techniques and later apply them cards. The cards will start small and progressively get bigger until about book sized, if instead of a large card a student wanted to find an old book and use it in a sculptural manner that would be allowed after clearance from me.

**Artworks/Artists**

Su Blackwell

Yulia Brodskaya

Brian Dettmer

Jen Stark

Peter Callesen

**Key Concepts**

Paper can be it’s own art form.

Paper is malleable and can be used in many different ways.

Paper can be used in all elements of design (Contrast, rhythm, unity, pattern, movement, and balance)

**Essential Questions**

What elements of design can be most useful to me(student)?

How can paper be manipulated to fit my needs?

What are different ways I can achieve the same result using paper?

**Standards**

**9.1.12.B:** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

*Students will learn new techniques and explore their relevance to their own ideas.*

**9.1.12.C:** Integrate and apply advanced vocabulary to the arts forms.

*The elements of design vocabulary will be used (contrast, rhythm, unity, pattern, movement, and balance).*

**9.1.12.E:** Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.

*Students will utilize a new skill set and new knowledge in their own art.*

**Objectives**

**Knowledge:** Students will demonstrate knowledge of the elements of design by participating in the class discussion of the artists.

**Skills:** Students will explore paper cutting and folding techniques.

**Dispositions:** Students will realize that paper is in art form in itself.

**Assessment**

Student’s achievements will be measured by a few things:

1. Participation in elements of design discussion about the paper artists.
2. Attempt of at least 5 cutting and folding techniques.
3. A completed technique of their own and an explanation of how it would be used.

**Instructional Procedures**

DAY 1

The class will begin with the elements of design written on the board and the packets at each table. I will be asking the class what they know about each of the elements. We will then look at the presentation about each of the definitions and art applying to each of the elements. Students will be taking notes throughout. We will then look at the artists in the packets and they will be asked which elements of design each of the artists use. They will be told to jot down these elements and how they are used right on the artist page. The tables will then be given paper strips and sheets of cardstock to explore some of the techniques either on the sheet or from each of the artists. They will be using exacto knives. They will be given the rest of class to try different techniques and how they look as a pattern.

DAY 2

Some students may want to continue testing out techniques but others who are done will begin the studio work. The students will have to make a set of at least 10 cards, every 2 increasing in size.

DAY 3-7

Studio time.

DAY 8-9

When students reach the last 2 cards they then have the option of creating an altered book. Students will have to provide their own old book. Hard covers seem to work best. They will then work on those in class. Class must be reminded that critique/card showcase will be the following class.

DAY 10

This is critique day; each person will get a display desk around the room. The first 15 minutes are for set up. At each table there will be a comment sheet. All students must leave feedback. The class will continue into a gallery walk. Afterwards I will bring the group together and see if anyone had any questions or comments.

**Preparation**

**Teacher research/Prep**

I put together an artist reference packet that includes brief information about each artist as well as two pieces of art per artist. I also researched simple paper sculpture techniques and folding patterns and made a sheet from that.

**Supplies**

Cardstock strips and sheets

Exacto knives

Glue (if needed)