

Date: November 2012		Title of the Lesson: 3D Wall Art/Paper Sculpture	
Curriculum Area: Art/5 th Grade (could go up to 12th grade)		Time: 2-3 one hour sessions (less time or more intricate detail for older grades)	
Background Information: - students have been introduced to colours, painting, drawing and patterns		Grouping: - no groups, regular art room seating	
GLO's: Depiction Component 4: Main forms & proportions: Students will modify forms by abstraction, distortion and other transformations. Purpose 5: Students will create an original composition, object or space based on supplied motivation.		SLO's: - Component 4 Concept A: The direction of shapes determines the static or dynamic quality of the work. - Component 10(iii) Concept A: Use drawing to add details, textures, create pattern or suggest volume including hatching and cross-hatching, shading, dotting. - Component 10(iii) Concept D: Continue exploring paper sculpture techniques.	
Learning Expectations: - exploration of colour with patterns - sculpture with paper exploration - art history, Frank Stella		Assessment: - finished product glued onto background	
Lesson: 1. in classroom, introduce 3D project, Frank Stella as inspiration – show slideshow up to project introduction. ask what a pattern is? 2. show class my example of the project = expectations - expect patterns - cutting and manipulation of paper directions: 1. create sections on 11x11 piece of paper radial from centre 2. add different patterns to each section in marker or pencil crayon 3. turn paper over, use light source to trace outline of favorite 3 sections, then fill in with same pattern/colour as opposite side 4. cut into the three sections toward centre but do not cut so they separate from paper 5. glue cut paper onto blank 11x11 paper with filled side showing - do not glue down the three favourite patterned pieces. 6. copy pattern/colour to the blank area underneath the three sections 7. fold, curl, cut, manipulate, glue three sections as to bring them out of the paper, 3D 8. mount finished product onto background TRANSITION to art room – ensure students line up quietly 6. line up go to art room – start project, play music while working 7. at 10 minutes to end, ask students to clean up their area, collect their artwork – take back to class and place on ledge by windows, back in seats TRANSITION – to classroom, ensure students line up quietly & head back to classroom 8. close with review of what students learned -> patterns & Frank Stella		<input checked="" type="checkbox"/> Mental Set <input type="checkbox"/> Sharing the Purpose/ Objectives <input type="checkbox"/> Input <input type="checkbox"/> Modelling <input type="checkbox"/> Check for Understanding <input type="checkbox"/> Guided Practice <input type="checkbox"/> Independent Practice <input type="checkbox"/> Closure	
		Materials/Resources: - art room - 2 squares of paper/student (11x11) http://www.kizoa.com/slideshow/d2035159k7676472o1/frank-stella - markers, oil pastels, pencil crayons or crayons - gluesticks	
Bloom's Taxonomy: <input checked="" type="checkbox"/> Knowledge <input checked="" type="checkbox"/> Understanding <input checked="" type="checkbox"/> Application <input type="checkbox"/> Analysis <input checked="" type="checkbox"/> Synthesis <input type="checkbox"/> Evaluation		Multiple Intelligences: <input checked="" type="checkbox"/> Linguistic <input checked="" type="checkbox"/> Logical/Mathematical <input checked="" type="checkbox"/> Spatial <input checked="" type="checkbox"/> Musical <input checked="" type="checkbox"/> Bodily/Kinesthetic <input type="checkbox"/> Interpersonal <input type="checkbox"/> Intrapersonal <input type="checkbox"/> Naturalistic	
Modifications:			
Personal Notes/Reminders/Homework/Other Considerations:			