



materials for the arts

Art: Paper Sculptures

Teacher: Maureen O'Mara

Unit Topic: Color/Paper/Sculptures (also geography and topography)

Aim: How can students manipulate colorful paper to create an interesting 3 dimensional work of art?

Objective: Students will continue to explore their knowledge of contour lines, learn about topographic maps and explore the beauty of paper in the creation of paper sculpture.

Essential Questions:

1. What are contour lines? Where have we seen contour lines before? Are these the same type of contour lines we've seen in the past? If not how do you believe they differ?
2. What is a topographic map? What subject would you use a topographic map in? How do think these topographic maps may relate to art?
3. What is sculpture? What does a work of art have to exhibit to be considered a sculpture? How do we view sculpture?
4. What does the word abstract mean? How can we make an abstract work of art?
5. What is color? What does it mean when I ask you about your color story for your art piece? Why are color choices so important in a work of art?
6. How do the art elements and principles of design affect your work?
7. What is composition? Why is it the essential component to a work of art?

Materials:

- Copies of topographic maps
- Examples of Jen Starks Artwork
- 3 Demonstrations at different levels of difficulty of the paper sculpture project.
- Scrap paper
- Pencils
- Erasers
- Construction paper
- Glue sticks/glue
- Scissors/exacto knives

Vocabulary:

- Contour lines
- Topographic maps
- Sculpture
- Abstraction
- Color
- Composition
- Elements of art
- Principles of design
- Color story



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Do Now: Student will look at the art of Jen Stark in their notebooks they will name 3 art elements 2 principles of design, describe the work of art, discuss how they believe the artist used color in the piece and write a thoughtful critique of the work.

Mini Lesson:

1. We will quickly talk about Jen Stark and her paper sculptures as an introduction to the idea of the manipulation of paper to create colorful abstracted works of art. We will take a few minutes to watch the video *Jen Stark's Paper Art-Artstreet Miami* (www.youtube/watch?v=vYf5Uqja_O4) so that they can get some real insight into Jen's work and her methods.
2. We will have a discussion about contour lines. What are contour lines? In art contour lines are the lines that define the form of the edge of an outline. But are these the same contour lines we are talking about now? The contour line we are talking about are the lines on a topographic map and those contour lines are lines used to determine elevations and are lines on a map that are produced from connecting points of equal elevation. Contour lines do not cross each other, divide or split (like in the contour line project). Closely spaced contour lines represent steep slopes, conversely, contour lines that are spaced far apart represent gentle slopes. Contour lines trend up valleys and form a "v" or "u" where they cross a stream.
3. A topographic map is a two dimensional representation of a portion of the three-dimensional surface of the earth. Topographic maps exist to represent the land surface they are tools used by geologists because they show the configuration of the earth's surface through the use of contour lines. What subject in school would use a topographic map?
4. Jen Stark is motivated in her art work by many things and to me this work looks to be abstracted topographic maps some more simplified than others but still very much so topographic maps.
5. What is abstraction? Uses visual language of form, color, and line to create composition which may exist with a degree of independence from visual references in the world.
6. The intent of this project is for students to create an abstract colorful paper sculpture. That utilizes the some of the Elements of art such as; Line, Value, Space, Shape, Form, Color or Texture as well as the Principles of Design such as; Repetition, Balance, Emphasis, Contrast, Unity, Proportion, Rhythm and Variety, to create a cohesive and compelling work of art. Students will use the topographic map as a framework because of the correlation to that of Jen Stark's work. They will cut an organic shape into the paper repeating the shape but increasing it in size as they change colors and glue each piece together and stacking layer upon layer until they have a paper sculpture.
7. **Differentiation:** There are three different levels of this project to address the different levels of ability within the class. 1. The first level is straight forward composition where the student creates a basic rounded shape with not much altering of the design as they cut their paper and build up their sculpture (if you look at the contour map examples it's similar to that of Contour Map of Olympus Mons). 2. This is the standard where the students create a compelling composition and cut their paper with precision achieving many different affects truly creating that abstract topographic map. 3. This is for more advanced students. They will create more intricate cuts more elaborate designs and layer more paper to achieve greater height in their sculpture.
8. Students will begin by examining examples of Jen Stark's work along with numerous examples of topographic maps ranging from very simple to somewhat complex. They will use scrap paper to draw out a sketch of the type of form they would desire to create.



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Practice:

- Explain to the students a clear and concise set of instructions for the activity that they are going to begin. Students will begin working on their sketches that will lead to their large abstract paper sculptures.
- Students will receive handouts on how to create the paper sculptures.
- Students will begin working on their sketches.

Assessment: Monitor student achievement; circulate the room check for student understanding. If there are major gaps in understanding re-teach the segment that students are having trouble with. At the end of the class review topics of the day to determine the lesson information for the following day.

Literacy Resource:

- Kaleidoscopic Paper Sculptures by Jen Stark : blog.jennibick.com/.../kaleidoscopic-paper-sculptures-by.jen-stark.html
- Isamu Noguchi Garden Museum by Isamu Noguchi: <http://www.noguchi.org/shop/history>; Akari lamps
- Irving Harpers Works in Paper (Paper Wizard: Midcentury Moderns Unsung Visionary Gets His Due <http://www.collectorsweekly.com/articles/irving-harpers-paper-wizard/>)

Cultural Connections to New York City:

- Irving Harper began his sculptural work with paper during his work in 1964 at the New York World's Fair at the Chrysler Pavilion and continued working with paper sculpture throughout his life.
- **Noguchi Museum:** Isamu Noguchi worked in many mediums but his Akari lamps made from the paper of the inner bark of the Mulberry tree and bamboo are beautiful illuminated paper sculptures. Noguchi's cultural connection to New York City is his museum and garden in Long Island city which was once his studio but now acts as a peaceful respite from the buzzing city around you.

Closure: Review the importance of composition and abstraction. We will look at examples and discuss how the composition was structured and whether they had a good use of proportion, balance, emphasis, color and form? If these components were helping or hindering their composition? As a part of the review there will be a discussion about what we have been working on up to this point. Students will be asked to give feedback on the main goal of the day's work. What are some essential aspects of the assignment? How did they affect your work?

Standards:

- **Blueprint strands 1-5:** Emphasis on 1-art making, 2-literacy in the visual arts, 3-making connections and 4-Community and cultural resources.
- **NY State Learning Standards in the Arts:** Standard 1 Creating, performing and participating in the arts. Standard 2: Knowing and using art materials and resources. Standard 3: Responding to and analyzing works of art.
- **Common Core Standards:** Standard 1 –Speaking and Listening Anchor standard.
- **Common Core Standard:** L.7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.