

CUT PAPER PORTRAIT



Construct a layered cut paper self-portrait that shows the contrast created by the light source.

UNIT PLAN

Subject: Visual Arts

Grade Level(s): 11-12 (can be modified)

Duration: 4 class periods (50 minutes)

Learning Objectives:

Students will construct a layered cut paper self-portrait that shows the contrast created by the light source.

Assessment:

Formative

Students will manipulate their image using Microsoft Word.

Summative

Students will create a cut paper self-portrait.

TIMELINE

Day 1:

Key Points: Analyze and evaluate historical and contemporary artwork

Objective: Students will be able to analyze the work of various cut paper artists.

Students will be able to manipulate a photograph using Microsoft Word or Photoshop.

Day 2:

Key Points: Positive/negative space, craftsmanship

Objective: Students will begin cutting their cut paper self-portrait.

Day 3&4:

Key Points: Positive/negative space, craftsmanship, feedback

Objective: Students will give another peer feedback on their progress.
Students will continue cutting their cut paper self-portrait.

Day 5:

Key Points: Printing process, craftsmanship

Objective: Students will have a gallery walk and present their cut paper self-portrait.

Students will write a final reflection in their visual arts journal.

PREP WORK

Day 1:

Students should have a photograph saved to a usb flash drive.
Have computers with Microsoft Word or Photoshop for students to use.

Day 2:

Materials: toned cardstock, cutting mats, Xacto knives, glue sticks.
Cut 5 pieces of toned paper per student: (white, 3 greys, and black)
1 cutting mat per student.
1 Xacto knife per student.

Day 3&4:

Materials: toned cardstock, cutting mats, Xacto knives, glue sticks.
1 cutting mat per student.
1 Xacto knife per student.

DAY 1

Objective:

- Students will be able to analyze the work of various cut paper artists.

Key Points:

- Analyze/evaluate historical and contemporary artwork

Agenda:

- Teacher will review the Do Now. (5 minutes)
- Introduction to the cut paper technique (20 minutes)
 - Historical Artists:
 - Henry Matisse
 - Contemporary Artists:
 - Maude White
 - Elsa Mora
 - Yuko Yamamoto
 - Karen Bit Vejle
 - Bovey Lee

Do Now: (5 minutes)

Students will be given an image to describe using the elements and principles of art in their Visual Arts Journal.

Exit Ticket: (5 minutes)

On the Cut Paper Self-portrait Studio Log:

- Students will describe and analyze the work of one of the historical artists using the elements and principles of art.

DAY 2

Objective:

- Students will begin cutting their cut paper self-portrait.

Key Points:

- Positive/negative space
- Craftsmanship

Agenda:

- Teacher will review the safety procedures for using Xacto knives. (5 minutes)
- Teacher will model the appropriate way to cut cardstock. (2 minutes)
- Teacher will model the steps to cut out the first layer. (3 minutes)
- Students will begin cutting. They should be able to cut out at least 2 layers. (20 minutes)
- Students will put materials away, clean up their area and throw away any scraps of paper. (5 minutes)

Do Now: (5 minutes)

Students will set up the cut paper self-portrait studio page in their Visual Arts Journal.

Exit Ticket: (5 minutes)

On the Cut Paper Self-portrait Studio Log:

- Students will write a brief reflection about their success and struggles of cutting the first two layers.

DAY 3&4

Objective:

- Students will continue cutting their cut paper self-portrait.

Key Points:

- Positive/negative space
- Craftsmanship
- Feedback

Agenda:

- Teacher will briefly review the safety procedures for using Xacto knives (2 minutes).
- Teacher will review the expectation for giving peer feedback. (3 minutes)
- Students will give feedback to a peer on a post it note. Feedback should focus on whether students are cutting out the correct areas and craftsmanship. (5 minutes)
- Students will continue cutting the remaining layers of their self-portrait. (30 minutes)
- Students will put materials away, clean up their area and throw away any scraps of paper. (5 minutes)

Do Now: (3 minutes)

Students should gather all of their materials from their portfolio

(Day 2) In their Visual Arts Journal, should describe the process of cutting the layered self-portrait.

Exit Ticket: (5 minutes)

On the Cut Paper Self-portrait Studio Log:

- Students will write a brief reflection about their success and struggles of cutting the remaining layers.

DAY 5

Objective:

- Students will be able to verbally present their artwork.

Key Points:

- Public speaking skills
- Self-reflection.

Agenda:

- Teacher will review the expectations for having a gallery walk. (3 minutes)
- Students will hang up their work and have a gallery walk. (5 minutes)
- Teacher will review the expectations for expectations for presentations. (3 minutes)
- Students will individually present their cut paper self-portrait in front of the class. (30 minutes)

Do Now: (3 minutes)

Students will self-assess your work using the rubric. Students will exchange their work and rubric with a peer and have them assess their work.

Exit Ticket: (5 minutes)

In the Visual Arts Journal:

Students will write a reflection of their finished work in their Visual Arts Journal.