

Your Name: Krista Nichols
Date: 10/26/21
Instructor: Brian Flinn

Unit Title: 3D Paper Pop Up: Beginner to Intermediate
Unit Length: 5-6 days
Ability Level: HS/Advanced

Introduction (one paragraph)

Pop up is a unique area of craft that students can take with them throughout their life. Pop up engages imagination and creativity as well as utilizes other areas of academia such as physics and math. Through this unit, students will know how to achieve 3D design using paper and basic folds and cuts. Through examining pop up artists such as Matthew Reinhart and Robert Sabuda, the students will realize the potential of paper artistry.

Unit goal.

The students will learn about 3D Paper Pop Up Design techniques to create their own paper pop up works of art such as cards and structures.

You said: The goal should also address the relevance of this unit. The wording as stated relays a basic structural process with paper, but does not address any relevant visual concept that is important for students to address. This can deal with 3D form, sculptural intention, methodology that is related to historical or cultural context, etc.

The students will learn how 3D Paper Pop Up Design techniques and mechanisms create the framework for 3D form and design by using paper as a surface and a tool.

Lesson Plans

1. Intro to Pop Up (1 day)

Goal: *The students will acquire foundational knowledge of 3D paper pop up art.*

This only addresses the basic platform of Bloom's Taxonomy. When developing a Goal statement, try to move the goal for students UP the taxonomy. What is important about this knowledge and understanding for students. In teaching "knowledge" is not the primary thing we deliver as it is free and available via the web to anyone wanting to search. We should think about what we use this knowledge for in our lessons.

The students will investigate basic 3D paper pop up techniques and mechanisms to discover how to create original organic and geometric 3 dimensional forms.

Objectives: *The students will complete an introduction packet on paper pop up and creatively respond to one of their favorite templates using a medium of their choice.*

The students will learn about 3D paper pop up design and how it can be used in art making.

When you make the criteria "creatively respond", you will need to be sure that this is something you can measure with effective assessment.

The students will complete an introduction packet on paper pop up and develop one of their favorite templates to bring a 2 dimensional idea into a realized 3 dimensional illustration.

Standards Addressed:

VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrates acquisition of skills and knowledge in a chosen art form

VA:Pr4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event

2. Pop Up Card (1 day)

Goal: The students will take their foundational knowledge and create a pop up card using techniques they learned from the previous lesson.

This goal stays in the realm of "students will make something." In your goal, you should address the conceptual relevance of what the lesson is doing for your students. Why is this task important?

The students will use their foundational knowledge to create a pop up card using techniques from the previous lesson that support an understanding of clean mechanisms and how they can be used to create unity in a work of pop up art.

Objectives: The students will choose a pop up technique from the previous lesson and create their own pop up card from scratch.

The students will look at pop up cards and identify techniques used by pop up artists.

Make sure you determine what signifies success in these Objectives. here it merely states that they will make a pop up. What should it demonstrate? What determines if a pop up is achieving the Objective or not? This framework should be included in your Objectives.

The students will choose a pop up technique from the previous lesson and design their own pop up card to create a card that demonstrates the use of mechanisms and unity.

Standards Addressed:

VA:Cr1.1.Ia Use multiple approaches to begin creative endeavors.

VA:Cn10.1.IIa Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through artmaking.

3. Mega build! (3-4 days)

Goal: The students will use paper pop up techniques to design and build a structure.

Objectives: The students will create a 3 dimensional structure that has significance to them using paper pop up techniques.

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

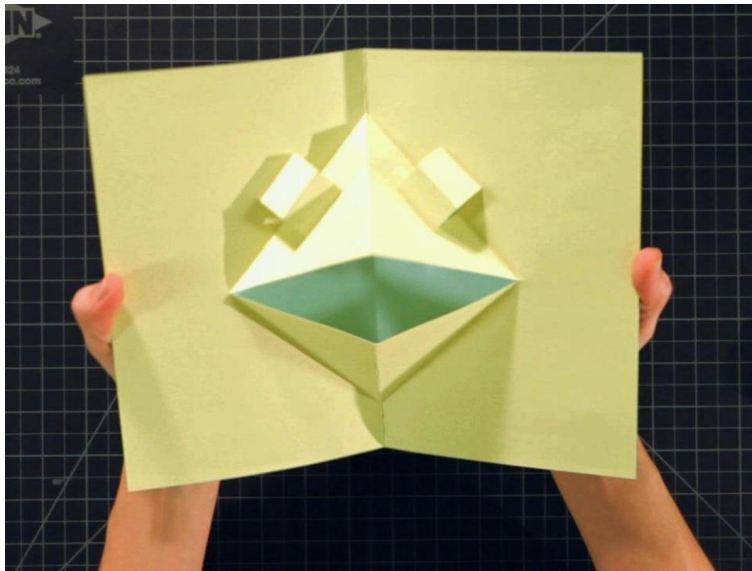
Standards Addressed:

VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in chosen art form.

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

Exemplars:

Lesson 1:



Lesson 2:



Lesson 3:



Student: Krista Nichols

Host Teacher:

Class and/or Period Crafts II

Date

Lesson Title: Intro to Pop-Up

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)

The students will investigate basic 3D paper pop up techniques and mechanisms to discover how to create original organic and geometric 3 dimensional forms.

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

What can you do with paper 3 dimensionally?

How do paper pop up artists use pop up techniques and mechanisms to create organic and geometric 3 dimensional forms?

III. Standards Addressed (National Standards included here)

VA:Cr2.1.IIa: Through experimentation, practice, and persistence, demonstrates acquisition of skills and knowledge in a chosen art form

VA:Pr4.1.IIIa Critique, justify, and present choices in the process of analyzing, selecting, curating, and presenting artwork for a specific exhibit or event

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. The students will complete an introduction packet on paper pop up and develop one of their favorite templates to bring a 2 dimensional idea into a realized 3 dimensional illustration.

2. The students will learn about 3D paper pop up design and how it can be used in art making

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

Students may have seen pop up books or cards in their day-to-day life but might not have considered how those items were created. The students know what 3 dimensional art is and understand the term ‘in the round.’ Some students may have experimented with 3D paper sculpture in other classes, but likely have little to no paper engineering experience.

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** a 3 dimensional paper pop up sculpture based off of templates provided in class.

Vocabulary Development Objective: The students will be able to **define** basic pop up terms like scoring.

Discourse OR Syntax Objective: The students will **describe** their artistic process from planning and inspiration to execution of 3 dimensional pop up.

VII. Assessments (note any relevant differentiation)	Evaluative Criteria (note any relevant differentiation)
1. Templates	Students will choose and complete 5 templates provided to understand techniques and mechanisms of paper pop up.
2. Student Artwork	Of their 5 templates, the students will choose one template to manipulate creatively using colored pencils to create their own unique pop up creation.
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.

Scoring - Light cuts made into paper with an x-acto knife in order to manipulate paper, but not enough to cut the paper

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

The students will be introduced to 3D paper pop up and investigate new techniques to create an original pop up design.

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

Gather materials

Print out all templates (enough for each student to do one of each), organize templates into folders so students may easily select which templates they wish to complete in class.

Day 1: Lesson-Specific Materials

<p>Instructional Materials – Teacher materials needed during instruction.</p> <p>“Elements of Pop Up” book</p> <p>Projection screen ready to demonstrate techniques or desks situated in a semi circle so students can view the book easily.</p> <p>Sheet of white printer paper for initiation, as well as other types of paper: watercolor paper, newsprint/newspaper, drawing paper, etc.</p> <p>Intro to Pop Up</p>	<p>Studio Materials (for Creating Art and/or Presenting Art)</p> <p>110 lb cardstock</p> <p>Bone folders</p> <p>X-acto knives</p> <p>Self healing mats</p> <p>Artists tape</p> <p>pH neutral</p>	<p>Targeted Materials (any specific materials required for differentiation, accommodation, or modification)</p> <p>Sheet of terms translated into any language needed</p> <p>Preferential seating for those that need it, extra time for completion of assignment for those that need it, participation grade exempt for those applicable.</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>When students have settled into their seats, hold up a single sheet of white paper and ask them what they can do with a sheet of paper, what is its purpose?</p> <p>“What do we use this for?”</p> <p>Point out that there are multiple kinds of paper, and they all have different purposes, but they don’t have to be limited to just what they’re made for.</p>	Students will listen to initiation and participate in conversation.	<p>What do we use this (single white sheet of printer paper) for? What’s its purpose?</p> <p>What else can we do with paper?</p>

	<p>"Today, we're going to explore simple paper, and how it can be used 3 dimensionally.</p>		
	<p>Lesson Development – (Process and Procedures for conducting the lesson)</p>	<p>What students will do during various segments of the lesson</p>	<p>Questions used throughout respective sections of instruction to assess students' learning.</p>
<p>5 min</p>	<p>Show quick and simple slideshow to inspire students</p> <p>https://docs.google.com/presentation/d/1fzVlIXMarmPmSgA9iTvQWP4XKCfjWjzulaNjkWKqdo/edit#slide=id.gfd5964e0c0_0_17</p> <p>Watch video at the end of slideshow (don't need to watch the whole thing)</p>	<p>Students will observe slideshow</p>	<p>Are these examples inspiring for you? Why or why not?</p>
<p>20</p>	<p>"Before we can achieve these huge amazing pop ups - because we will get there. We have to start with the basics, why?"</p> <p>Hold up "The Elements of Pop Up" book for the class to see.</p> <p>"Today we're going to look at techniques and mechanisms used by many of the artists in the business."</p> <p>"This will provide the framework for everything we make. Some of us may stick strictly to these techniques we look at, but if you have an idea for a new mechanism and it works, you are by all means encouraged to use it!"</p> <p>"It's important we all look at these together though because we're all starting with next to no knowledge".</p> <p>"So grab your sketchbooks as we go through these, make notes of any that are of interest to you. At the end of class you will have reimagined one of these as your own, and we will look at examples when we're through here. With each one of these mechanisms think to yourself 'oh that one looks like a house, or a boat, or whatever you think it looks like, if you want to build something like a house in the future it will be good for you</p>	<p>Students will listen to instructor and answer questions</p>	<p>Why do we have to start small before we can go big with this topic?</p> <p>Is anyone here interested in trying to create their own pop up mechanism?</p>

	<p>to refer to your notes. Once we have gone through all of them, you will be making 5 of them. They are all numbered, so when you see one that you are interested in making, make note of what number it is so you can grab that template afterwards.”</p> <p>“Before we begin, who can tell me exactly what we’re doing today?”</p> <p>Repeat expectations for today: We will be going through “The Elements of Pop Up” techniques and mechanisms, students will take notes and keep track of which figures they’d like to build. They will choose 5 figures to build as practice and choose one of the 10 to reimagine themselves.</p>		<p>Who knows exactly what we’re doing today?</p>
<p>20 mins</p>	<p>Go through each figure in “The Elements of Pop Up,” opening and closing the pop up multiple times and ask students:</p> <ul style="list-style-type: none"> ● What do you notice about this pop up? Does it remind you of anything? ● Does this seem easy or complicated? ● Could this technique be something useful to you in the future? Do you like the way it looks or not? <p>After each technique and mechanism has been shown, pass out folders with templates to students to leave on their workspace. 1-3 folders per desk depending on size of the class.</p> <p>Have students circulate the room and grab templates that they were interested in making.</p> <p>As students are doing this, show exemplars for today’s final assessment: reimagined templates.</p> <p>“As you’re getting your templates that you’re interested in trying out, take a look at these reimagined templates. What do you think of them? Some are more simple than others. I hope you will challenge yourself to think creatively and come up with an original pop up idea.”</p>	<p>Students will observe “The Elements of Pop Up” book as a class, taking notes on which ones they like/dislike, which ones they may want to try, etc.</p> <p>Students will collect their templates.</p>	<p>What do you notice about this pop up? Does it remind you of anything?</p> <p>Does this seem easy or complicated?</p> <p>Could this technique be something useful to you in the future? Do you like the way it looks or not?</p> <p>What do you think of the exemplars?</p> <p>What techniques did they use?</p>

<p>20 mins</p>	<p>Before you begin, recognize that there are two types of line on these templates, solid lines, and dotted, what do you think they are there for? What's the purpose of each?</p> <p>"Solid lines are meant to be cut, and dotted lines are meant to be folded."</p> <p>Allow students remainder of class to try out their templates and create their reimagined pop up</p> <p>"Don't be afraid to fail! There is no harm in messing up!"</p> <p>Allow students to experiment and figure out how templates are meant to be built.</p> <p>Circulate the room and talk to students one on one, asking formative assessment questions.</p>	<p>Students will begin making their templates</p> <p>Students will speak with the instructor one on one about their ideas.</p>	<p>What is the purpose of the solid line?</p> <p>What is the purpose of the dotted line?</p> <p>Why did you choose the 5 templates you chose?</p> <p>What confusion/frustrations have you come across so far?</p> <p>Has anything been really easy for you? What?</p> <p>What are you thinking of doing for your reimagined build?</p> <p>How did you come up with your idea?</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>		
<p>2 mins</p>	<p>As you are cleaning up, talk with your neighbor and share your successes and failures for today.</p> <p>Remember, your reimagined build is not due until the beginning of next class so take them home if you have not finished.</p>	<p>Students will listen to closure.</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?
It is important for students to learn this content because often, art curriculum can get stuck in a 2 dimensional realm. Paper pop up presents new and unique challenges to students' art making process and promotes a 3 dimensional way of thinking. Pop-up challenges students to consider mathematics and physics in an artistic format that is seldom seen in a secondary academic setting.
How does this lesson fit into the current sequence of instruction/unit?
This lesson is the introduction lesson in a larger unit about paper pop up. It is within this lesson where students realize the potential for possibilities with pop up through the showing of a brief slideshow. At this level, students understand that any new art making process must start with a foundational understanding and this lesson gives them that opportunity. Following this lesson, the remaining lessons of the unit use scaffolding to challenge students to continue building their skills in this medium.
Why are the learning procedures you have developed for this lesson appropriate for this particular content?
The learning procedures developed for this lesson are appropriate for this content because it is important to start with the basics of pop up techniques to build student's confidence before diving into more complicated builds. By beginning with rudimentary techniques, students learn how the elements work and see the possibility for more complicated builds in the future. After students complete this lesson they can confidently look forward to the following lesson on pop-up cards. According to C. Bonwell's active learning theory, "instructional activities involving students in doing things and thinking about what they are doing," helps students recall information/tasks/artistic processes more effectively. By experimenting with the templates provided in this lesson, the students will move at a faster pace the following lesson.
Why are the learning procedures for this lesson appropriate for these particular students?
The learning procedures for this lesson are appropriate for these students because their knowledge of paper pop-up before this lesson is very limited. It is likely that for most students, this lesson is their first time considering paper pop-up as an art form. At this point, students are exploring what pop-up has the potential to be and are beginning to think 3 dimensionally as opposed to 2 dimensionally. The students are able to build basic mechanisms and take that new information to a higher level of thinking to hypothesize ways to build original forms. Piaget's cognitive learning development theory states that students must go through certain levels of development as they age: sensorimotor, preoperational, concrete operational, and formal operational. These advanced high school students are in the formal operational stage. At this stage students can "perform mathematical calculations, think creatively, use abstract reasoning, and imagine the outcome of particular actions," all of which are required for this unit.
What contextual factors were especially important in shaping your plan for this lesson and how did they shape your planning?

This entire unit originated from a brainstorming session towards thinking “outside the box.” So often, lessons are delivered in a 2 dimensional format. Seldom does sculpture cross a student’s path and a small fraction of students sign up for ceramics. This unit was created to shake up the monotony of their regular assignments and challenge students’ at the formal operational stage. Another contextual factor was to highlight a unique area of fine/graphic arts. Young children love pop up books, and by the time they reach secondary school, those cherished books are forgotten. In addition to teaching students the fundamentals of paper pop-up, it also showcases a unique career path that students can take.

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>

<https://docs.google.com/presentation/d/1fzVIIXMarmPmSgA9ITvQWP4XKCfqiWjzulaNjkWKqdo/edit#slide=id.p>

<http://www.matthewreinhardt.com/>

<http://www.robertsabuda.com/>

Reflective Commentary on Lesson Implementation

After implementing the lesson, answer these questions.

What patterns of learning were evident in the data from this lesson?

What worked and for whom? Why?

What didn’t work and for whom? Why?

What are your instructional next steps based on the data from this plan?
As a beginning teacher, what did you do well in planning and implementing this lesson?
As a beginning teacher, what are your next steps to build your teaching skills? (Set a couple, specific SMART objectives for yourself.)

Rubric

	Excellent	Good	Needs Work
Class Participation	Student was active and participated in class discussion.	The student participated in class discussions somewhat.	The student did not participate in class discussions.
5 Templates	The student completed 5 or more templates. Templates were structurally sound, with clean die cuts.	The student completed 5 templates, but there could have been more attention to detail.	The student did not complete 5 templates.
1 Creative Manipulation	The student creatively responded to one of their 5 templates. The response was original with strong attention to detail.	The student creatively responded to one of their 5 templates. Response feels incomplete, limited colors used, die cuts are not clean, tabs are structurally unsound, etc.	The student did not creatively respond to one of their templates.

Elements of Pop-Up

Glossary of Terms

Armature: a framework for supporting the pop-up.

Base page: the paper page to which the pop-up is attached.

Die cut: the cut in the paper made by the blade. Areas to be die cut are indicated by a solid line.

Fold: the point at which the paper bends.

Fulcrum: the point at which a lever turns.

Gutter: the center fold on the base page.

Kinetic energy: energy that is the result of movement.

Lever: a device that pivots about a fulcrum and is used to move an object at a second point by applying force to a third plane.

Lift-Up: a piece of paper that is tipped on with a fold that allows it to be lifted or opened.

Mechanic: any combination of levers, pivots, and straps that receives its energy from a pull-tab or wheel.

Pivot: a device on which a lever or wheel turns.

Pivot Point: the absolute center of the pivot.

Pop-Up: a term for collapsible dimensional structures and mechanics made from paper.

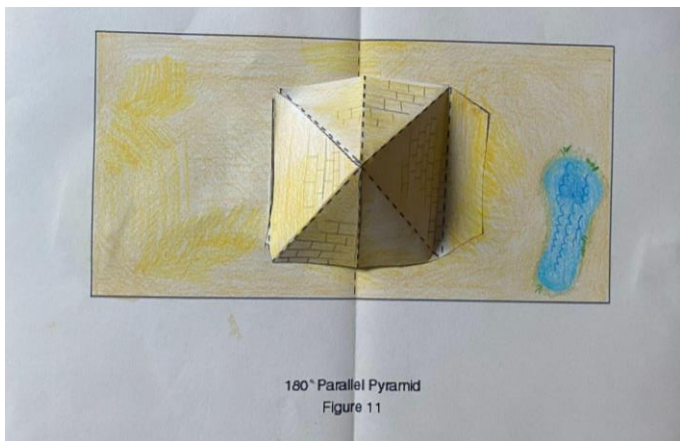
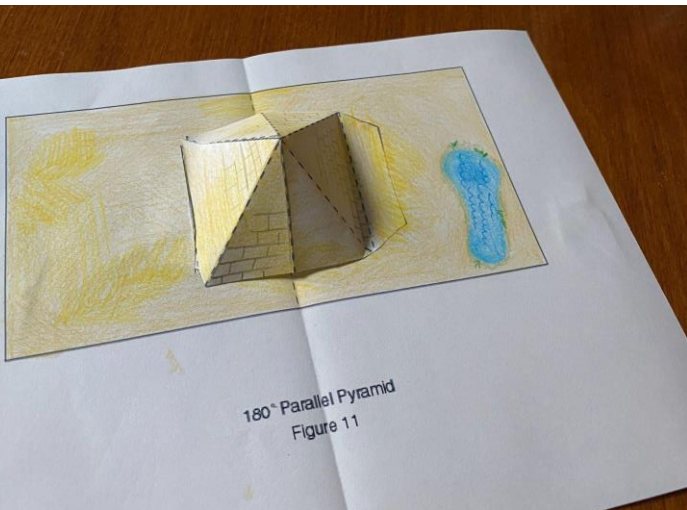
Pull-Tab: a tab device used to deliver energy to mechanics by pulling.

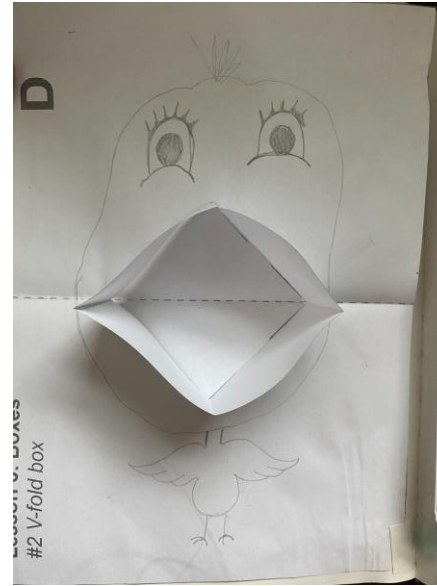
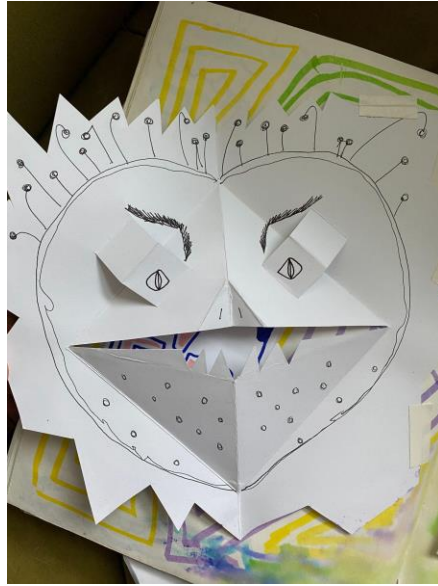
Score: an indentation in the paper, created by a dull die blade, that is then folded. Areas to be scored are indicated by a dotted line.

Slot: a die cut in one piece of paper into which another piece of paper is inserted.

Tab: the area of the structure that is used to attach one piece of paper, with glue, to another. Sometimes inserted into a slot.

Exemplars:





CCSU Lesson Plan Template—Spring 2017 edition

Student:

Host Teacher:

Class and/or Period

Date Nov 2021

Lesson Title Pop-Up Cards

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 the foundational techniques from the previous lesson, the students will understand how to incorporate unity within the theme they choose (birthday, holiday, etc) for the creation of a thematic pop up greeting card.

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

How can you use pop up techniques to create a thematic pop up greeting card?

How do you achieve unity within a thematic pop up card?

III. Standards Addressed (National Standards included here)

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.

VA:Cn10.1.1a 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. The students will choose a pop up technique from the previous lesson, decide on a theme for their card and design their own pop up card that demonstrates the use of mechanisms and concept of unity.

- The students will look at pop up cards and identify techniques used by pop up artists.

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 on pop up from the previous lesson. They understand and have been provided a sheet on basic vocabulary. They have some understanding of mechanisms and techniques but haven't considered these on a larger scale yet.

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* a pop-up card that demonstrates unity.

Vocabulary Development Objective: The students will *define* terms such as 3 dimensional and unity (in art).

Discourse OR Syntax Objective: The students will *describe* their decision making process and articulate their art making process through sketches and notes.

VII. Assessments (note any relevant differentiation)	Evaluative Criteria (note any relevant differentiation)
1. Entry slip	See attached
2. Class Discussion	Students will participate in a class discussion where they observe pop up cards made by various artists/companies. They will recall techniques they have learned and begin brainstorming ideas for their own cards.
3. Rubric	See attached

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

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

Unity (in art) - how different elements come together to create a sense of wholeness in a work of art or design.

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

The students will create a pop up greeting card based on a theme of their choice and a technique of their choice from the previous lesson to create a card that demonstrates unity.

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

Prepare slideshow, gather materials, exemplars, etc.

Day 1: Lesson-Specific Materials

<p>Instructional Materials – Teacher materials needed during instruction.</p>	<p>Studio Materials (for Creating Art and/or Presenting Art)</p>	<p>Targeted Materials (any specific materials required for differentiation, accommodation, or modification)</p>
<p>Slideshow : Paper Pop Up</p>	<p>110 lb cardstock</p>	<p>Preferred seating for those requiring it</p>
<p>Exemplars</p>	<p>Printer paper</p>	<p>Extra time to complete assignment for those that need it</p>
<p>“Elements of Pop-Up” book</p>	<p>X-acto knives</p>	<p>Vocab sheets and slideshow translated into any necessary language</p>
<p>Extra templates from first lesson</p>	<p>Self-healing mats</p>	
<p>Extra vocab sheets</p>	<p>Painters tape, artists tape</p>	
<p>Entry slips</p>	<p>pH neutral glue</p>	
	<p>Colored pencils, markers</p>	

Watercolor, tempera, acrylic paints

XI. Day 1: Lesson Procedures/ Learning Tasks and Timeline

Times	Teacher Actions (include differentiation)	Student Actions	Formative Assessments Assessment Questions
	Initiation		
10 min	<p>Before class starts, have the slideshow projected and ready for discussion, have exemplars on hand, but hidden from view.</p> <p>Paper Pop Up</p> <p>Pass out entry slips as students enter the room to be collected at time of completion or at the end of the lesson.</p> <p>· “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 using the templates provided.”</p> <p>Show second slide</p> <p>Ask assessment questions</p> <ul style="list-style-type: none"> ○ “Who can name a term from our introductory lesson on pop up?” ○ “What types of folds exist out there?” 	Students will listen and observe Initiation.	<p>“Can anyone name a technique/type of fold they used in the last class?”</p> <p>“Did you like this technique? Why or why not? What worked for you? What didn’t work for you?”</p> <p>“Does anyone feel limited by the techniques we’ve been working with? Is anything too difficult or too easy?”</p> <p>“Do you wish there was a way to do something that will give you the pop up effect you want, but struggling to find the solution? We are not limited by the</p>

	<p>Show next two slides about V fold and Parallel folds.</p> <p>Show pop-up card exemplar to class</p> <p>Today we're going to explore a large area of the pop-up world: cards. Has anyone received a pop-up card before?</p> <p>Show Your Assignment slide, go over terms of assignment.</p>		<p>techniques we've been using, you're welcome to explore new techniques you might find after some research, or I would like to challenge you to develop your own technique. There is no rule saying you can't "hack" a technique that we have in our arsenal."</p>
	<p>Lesson Development – (Process and Procedures for conducting the lesson)</p>	<p>What students will do during various segments of the lesson</p>	<p>Questions used throughout respective sections of instruction to assess students' learning.</p>
10	<p>Show following slides on Pop Up cards</p> <p>Show second Your Assignment slide, go over terms of assignment including unity</p> <p>Show slides on Unity, ask classes where unity exists within the artwork on slides.</p>	<p>Students will observe slideshow on paper pop ups and participate in class discussion.</p>	<p>"Does anyone recognize any of these folds or techniques from last class?"</p>
30 min	<p>Independent student work time. Collect any completed Entry Slips.</p> <p>Instructor will circulate the room and ensure students are on task, assist with any concerns students have, and ask formative assessment questions.</p>	<p>Students will begin their own pop-up card.</p>	<p>"What is your idea for your pop up card? Did you decide on a theme/holiday?"</p> <p>"Why did you choose this theme?"</p> <p>"How are you going to execute this plan? What techniques will you use?"</p>

			<p>“What are your plans for color? What type of paint will help enhance your card? Or will you use colored pencils?”</p>
5 min	<p>Clean Up</p> <p>Collect remaining Entry Slips</p>	<p>Students will clean up their workspace</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>		
	<p>“Some of us might not be where we wanted to be by this point. It is okay that some of us may have struggled creatively or with their folds. That’s what this process is all about. Think about Peter Dahmen from the slideshow, do you think he gets an idea in his head for an amazing build and gets it perfect on the first try?”</p> <p>“You have until the end of this unit to complete your card. I would suggest working on it before the next class, but I don’t want anyone to feel rushed. Next class we will be moving on to something else, but these cards are not due until the end of that lesson, so take these home if you need to, come in on a free period and work on them if you want to.”</p>	<p>Students will listen to closure</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?

Paper pop up presents new and unique challenges to students' art making process and promotes a 3 dimensional way of thinking as opposed to the traditional 2 dimensional format. Pop-up challenges students to consider mathematics and physics in an artistic format that is seldom seen in a secondary academic setting. For this lesson, the creation of pop-up cards promotes positive thinking skills and shows students an example of a career path that some artists take.

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

All lessons in this unit use scaffolding in order to build students' confidence and skills. This lesson is the second lesson of three, and at this point they understand the basics of pop-up and are just beginning to discover what the possibilities are through pop-up card building and design. The final step will bring them to the grand finale of pop-up illustrations. The first lesson had students working on a very small scale to save time, paper, and frustrations. For this lesson they are working on a slightly larger scale and without the strict rigidity of the templates.

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

Similar to the last lesson, students are taking the techniques and mechanisms they have just learned in the previous lesson, and building a pop-up. For this lesson, they are not using templates as closely as a guide and have more artistic freedom to design a pop-up card. As this is the first time most students are working with paper 3 dimensionally, it is understood that students may have spent the majority of class time developing their pop up mechanisms. Allowing students the flexibility to turn in their finished cards at the end of the unit allows them ample time during free periods or at home to finesse and finalize their cards with color, etc, as they desire.

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

The learning procedures for this lesson are appropriate for these particular students because at this point, their knowledge of pop-up is still very limited. However they are at an advanced age where they can understand new ideas and solve new problems quickly. Students are familiar with cards and have likely made many in the past, but likely not 3 dimensionally. The students are able to build basic mechanisms and take that new information to a higher level of thinking to hypothesize ways to build original forms. Piaget's cognitive learning development theory states that students must go through certain levels of development as they age: sensorimotor, preoperational, concrete operational, and formal operational. These advanced high school students are in the formal operational stage. At this stage students can "perform mathematical

calculations, think creatively, use abstract reasoning, and imagine the outcome of particular actions,” all of which are required for this unit.

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

The main contextual factor shaping this lesson was giving students the ability to visualize themselves creating their own pop-up cards in the future. Last minute pop-up cards are a quick and easy elevated gift to give others. This lesson challenges students to create a card that demonstrates their understanding of the techniques and mechanisms, as well as their understanding of the elements and principles, most specifically: unity.

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>

<https://docs.google.com/presentation/d/1pQA1046ENRx4C4LjsXbIMVexaftJWt6Q4GYB0-1R7i0/edit>

<http://www.matthewreinhart.com/>

<http://www.robertsabuda.com/>

Reflective Commentary on Lesson Implementation

After implementing the lesson, answer these questions.

What patterns of learning were evident in the data from this lesson?

What worked and for whom? Why?
What didn't work and for whom? Why?
What are your instructional next steps based on the data from this plan?
As a beginning teacher, what did you do well in planning and implementing this lesson?
As a beginning teacher, what are your next steps to build your teaching skills? (Set a couple, specific SMART objectives for yourself.)

Lesson 2 Entry Slip

Match the term to the definition. Write the letter in the box that aligns with the term.

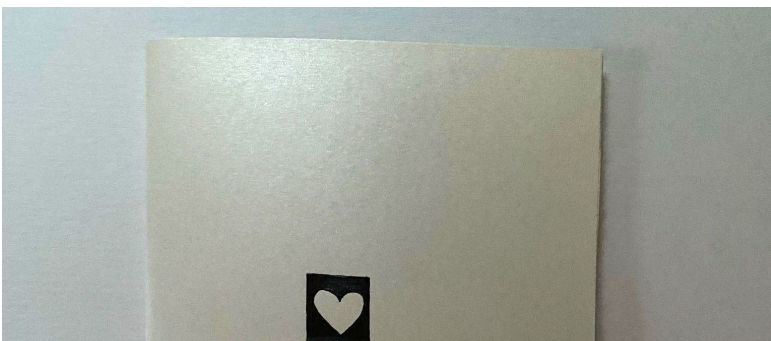
Term	A	A. Definition
Score		B. the cut in the paper made by the blade. Areas to be altered are indicated by a solid line.
Die Cut		C. the area of the structure that is used to attach one piece of paper, with glue, to

	another. Sometimes inserted into a slot.
Gutter	D. the point at which the paper bends.
Fold	E. an indentation in the paper, created by a dull die blade, that is then folded. Areas to be altered are indicated by a dotted line.
Tab	F. the center fold on the base page.

Rubric:

	Excellent	Good	Needs Work
Class Participation	Student was active and participated in class discussion.	The student participated in class discussions somewhat.	The student did not participate in class discussions.
Pop Up Card Mechanism(s)	The student completed their pop up card with at least one mechanism. Technique used is clean and sturdy.	The student completed their pop up card with at least one mechanism. Technique used is somewhat clean and sturdy.	The student did not complete their pop up card with at least one mechanism.
Craftsmanship	The student has paid strong attention to detail. Pop up card is clean, free from warping or unintentional bends or folds.	The student has paid some attention to detail. Pop up card is mostly clean, with some minor warping or an unintentional bend or fold..	The student did pay attention to detail. Pop up card has smudge marks and/or fingerprints, excess glue, and there are multiple unintentional bends or folds.

Exemplars:



CCSU Lesson Plan Template—Spring 2017 edition

Student: Krista Nichols

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.” • <p>“How do you think these artists achieved these impressive pop-ups? What types of folds/techniques did they use?”</p> <p>“Is there one artist that stands out to you in particular? Why?”</p>

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: slides on paper artists.
- "Here are some artists who have made a living out of working with paper. We've looked at these guys before but let's take a different approach with what we're looking at."
- Matthew Reinhart and Robert Sabuda are a team that often work together to create some very impressive pop up books.
- "What do you notice about their work? Any similarities? Differences?"
- 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

"What do you notice about the works of Reinhart and Sabuda? Is it obvious that they collaborate or do their works seem different from one another?" What factors contributed to your decision?"

	<p>templates we did. So I made a note of that.”</p> <ul style="list-style-type: none"> • “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 going to have trouble with your big build.” • “I started with the basic build, and then experimented with how I was going to achieve what I had in my initial sketch.” 		
<p>20 mins</p>	<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. 	<p>Students will sketch and plan their large scale pop ups and begin prototypes when ready</p>	<p>“Do you have an idea of what you would like to build?”</p> <p>“How would you build this 3 dimensionally?”</p> <p>“How are you going to approach building this structure? Are there any techniques that will help you succeed?”</p> <p>“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?”</p> <p>“What about the artist, do you like? What techniques of theirs do you want to try?”</p>

			“What artists are you looking at while you’re planning your design?”
	Closure: Does closure relate to lesson objectives? Are strategies clearly outlined? Will strategies enable students to consider <u>why</u> the lesson is important?		
2 mins	“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).”	Students will listen to closure, take any necessary notes in their sketchbooks.	“Is your small scale build going to work” “Have you considered all of your options for your design?” “Is your design too simple or too complex to be completed by the end of the unit?”

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> <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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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	Paint Brushes rinsed in sink and put away, paints put away, scrap papers thrown out, caps on x-acto knives, assignments stored safely	Students will clean up their workspace	
	Closure		
	“Next class we will be finishing our mega builds! If you haven’t completed your small scale replica yet, you should finish it before next class so you can start your mega build right away!”	Students will listen to closure	<p>Have you finished your small scale build?</p> <p>Do you need to do any work outside of class?</p>

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

<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> <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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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>
	<p>Lesson Development – (Process and Procedures for conducting the lesson)</p>	<p>What students will do during various segments of the lesson</p>	<p>Questions used throughout respective sections of instruction to assess students' learning.</p>
	<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>
	<p>Closure</p>		
	<p>Remind students to complete reflection sheets.</p>	<p>Students will be reminded to complete a reflection sheet.</p>	<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. Children are captivated by picture books at a young age, by the time they reach high school those picture books are a thing of the past. Most books high school students read at this stage in their lives do not have pictures, illustration is a lost art for some. This lesson was an attempt to inspire and allow students to reconnect with an appreciation for illustration.

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>

<https://docs.google.com/presentation/d/1pQA1046ENRx4C4LjsXbIMVexaftJWt6Q4GYB0-1R7i0/edit>

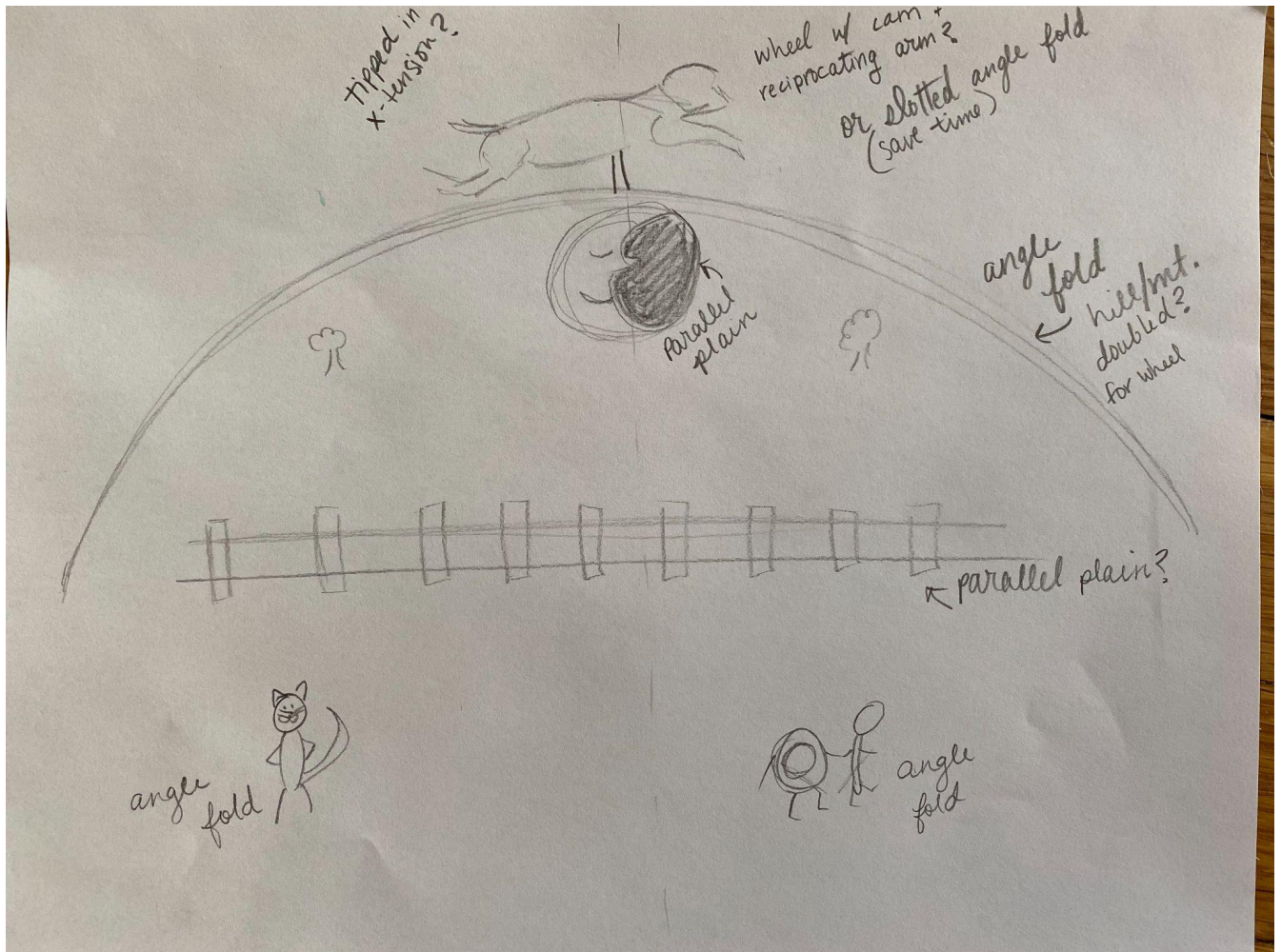
<http://www.matthewreinhardt.com/>

<http://www.robertsabuda.com/>

	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/	The student has illustrated a scene from history/film/	The student has not illustrated a scene from history/film/

	literature with clarity and details.	literature, but the message is not immediately clear, some details are missing.	literature. There are no details indicating 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?