

CCSU Lesson Plan Template—Spring 2017 edition

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Host Teacher:

Class and/or Period : Crafts II

Date: Oct 2021

Lesson Title: Paper pop up mega-build!!

I. Central Focus (i.e., Goal Statement – What Students will know, learn, or understand) Important understandings and concepts that you want Students to develop over the course of this multi-day lesson. (Example: 3rd grade lesson on line to communicate the idea of motion) Central Focus should incorporate at least one or more of the following components: Interpreting Art, Creating Art, Relating Art to Context)

Using paper pop up techniques, the students will understand how to transform a 2 dimensional sketch into a 3D paper pop up illustration.

II. Essential Questions – (Central Focus or goal written in the form of a question)

How can you use paper pop up techniques to build a structure/illustration in 3D?

How have paper artists used pop up techniques to create large-scale pop-up designs?

III. Standards Addressed (National Standards included here)

(Creating) HS Advanced, VA:Cr1.2.IIIa: Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

(Responding) HS Accomplished, VA:Re8.1.IIa Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.

(Connecting) VA:Cn10:IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

IV. Learning Objective(s) (What students will overall achieve by the end of the multi-day lesson – behavioral objective that is observable and assessable)

- 1. (Creating) The students will create a 3 dimensional structure that illustrates a scene from history/film/literature using paper pop up techniques**

2. (Responding) The students will design a structure/illustration based off of techniques used by paper pop up artists they have researched

3. (Connecting) The students will research new ways to build structures using paper and pop up techniques

V. Prior Learning – What Students already know, what they can do, and what they are still learning to do.

The students have a foundational knowledge of paper pop up techniques. They have a rudimentary understanding of parallel folds, angle folds, wheels, and pull tabs. They have made basic pop-up cards using one or more of these techniques in a previous class.

VI. Academic Language/Language Function Objective(s) – “Language of the Discipline” used to engage Students in learning. Sample Key Language Functions include Analyze, Compare/contrast, Critique, Describe, Interpret, Question (Refer to Academic Language in edTPA guidelines)

Function Objective: The students will **create** an illustration from history/film/literature using 3 dimensional paper pop up techniques.

Vocabulary Development Objective: The students will be able to **define** numerous paper pop up techniques used by popular 3 dimensional paper pop up artists such as angle folds and parallel folds.

Discourse OR Syntax Objective: The students will **describe** how through trial and error, they were able to brainstorm and achieve unique 3 dimensional illustrations through paper pop up design.

VII. Assessments (note any relevant differentiation)

Evaluative Criteria (note any relevant differentiation)

1. Class Discussion

Students will participate in class discussions where they share their thoughts and opinions on paper pop up artists and the artists work, as well as their own works in progress. Students will identify techniques used by paper pop up artists that they have used in previous classes.

2. Sketchbooks/Research

Students will research paper pop up artists and techniques to help inspire their own build. They will complete small scale builds based off of their sketches as a trial and error in preparation for their mega build

3. Rubric

See attached

VIII. Key Vocabulary – Art terms and/or key phrases used during instruction and taught to students. Include definitions.

Paper Pop Up – Art form of turning a two dimensional piece of paper into a three-dimensional moving creation.

3 Dimensional - Art presented in dimensions of height, width, and depth, occupy physical space as opposed to laying flat on a sheet of paper.

Parallel fold - type of fold where two planes extend in the same direction at the same distance apart at every point.

Angle fold- type of fold made by two straight lines meeting at a common point, or by two planes meeting along an edge.

Day 1: Learning Outcomes – Observable, assessable behaviors that you wish for students to accomplish at the end of Day 1.

The students will design a 3 dimensional structure/illustration based off of techniques used by paper pop up artists they have researched.

Day 1: Teacher Preparation – Day 1 Preparations needed to be completed before students enter the classroom.

Prepare slideshow, gather exemplar, gather materials

Day 1: Lesson-Specific Materials

<p>Instructional Materials – Teacher materials needed during instruction.</p> <p>Slideshow presentation:</p> <p>https://docs.google.com/presentation/d/1pQA1046ENRx4C4LjsXbIMVexaftJWt6Q4GYB0-1R7i0/edit?usp=sharing</p> <p>Exemplars (small and large scale)</p>	<p>Studio Materials (for Creating Art and/or Presenting Art)</p> <ul style="list-style-type: none"> • 110 lb. cardstock • Scissors • X-acto knives • pH neutral glue • self-healing mats • painters' tape • vocab sheet • basic templates 	<p>Targeted Materials (any specific materials required for differentiation, accommodation, or modification)</p> <p>Printouts of all slides for those that need them, translated into any language required</p> <p>Preferred seating for students who need it (i.e. reserved seats near the front of the room, chairs with backs, etc.)</p>
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XI. Day 1: Lesson Procedures/ Learning Tasks and Timeline

Times	Teacher Actions (include differentiation)	Student Actions	Formative Assessments Assessment Questions
	Initiation		
3 min	<p>Before class starts, have the slideshow projected and ready for discussion, have exemplars on hand, but hidden from view.</p> <ul style="list-style-type: none"> · “Welcome everyone, as you may remember we’ve been working on our pop-up techniques and last class we worked on our skills creating a pop-up card.” <p>“Today we will begin our final project, a mega-build illustration pop up”</p> <p>“Can someone define what illustration is to them?”</p> <p>“For me, an illustration is anything from movies, television, literature, a dream I had, etc. We see illustrations not only in books, but editorial illustrations in newspapers and magazines.”</p> <p>“How do you think you would illustrate something in 3D?”</p>	Students will listen and observe Initiation.	<ul style="list-style-type: none"> · “Can someone define what illustration is to them?” <p>“How do you think you would illustrate something in 3D?”</p>
	Lesson Development – (Process and Procedures for conducting the lesson)	What students will do during various segments of the lesson	Questions used throughout respective sections of instruction to assess students’ learning.

<p>10 min</p>	<p>Begin Slideshow</p> <ul style="list-style-type: none"> • Show the first slide. Ask questions on slides. • How might they reimagine the scene 2 dimensionally? 3 dimensionally? • Show the following slide of LEGO build from the same scene. • Here is a 3 dimensional representation of the same scene. • Ask students what they notice about the second image of LEGO build. • “There are numerous ways for us to reimagine scenes, LEGO is one of them, Paper Pop Up is another. 	<p>Students will observe slideshow and participate in class discussion.</p>	<ul style="list-style-type: none"> • “Does anyone recognize this image? It’s from a movie?” (Star Wars Return of the Jedi) • “How might you imagine this scene 2 dimensionally? What images or colors would you include?” • “What do you notice about this image?”
<p>15 mins</p>	<ul style="list-style-type: none"> • For our last assignment in this unit, you’re going to be creating a “megabuild” on your own. The design is completely up to you. • You may choose any scene from history, literature, or film. • Think about the scene you will choose. What do you see in your mind when you think of the scene? Write down any words that come to mind, throw down some quick sketches to get your creative juices flowing. • “For the remainder of the class today, we’re going to sketch 	<p>Students will listen to assignment guidelines and ask any questions they may have. Students will observe quick explanations/demonstrations before they begin to work.</p>	<ul style="list-style-type: none"> • “Does anyone have an idea right away of what they want to illustrate? It can be anything, from any book or show or movie.” • “How would you build this 3 dimensionally?” • “Do you have an idea of what you would like to build?” • “How are you going to approach building this structure? Are there any techniques that will help you succeed?”

ideas for our megabuild that we will build for the next class.

- Decide on what you want to illustrate, and then decide how you think you're going to build it (i.e. which types of folds/techniques that need to be used) and research artists to see
- if there are any techniques that you want to incorporate into your own design.
- Allow time to answer questions.
- Pass out assignment checklist
- Show next slide: your sketch
- "Let's look at my build as an example: I've chosen to reimagine a scene from a nursery rhyme.
- "Then I really gave my build some thought, about how I want it to appear as I open it, I knew I wanted to include many many layers, so I chose to hack the Angle Fold Box with Crossing Planes from the templates we did. So I made a note of that."
- "Then I did a quick sketch of the overall layout and how I hope it will appear from straight on."
- "Then I went all in and built it on a small scale."
- Show small scale exemplar to students
- "A successful small scale build will lead to a successful large scale build. If there's an issue with your small build, you're

- "Do you have a back up plan in case one of these folds doesn't work for you? What's your Plan B in case your original idea doesn't work?"
- "What artists are you looking at while you're planning your design?"
- "What about the artist, do you like? What techniques of theirs do you want to try?"

	<p>going to have trouble with your big build.”</p> <ul style="list-style-type: none"> • “I started with the basic build, and then experimented with how I was going to achieve what I had in my initial sketch.” 		
20 mins	<ul style="list-style-type: none"> • Give students the remainder of class to sketch and plan their large-scale pop-up. • Those that are ready can begin their small scale prototypes. 	Students will sketch and plan their large scale pop ups and begin prototypes when ready	<p>“What are you going to be building and how are you going to construct it?”</p> <p>“What techniques do you hope to use?”</p>
	<p>Closure: Does closure relate to lesson objectives? Are strategies clearly outlined? Will strategies enable students to consider <u>why</u> the lesson is important?</p>		
2 mins	<p>“Before we leave for today, ask yourself: will the small scale build work? Have I considered all of my options for this build? Is my design too simple or too difficult given the time we have (2 class periods).</p>	Students will listen to closure, take any necessary notes in their sketchbooks.	<p>“Is your small scale build going to work”</p> <p>“Have you considered all of your options for your design?”</p> <p>“Is your design too simple or too complex to be completed by the end of the unit?”</p>

Day 2 Learning Outcomes - Observable, assessable behaviors that you wish for students to accomplish at the end of Day 2.

Day 2: The students will begin constructing their 3 dimensional structures using paper pop up techniques and decorating with the medium of their choice.

Day 2: Teacher Preparation – Day 2 Preparations needed to be completed before students enter the classroom.

Gather materials for paper pop ups and decorations (paints, colored pencils, etc)

Day 2: Lesson-Specific Materials

<p>Instructional Materials – Teacher materials needed during instruction.</p> <p>Exemplars</p>	<p>Studio Materials (for Creating Art and/or Presenting Art)</p> <ul style="list-style-type: none"> ● 110 lb cardstock ● Bone folders ● X-acto knives ● Self healing mats ● pH neutral glue ● Scissors ● Rulers ● Paintbrushes ● Watercolor, tempera, acrylic paints ● Colored pencils, markers ● Pencil sharpeners 	<p>Targeted Materials (any specific materials required for differentiation, accommodation, or modification)</p>
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Day 2: Lesson Procedures/ Learning Tasks and Timeline

Times	Teacher Actions (include differentiation)	Student Actions	Formative Assessments Assessment Questions
	Initiation		
5 mins	<p>“Today we will be working on our pop up structures. Does anyone have a solid plan they’re excited about and want to share with the class?”</p> <p>“What are you building, how are you planning to build it, what artists - if any - are you looking at for inspiration?”</p>	Students will listen to initiation and participate in short class discussion.	<p>“What are you building and how?”</p> <p>“What artists have you researched that serve as inspiration for this build?”</p>

	Lesson Development – (Process and Procedures for conducting the lesson)	What students will do during various segments of the lesson	Questions used throughout respective sections of instruction to assess students' learning.
40 mins	<p>Allow students to begin working on their small scale builds.</p> <p>“Once you’re satisfied with your small scale build, we will meet one on one to talk about your build before you move on to your megabuild.”</p> <p>Meet one on one with students before moving on to large scale, ask them:</p> <ul style="list-style-type: none"> • How do you feel about your build? What’s working? Is anything not working? • Is your placement on the page appropriate? When you fold the page does your design fit inside the fold fully or do parts stick out? <p>Once students feel confident on their small scale, allow them to work on the large scale design.</p>	<p>Students will work on their small scale builds</p> <p>When they have completed their small scale build, they will meet with the instructor individually to go over any concerns.</p> <p>Students will then begin their large-scale build.</p>	<p>“Are you running into any issues? If so, what are they?”</p> <p>“How do you feel about your build? What is working? What isn’t working?”</p> <p>“Does your build fit within the page when it is folded? If it does not, how would you solve this problem?”</p> <p>“When you’re ready to move onto your large scale design, when will you add color? Do you know what medium you’re going to use?”</p>
2 mins	<p>Paint Brushes rinsed in sink and put away, paints put away, scrap papers thrown out, caps on x-acto knives, assignments stored safely</p>	<p>Students will clean up their workspace</p>	
	<p>Closure</p>		
	<p>“Next class we will be finishing our mega builds! If you haven’t completed your small scale replica yet, you should finish</p>	<p>Students will listen to closure</p>	<p>Have you finished your small scale build?</p>

it before next class so you can start your mega build right away!"

Do you need to do any work outside of class?

Day 3 Learning Outcomes - Observable, assessable behaviors that you wish for students to accomplish at the end of Day 2.

Day 3: The students will finish their 3 dimensional structures using paper pop up techniques and decorating with the medium of their choice.

Day 3: Teacher Preparation – Day 2 Preparations needed to be completed before students enter the classroom.

Gather materials for paper pop ups and decorations (paints, colored pencils, etc)

Day 3: Lesson-Specific Materials

Instructional Materials – Teacher materials needed during instruction.

Exemplars

Studio Materials (for Creating Art and/or Presenting Art)

- 110 lb cardstock
- Bone folders
- X-acto knives
- Self healing mats
- pH neutral glue
- Scissors
- Rulers
- Paintbrushes
- Watercolor, tempera, acrylic paints
- Colored pencils, markers
- Pencil sharpeners

Targeted Materials (any specific materials required for differentiation, accommodation, or modification)

Day 3: Lesson Procedures/ Learning Tasks and Timeline

Times	Teacher Actions (include differentiation)	Student Actions	Formative Assessments Assessment Questions
	Initiation		
5 mins	<p>“Before we begin today, let’s take a moment to observe what our classmates have been working on. Open your sketchbooks to share your notes, display your build at your workspace so we can see what you’ve got going on.”</p>	<p>Students will share their notes/sketches and their progress on their builds with the class in an informal viewing/critique.</p>	<p>“What do you notice about the work of your classmates?”</p> <p>“Is there a certain technique someone has achieved very well?”</p> <p>“Does anyone have a really unique idea for their subject matter?”</p>
	Lesson Development – (Process and Procedures for conducting the lesson)	What students will do during various segments of the lesson	Questions used throughout respective sections of instruction to assess students’ learning.
	<p>Allow students the majority of class time to work on their large scale builds.</p> <p>Circulate room and assess student progress, answer any questions.</p> <p>Pass out reflection worksheets, due at the beginning of next class</p>	<p>Students will work on their large scale builds.</p>	<p>“How is your build coming along? What have you noticed about the process? What have your strengths and weaknesses been?”</p>
	Closure		
	Remind students to complete reflection sheets.	Students will be reminded to complete a reflection sheet.	<p>“Think about your illustration process for your reflection. I want to hear about how you formulated your illustration and how you felt it was executed.”</p>

Commentary on Planning Decisions

In answering these questions explain your thinking AND cite research to support your instructional decisions. These will typically be answered when you have planned the lesson but before it is implemented.

Why is it important that these students learn this content?

There is more to the art room than just drawing and painting. 3 dimensional art can get overlooked in secondary education. Much like ceramics, a 3D build such as this paper pop up lesson challenges students to consider their artwork in the round as opposed to 2 dimensionally. This lesson engages students creatively but also embraces math and physics as students determine how to make their illustrations come to life.

How does this lesson fit into the current sequence of instruction/unit?

This lesson is the grand finale of a 3 lesson unit. Without the previous two lessons, this final lesson would be nearly impossible for students to complete. Each lesson in this unit relies heavily upon scaffolding, in which students first gain rudimentary experience, with which they can then expand upon their idea to create a more complex build on a small and simple scale. With the mastery of their second lesson, the students feel more confident to take on the task of completing a large scale build such as the one they have been assigned.

Why are the learning procedures you have developed for this lesson appropriate for this particular content?

The learning procedures are appropriate for this lesson because it forces the students to think creatively and experience trial and error. There is a chance that the student's design might not succeed right away because of unknown obstacles. By beginning small and with computer paper, students are limiting waste of more expensive materials, and saving time because computer paper is easier to cut. Planning is a largely important aspect of this lesson. Without a sketch, the students are more likely to stumble as they try to implement their design. Forcing the students to work small after completing their sketch forces them to think more about the process and how to achieve their design.

Why are the learning procedures for this lesson appropriate for these particular students?

Theorist Lev Vygotsky believed that children develop best when they are learning within their zone of proximal development. While the assignment itself was age/ skill appropriate, the thinking and documentation was a bit more advanced for this age group. The use of scaffolding with this lessons learning procedures created a less intimidating learning environment for the students while continuing to engage a higher level of thinking about the artistic process.

What contextual factors were especially important in shaping your plan for this lesson and how did they shape your planning?

Knowing that most students likely had no pop up experience was the motivation behind this lesson. To give the students a new challenge and new way to think about illustration was an important factor in creating this lesson.

Resources

Cite Sources: Provide citations for the sources that you did not create (e.g., published texts, websites, materials from other educators).

Carter, David and Diaz, James. "The Elements of Pop-Up." Simon and Schuster Publishing, 1999.

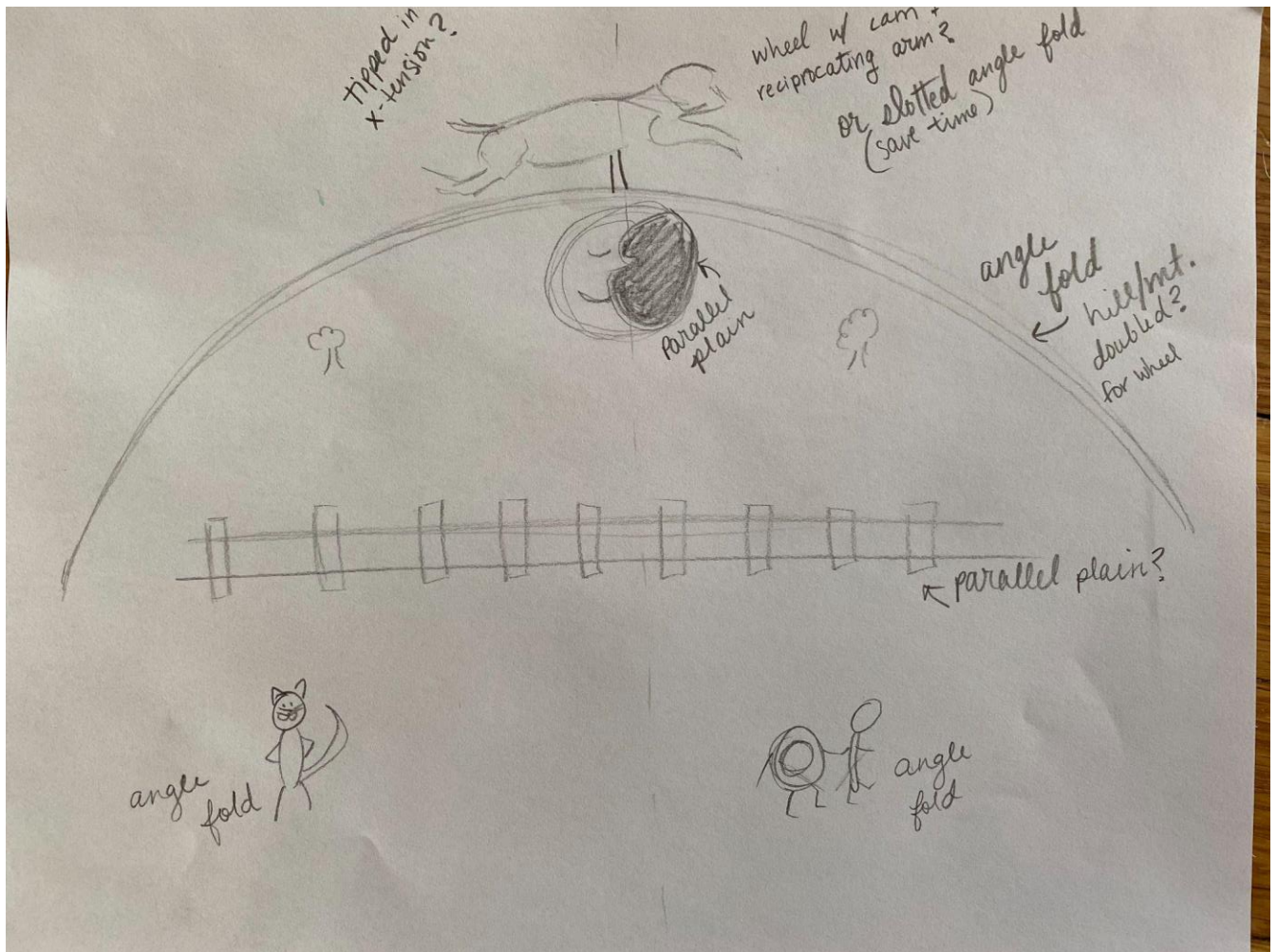
https://d28hgpri8am2if.cloudfront.net/tagged_assets/613_ak1_0689822243.pdf

<https://www.scholastic.com/parents/school-success/learning-toolkit-blog/design-pop-up-books-or-cards.html>

	Excellent	Good	Needs Improvement
Technique	The student has used at least two pop up techniques/ mechanisms in their build.	The student has used only one pop up technique/ mechanism in their build.	The student has not used any pop up techniques/ mechanisms in their build.
Originality	The student has illustrated a scene from history/film/ literature with clarity and details.	The student has illustrated a scene from history/film/ literature, but the message is not	The student has not illustrated a scene from history/film/ literature. There are no details indicating

		immediately clear, some details are missing.	where the scene is from.
Craftsmanship	The students' build is clean, their build folds into itself well and pops up significantly with each opening.	The students' build is mostly clean, their build folds into itself with some minor bowing upon closing, and may lose its energy upon repeated opening and closing.	The students' build is mostly assembled well, but could have emphasized clean lines and folds more. The build does not fold into itself with major bowing upon closing. Build does not hold energy upon opening and closing.

Sketch



Exemplar:



Student Reflection Worksheet

How did you handle the illustration portion of this assignment? What was your thought process when designing your illustration?

Did you have any changes that occurred while you worked? What were they? What happened and how did you resolve the issue?

What was the most challenging part of this project? Why?

Discuss the strongest aspect of the project? Why?

If you had to do this project again? What would you change/do differently a second time around?
