

Teacher: Maddie Mattheu

Grade Level: 5th

of Students: ~25

Lesson Unit: Elements of Art

of Days for Lesson: 3

- One day to introduce lesson, brainstorm, and work on people
- One day to construct people and begin artist statements
- One day to finish artist statements and perform fashion show

What day is this lesson: 1 of 3

Title of Lesson: Personal Paper People

Goal for the Lesson: The goal is for students to use this project to express aspects of their identity to their classmates and learn more about each other through the elements represented on their respective paper people. This lesson will also aid in understanding of the various elements of art by forming connections between the elements and things the students care about (for example, students may learn about patterns by recreating the pattern on their favorite shirt for their paper person).

Learning outcomes/Objectives (3-5):

- The student will use their preferred medium (crayon, marker, and colored pencil will be available) to craft a paper person that resembles their likeness.
- The student will create at least five clothing items or accessories for their paper people that represent some aspect of their identity (hobby, sports, pets, etc.).
- The student will write a brief paragraph (3-5 sentences) explaining the meaning behind the various elements of their paper person.
- The student will be able to identify the elements of art incorporated into their final project.
- The student will participate in a classroom “red carpet” to introduce their person and themselves.

Differentiation:

- Have templates available for students who may not be as comfortable/confident in their abilities or aren't capable of cutting/gluing/etc.
 - Make sure to have templates available for students who are disabled
- Have multiple mediums available so students do not feel boxed in to one specific medium
- Have drawing materials available in a variety of skin tones so students can feel represented by their paper person

Standards:

- VA:Cr2.2.5a: Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.
- VA:Cr2.3.5a: Identify, describe, and visually document places and/or objects of personal significance.
- VA:Cr3.1.5a: Create artist statements using art vocabulary to describe personal choices in art-making.
- VA:Re.7.2.5a: Identify and analyze cultural associations suggested by visual imagery.

Student Characteristics: Elementary school classroom with students from diverse backgrounds/identities/ability levels

Assessment:

- **Pre-Assessment:** Students will be given a blank sheet of paper and will be asked to list as many elements of art as they can think of.
- **Formative:** Walk around the classroom during creation of the paper people to ensure students are using a variety of elements of art (for example, students aren't working entirely in graphite and are making an effort to include color, etc.)
- **Summative:** Students will craft a brief artist statement about the decisions made in their paper person, including which elements of art they used. They will also be given dry erase boards to "score" their classmates' paper people during the "red carpet" based on how well they think their classmates incorporated the elements of art.

Procedures:

1. Upon entering class, students will be given a blank sheet of paper on which they will list as many elements of art as they can think of.
2. After students have been given time to list elements, they will be presented with a brief list/description of the different elements and can check off each of the ones they got right.
3. Students will complete a warm-up activity in which they are asked to list/draw adjectives or nouns that represent them or are important to their identity. This could be their religion, hobbies, involvement in school, pets, favorite colors, or anything they can come up with. This brainstorming will be used to craft accessories for a paper person later in the activity, so students will also be asked to consider how they could incorporate the elements of art into their person.
4. Students will be presented with information on "mind-mapping" techniques to aid in the above warm-up activity.
5. Provide a demo on drawing and creating the base paper person figure. Post demo videos and examples for students to reference later on Canvas.
6. Students will craft a paper person in their likeness.
7. Provide examples/suggest accessories their paper dolls could have (sports balls, specific items of clothing, etc.). Allow students to use electronic devices to research what things look like, or provide "how-to-draw" worksheets or books if devices are not available. Demonstrate how to include tabs on accessories so students can attach accessories to their people.
8. Students will craft accessories for their people. Provide envelopes to students in case they want to make more accessories/encourage them to make their own envelopes out of paper.
9. Demonstrate how to use the tabs to attach accessories.
10. Students will attach their accessories to their people.
11. Students will walk their people down a paper runway atop a table in the classroom. When they reach the end of the runway, they will be asked to explain what some, if not all, of the elements mean on their paper person.
12. Once everyone has walked the runway/introduced themselves, students will return to their seats and write about their people.

13. Teacher will hang a classroom gallery of the people and their artist statements for students to learn more about each other.

Technology/Resources:

- Canvas/Google Classroom
- Runway music
- Computer with presentation and videos
- Art supplies (paper, drawing materials, scissors, tape, glue)
- Electronic devices (chrome books?) or worksheets/"how-to-draw" books
- White boards for the scoring activity

Links:

- Elements of art diagram: <https://www.pencilperceptions.com/essential-elements-of-art/>
- Mind map example: <https://eslchestnut.com/2011/09/17/leisure-time-activities/>
- Paper doll w/attachments:
<https://www.etsy.com/fi-en/listing/786508919/paper-doll-cut-file-and-printable-meet>
- Blank paper doll image:
http://www.lethlib.ca/sites/default/files/Indigenous%20paper%20dolls_0.pdf
- Paper doll cutting diagram: <https://kids-pic.com/en/diy-paper-dolls-template/>
- Sports reference image:
<https://thehungryjpeg.com/product/3934079-sports-balls-soccer-baseball-tennis-bowling-and-basketball-balls>
- Hobbies reference: <https://www.gograph.com/vector-clip-art/hobby.html>
- Paper doll template: <https://www.pinterest.com/pin/185914290839732513/>