

Topic: Handmade Paper Relief Sculpture	Class: Intro Art Class	Date: June, 2011
Content Objectives: <ul style="list-style-type: none"> • Students will be introduced to handmade papermaking. • Students will view various exemplar handmade papers. • Students will learn to make paper from recycled and natural materials. • Students will be introduced to bas-relief sculpture. • Students will create a relief clay sculpture to be used as a mold for their paper sculpture. 		Language Objectives: <ul style="list-style-type: none"> • Students will be able to define and use new vocabulary words (<i>bas relief, sculpture, fibers, natural materials</i>) in describing their artwork. • Using new vocabulary, students will write a reflection explaining the problems they have come across while creating their Paper Relief Sculpture, whether they feel it was successful and what they would like to change. • Students will present their work to the class.

Key Vocabulary: Bas-relief Sculpture Fibers Natural materials Himalayas Lokta	Materials (including supplementary and adapted): <ul style="list-style-type: none"> • Power Point Presentation showing various types of handmade paper • Visuals: samples of various papers • Word wall: Key vocabulary words, concepts, and definitions. • Access to web for additional sample • Written lesson directions, including rubric • Blender, water, and torn paper (junk mail, magazines and other papers) • Clay and carving tools • Sponges and container for water • Screen frame
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Higher-Order Questions:
 What are the advantages of using handmade papers?
 How can we help our environment by making our own papers?
 What are some materials other materials might we want to experiment with in making papers?

Time: <ul style="list-style-type: none"> • 1 class period for power point presentation, and chapter introduction • 3 class periods for students to make a mold. • 3 to four classroom periods for students to make paper pulp and create their relief paper sculptures. • 1-2 classroom periods to write reflection and present art work. 	Activities Building Background <ul style="list-style-type: none"> • Have you ever wondered how paper is made? <i>Links to Experience:</i> <ul style="list-style-type: none"> • When you buy greeting cards or wrapping paper, do you notice how unique the papers can be? • Remember how expensive the most beautiful papers can be? <i>Links to Learning:</i> <ul style="list-style-type: none"> • Have you ever visited an art museum or store that has articles made of unusual paper? • Artists make handmade paper for its beautiful alone as well to enhance their artwork—paintings, collage, etc <i>Key Vocabulary:</i> <ul style="list-style-type: none"> • Introduced, written in students journals and on classroom charts, repeated daily and the beginning and end of lesson.
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Time:	Student Activities (Check all that apply for activities throughout lesson):				
	<p><i>Scaffolding:</i> <input type="checkbox"/> Modeling <input type="checkbox"/> Guided <input type="checkbox"/> Independent</p> <p><i>Grouping:</i> <input type="checkbox"/> Whole Class <input type="checkbox"/> Small Group <input type="checkbox"/> Partners <input type="checkbox"/> Independent</p> <p><i>Processes:</i> <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Listening <input type="checkbox"/> Independent</p> <p><i>Strategies:</i> <input type="checkbox"/> Hands-on <input type="checkbox"/> Meaningful <input type="checkbox"/> Links to objectives</p>				
1 Class	<ul style="list-style-type: none"> • Power point presentation, and introduction 				
1 Class	<ul style="list-style-type: none"> • students work in groups on researching papers and bas-relief sculptures • teacher models, shows samples and students draw mini-sketches to develop their relief clay sculptures 				
1-4 Classes	<ul style="list-style-type: none"> • teacher models, shows samples, and students create relief sculptures from clay slabs 				
1 Class	<ul style="list-style-type: none"> • while clay plaques dry, students tear various papers and choose other materials for their paper 				
2-4 Classes	<ul style="list-style-type: none"> • teacher models and students work in groups to create paper pulp • in pairs or groups, students help each other create pulp which can be experimented with first with a flat screen and later used over the bisque fired clay sculpture • sponge is used to remove excess water • teacher models, reads samples and students write reflection 				
Daily – before and after lesson	<p>Review and Assessment (Check all that apply): Individual <input type="checkbox"/> Group <input type="checkbox"/> Guided <input type="checkbox"/> Independent <input type="checkbox"/></p>				
Daily – before and after lesson	<p>Review Key Vocabulary: Bas-relief materials Sculpture Himalayas Fibers Lokta Natural</p>				
	<p>Review Key Content Concepts:</p> <table border="1" data-bbox="284 1186 1485 1270"> <tr> <td>Papermaking</td> <td>Bas-Relief</td> </tr> <tr> <td>Relief sculpture</td> <td>Contrast</td> </tr> </table>	Papermaking	Bas-Relief	Relief sculpture	Contrast
Papermaking	Bas-Relief				
Relief sculpture	Contrast				
	<p>Grade Span Expectations: Visual Art and Design</p> <p>VAD 1 Creative Processes:</p> <ul style="list-style-type: none"> • Generates, applies, revises, and evaluates strategies and techniques to address artistic problems. VAD1(9-12)-1b • Demonstrates knowledge of vocabulary of media, techniques and processes.VAD 1(9-12)-2b <p>VAD 2 Cultural Context:</p> <ul style="list-style-type: none"> • Evaluating several unique purposes for making visual art and design (e.g., telling a story; communicating ideas, personal beliefs, and emotions; creating functional objects; making political and social commentary)VAD2(9-12)-1a <p>VAD 3 Communication:</p> <ul style="list-style-type: none"> • Evaluating and applying media techniques, processes, and VAD concepts to convey specific feelings, ideas, or meanings. VAD 3(9-12)-1a <p>VAD 4 Aesthetic Judgment:</p> <ul style="list-style-type: none"> • Evaluating one’s own work for creativity, quality of craftsmanship, effective use of visual arts and design concepts, and choice of subject matter based on the analysis of exemplar works of art or design. VAD4 (9-12)-1f <p>OC 10.2.1: Oral Presentation Exhibiting logical organization and language use, appropriate to audience, context, and purpose.</p> <p>R10.7.2 – Demonstrates initial understanding of informational text (expository and practical texts).</p> <p>W10.14.2 – Explores and shares thoughts and observations in reflective writing.</p> <p>A7: Demonstrate Content knowledge through content specific, performance-based, and project-based assessments</p> <p>AL2: Problem Solving: Organizes and conducts a process to create intellectual or physical products, holds an event, or otherwise moves towards the solution of an identical issue or problem.</p>				

Reflection

I feel this lesson will be interesting for high school students to introduce them to the history, processes, and uses of paper. It can be done simply as a papermaking lesson. It can be combined with the making of a clay or cardboard mold to create embossed, relief sculptures. Other ideas would be to use 3-d objects (buttons, flowers, toys, etc.), place these on the screen and add the pulp over these. Once the clay sculpture has been used as a mold to create the paper sculpture, it can be glazed and fired again.