Unit 2: Paper Arts

Content Area: **Fine Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **6 Weeks**
Status: **Published**

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.5.12acc.Cr	Creating
1.5.12acc.Cr1	Generating and conceptualizing ideas.
1.5.12acc.Cr1a	Individually and collaboratively formulate new creative problems based on student's existing artwork.
1.5.12acc.Cr1b	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
1.5.12acc.Cr2	Organizing and developing ideas.
1.5.12acc.Cr2a	Through experimentation, practice and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
1.5.12acc.Cr2b	Demonstrate awareness of ethical implications of making and distributing creative work.
1.5.12acc.Cr2c	Redesign an object, system, place, or design in response to contemporary issues.
1.5.12acc.Cr3	Refining and completing products.
1.5.12acc.Cr3a	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
1.5.12acc.Pr	Presenting
1.5.12acc.Pr4	Selecting, analyzing, and interpreting work.
1.5.12acc.Pr4a	Analyze, select and critique personal artwork for a collection or portfolio presentation.
1.5.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
1.5.12acc.Pr5a	Evaluate, select and apply methods or processes appropriate to display artwork in a specific place.
1.5.12acc.Pr6	Conveying meaning through art.
1.5.12acc.Pr6a	Make, explain and justify connections between artists or artwork and social, cultural and political history.
1.5.12acc.Re	Responding
1.5.12acc.Re7	Perceiving and analyzing products.
1.5.12acc.Re7a	Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.
1.5.12acc.Re7b	Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences.
1.5.12acc.Re8	Interpreting intent and meaning.
1.5.12acc.Re8a	Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
1.5.12acc.Re9	Applying criteria to evaluate products.

1.5.12acc.Re9a	Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
1.5.12acc.Cn	Connecting
1.5.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.5.12acc.Cn10a	Utilize inquiry methods of observation, research and experimentation to explore other subjects through artmaking.
1.5.12acc.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
1.5.12acc.Cn11a	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to uses of art in contemporary and local contexts.
1.5.12acc.Cn11b	Compare uses of art in a variety of societal, cultural and historical contexts and make connections to global issues, including climate change.

Brief Summary of Unit

Students will be introduced to paper making and using paper as an art medium to create a three dimensional form. The historical significance of the medium as well as contemporary paper artists will be discussed. A variety of paper art techniques will be introduced e.g. shaping, embossing, molding, folding, cutting, etc.

Transfer

Essential Questions

- How do the unique properties of paper pulp and the paper making process influence the artist's design?
- How does the understanding of the paper -making process develop one's individual sense of aesthetics?
- What significance does the art of papermaking play in the history of varying cultures?

Essential Understandings

- the various paper art processes influence the initial design and the resulting artwork because of its unique properties.
- the decision making processes and problem solving required to create paper art forms will develop ones individual sense of aesthetics.
- the properties of pulp; including its strength, malleability and its light weight, makes it a unique sculptural art medium.
- the use of paper as an art medium has played a significant role in the history of varying cultures as well as contemporary society.

Students Will Know

- that paper is derived from natural materials e.g. cotton, abaca, coffee, onion, leaves etc.
- that paper is made from pulp and there are limitless materials available to make pulp.
- the terms, tools and materials involved in the papermaking e.g. mould, deckle, couche, beating, casting etc.
- the various techniques used in papermaking including but not limited to: shaping, embossing, molding, folding, cutting, etc

Students Will Be Skilled At

Evidence/Performance Tasks

- answer the essential questions.
- complete brainstorming and thumbnail sketches for viable paper art designs.
- complete the rubrics for the individual projects.
- correctly and consistently utilize the specific vocabulary associated with papermaking processes and techniques.
- create an individual 3D artwork using the papermaking processes demonstrated in class.
- meaningfully participate in group critiques based on elements and principles of design.
- take process test
- writing prompt related to the art of papermaking. Example: Paper artist Winifred Lutz said, “Casting in paper is worthless and meaningless if pursued simply as technical novelty. Technical nicety can never replace intellectual substance and should not be allowed to subvert aesthetic vision. It is, after all, an instrument, not an end.” What do you think she means by this statement? Do you agree?

Learning Plan

- Brainstorm project ideas and create thumbnail sketches.
- Continue working to project completion.
- Cooperative learning groups examine sample paper projects to determine the criteria for a successful design.
- Gather necessary materials for chosen project and begin working.
- Group critique of finished artworks.
- Group discussion based on student research and experimentation.
- Individualized critique throughout process.
- Large and small group demonstration of papermaking processes.
- Presentation of historical content and process of papermaking.
- Presentation of various paper art forms.
- Preview the essential questions and connect to learning throughout the unit.

- Select strongest design to begin working.
- Student centered research of paper artist, culture or process.
- Students and teacher work to create assessment criteria.
- Students complete process test and rubric.
- Visual aids reinforcing content.

Materials

Suggested Strategies for Modifications

- additional time on task
- alternative outcome options
- assessment based on individual development in the area of study
- audio tape of instruction
- cooperative learning groups
- handouts of notes, procedures, processes, diagrams, etc.
- images and visual aids
- one-to-one instruction and assistance
- preferential seating
- reading material modified to student level
- revised techniques, use of tools and media in hands-on activity
- study partners
- testing materials appropriate to student level