



Teacher:

Class: 1-2 Class Periods

Course Unit:

Lesson Title: Paper Sculptures

LESSON OVERVIEW: Summary of the task, challenge, investigation, career-related scenario, problem, or community link.

In this lesson students will explore how paper can be used as a sculpting medium by creating a relief sculpture using recycled cardboard and paper scraps. Students will employ various techniques to create a minimum of fifteen paper rolls which they will arrange and attach to a cardboard base. This lesson will allow students to investigate the many possibilities of paper sculpture as they compare and contrast their work with the work of contemporary artists such as Daniel Lai.

STANDARDS: Identify what you want to teach. Reference State, Common Core, ACT Readiness Standards and/or State Competencies.

Tennessee State Standards

- 1.1- Use tools and media consistently in a safe and responsible manner.
- 1.2- Demonstrate an understanding of a variety of techniques.
- 1.4- Recognize and demonstrate levels of craftsmanship.
- 5.1- Explain the characteristics and merits of the student's own work to the teacher and/or peers.
- 5.2- Interpret the characteristics and merits of others' work in a teacher-guided group.

Common Core Connections for Integrated Subject-Writing/Speaking & Listening

CCSS.ELA-Literacy.W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-Literacy.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-Literacy.SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

OBJECTIVE: Clear, Specific, and Measurable-NOT ACTIVITIES. Student-friendly.

1. Students will be able to create a relief sculpture by arranging and attaching a minimum of fifteen pieces of rolled paper to a cardboard base.
2. Students will be able to compare and contrast their sculpture with contemporary paper sculptures created by artists such as Lai.
3. Students will be able to discuss how recycled materials such as paper scraps and cardboard can be used within art and how those materials may affect a viewer's understanding of the piece.

ASSESSMENT/EVALUATION: Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective.

1. In their journals students will define relief sculpture and discuss how arrangement and materials can affect viewer perception.
2. During a class critique students will discuss how they arranged and attached scrap paper to create their relief sculpture.
3. In a written response students will list two similarities and two differences between their sculpture and Lai's sculptures.

MATERIALS: Aligned with the Lesson Objective. Rigorous and Relevant.

- (1) 8"x8" Piece of cardboard per student
- (1) Container of scrap paper per table
- (2) Bowls containing Elmer's Art Paste per table (Elmer's Glue also works but the Art Paste provides the same hold while being less runny)
- (1) Pencil per student
- (4) Paintbrushes per table
- (1) Container of torn pages from old books from home or from thrift stores

ACTIVATING STRATEGY: Motivator/Hook. An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful, and authentic questions.

1. Ask students how they would feel about folding or cutting old book pages to create an artwork.
2. How do the book pages affect the viewers understanding of the art?
3. Define relief sculpture and show an example of the work of Daniel Lai. Discuss the fact that he uses old books when creating his paper sculptures.
4. How does the arrangement of the sculpture affect the viewers understanding of the art?

INSTRUCTION: Step-By-Step Procedures-Sequence. Discover/Explain-Direct Instruction.

1. The teacher will introduce the project with a pre-made example and state the objectives.
2. Begin by showing examples of Lai's paper sculptures, specifically pointing out the different folds he uses within his sculptures.
3. Demonstrate how to roll a scrap piece of paper around a pencil to form a paper roll.
4. Inform students that they will be creating a minimum of fifteen paper rolls that will be arranged and attached to a cardboard base.
5. Students will receive an 8"x8" piece of cardboard and a pencil before returning to their seats. The containers of scrap paper, torn book pages, Elmer's Art Paste, and paintbrushes will be on each table.
6. Students will begin by gluing torn pages from old books to the cardboard base covering it completely.
7. Students will create their paper rolls by wrapping paper around a pencil or rolling the paper without using a basic form. Once rolled, students will use a paintbrush to apply Elmer's Art Paste, securing the paper to create the roll.
8. As students create their paper rolls they should consider how they would like to arrange them. Will they form a recognizable design/shape or will they create a unique composition? Encourage students to show balance within their design.
9. Once students decide how they would like to arrange their paper rolls they will begin attaching them.
10. Using a paintbrush, students will apply Elmer's Art Paste to the base of a paper roll and will then attach it to the cardboard base.
11. Students will continue creating their composition until they have used a minimum of fifteen paper rolls.
12. Cleanup will occur during the last ten minutes of class. Students will return materials and place work on the drying rack.

ALTERNATE/EXTRA ACTIVITIES:

1. To further connect to Lai's work students could create a small figure out of clay or Play-Doh to rest on top of their sculpture.
2. Students could use acrylic or tempera paint to add color to their base instead of using book pages.
3. Instead of using colored paper scraps students could use pages from old magazines and newspapers.
4. Paper could be pre-rolled for students with special needs.

5. Paper rolls could be turned on their side to make gluing easier for students with special needs.

CLOSURE: Reflection/Wrap-Up. Summarizing, Reminding, Reflecting, Restating, Connecting.

1. In small group critiques students will discuss how they attached and arranged scrap paper to create a relief sculpture.
4. In their journals students will define relief sculpture and discuss how arrangement and materials can affect how a viewer understands the art.
2. In a written response students will compare and contrast their work to that of Lai's.

CROSS-CURRICULAR CONNECTIONS

1. Writing
2. Speaking and Listening

EXTENDED LEARNING

Books:

1. *Castle: Medieval Days and Knights* (A Sabuda and Reinhart Pop-Up Book) by Kyle Olmon and Tracy Sabin
2. *The Jungle Book: A Pop-Up Adventure* by Matthew Reinhart
3. *Peter Pan* by Robert Sabuda
4. *Spring* by Linda Glaser, with cut-paper illustrations by Susan Swan

Videos:

1. Movable Books: Pop-Ups
<http://tn.pbslearningmedia.org/resource/60b0c334-203d-4fc6-91d5-612560ed7979/60b0c334-203d-4fc6-91d5-612560ed7979/>

Online Enrichment:

1. Daniel Lai
<http://daniellai.artspan.com/>
2. Robert Sabuda and Matthew Reinhart: A Cut Above
<https://www.essentiallearningproducts.com/robert-sabuda-and-matthew-reinhart-cut-above-jessica-rae-patton>
3. Art Smart: Sculpture
http://thefrost.fiu.edu/docs/0378_Frost_ArtSmartWorkbook_final2.pdf

Cross-Curricular Lessons:

1. PBS Zoom: Building a Paper Bridge
<http://tn.pbslearningmedia.org/resource/phy03.sci.phys.mfw.zpapbr/designing-a-paper-bridge/>

For additional lesson plans and activities, visit us online at www.fristkids.org.
This lesson plan was created by an art education student in the Frist Center for the Visual Arts' Teaching Assistant program under the guidance of education department staff and/or a mentor teacher.
The Teaching Assistant program is designed to introduce participants to museum education by providing unique teaching experiences in an informal learning environment. For more information about this program or other educational opportunities offered by the Frist Center, please visit our website at www.fristcenter.org.

