



AERO:Visual Arts

Subject/Course:	Art 9 – Basic Design
Grade Level:	Grade 9 - Highschool
Topic/concept:	Design Unit – Positive/Negative Shape Paper Cut Portraits & Art book
Estimated Time Required:	10 Class periods – 1h20 min each

Desired Results:

1. Standard(s) and Relevant Benchmark(s)

Creating Art:

- 1.1.8a Reflect upon and revise various plans to organize ideas and materials and apply deliberate approaches in creating art.
- 1.2.8a Purposefully apply the elements of art and principals of design to express an intended idea.
- 1.3.8a Use personal interpretation of observations to create art
- 1.4.8a Create works of art that reflect refinement to technique and confidence in execution.

Historical & Cultural Content:

- 2.1.5b Understand that culture and historical events influence art.
- 2.1.8a Identify artists and artistic movements within a specific time period.
- 2.2.8c Understand how commercial and media images shape contemporary Traditional Cultures.

Preparation & Evaluation:

- 3.1.8a Use the appropriate art vocabulary to describe, explain, and classify the information in works of art.

Connections:

- 4.1.8a Understand how the arts can increase understanding in other curricular areas and how other curricular areas can increase capacity in visual art.
- 4.3.8a understand how art contributes to self-expression.

2. Enduring Understandings

Paper cutting is one of the main forms of Art; since paper was invented during the Dynasty in China. Paper has been and still is today a main tool and element of expression.

www.chineseculture.com, www.chrisnatrop.com

3. Essential questions

What is positive and negative space?

What is proportion?

What is a contour line?

Can I see my portrait are Geometric & Organic shapes?

How can technology help art?

4. In the context of this unit, what specific knowledge or skills do you want the students to acquire?

Students will use their Design skills to create a complex paper cut portrait. Students will explore positive and negative shape as well as contour lines and their knowledge of organic and geometric shapes with the integrated use of technology.

Evidence of Learning:



Description of the culminating task:

Detailed Art book: lecture notes, research, practice positive negative paper cuts from their environment, thumbnail sketches of portraits.

Use of technology.

2. Summative Assessment				
Criteria	1 - Attempts the standard	2 - Approaches the standard	3 - Meets the standard	4 - Exceeds the standard
Understanding of positive and Negative shape	Drawing of portrait does not fill paper, negative and positive not defined.	Understanding of negative and positive space but needs assistance.	Strong and confident understanding of positive and negative space	The ratio and interaction between positive and negative shape creates visual interest.
Self Portrait Proportion & Accuracy	Basic Shapes are not accurate. Facial features distorted.	Basic head shape is accurate. Needs help in Proportion.	Head and facial shapes are drawn accuracy. Proportions are accurate.	Self portrait confident and expressive use of lines to describe facial features. Show feeling, capture mood. Excellent proportion.
Craftsmanship	Not capable of using scissors and exacto knives. Very little effort given to project	Basic cutting skills need assistance. Some effort and interest shown in project.	Work is neat no need of assistance. Followed instructions. Portrait demonstrates effort & consideration.	Excellent cutting skills work extremely neat. Portrait demonstrates and exceeds expectations. (lots of detail)
Use of Technology	Not able to understand enlargement process. No notion of Photoshop	Needs assistance to enlarge portrait and to use Photoshop.	Followed instructions no need of assistance. Basic notions of Photoshop.	Full understanding of enlargement process. Help to others. Advanced skills with Photoshop.
Art Book	Non accurate thumbnail sketches, no notes, no research.	Thumbnail sketches. Some notes and research.	Appropriate thumbnail sketches. Accurate research and notes.	Outstanding thumbnails. Extensive research, very detailed notes with image support.

Instructional Plan

Instructional activities, including time and materials needed.

Time: 10 Class periods – 1h20 min each

Materials:

Poster paper (70x100 cm) Black and other color (choice of student).

Scissors

Xacto Knives

Mat board or cardboard (for accordion base)

Glue

Rulers

Mirrors

Digital camera

Access to a photocopier

Day one:

Teacher

Lecture on History of Paper cuts (www.chineseculture.com)

Revise notions of Portrait Drawing – Students take pictures of themselves.

Photoshop demonstration with “threshold” function, to transform their portrait. Explain and group discussion about negative and positive space and shape.



Students:

Notes are taken in their art book on Paper cut Lecture. In Art book students create 2 portraits from life using a mirror. Take 2 photographs with digital camera.

Day two:

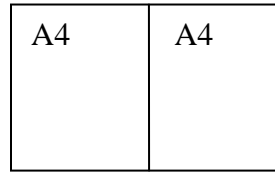
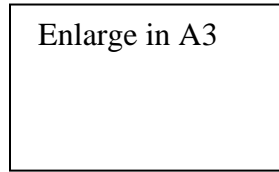
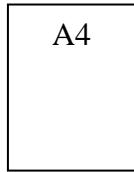
Choose one thumbnail sketch or a digital Photograph. Through the use of Photoshop all Students enlarge their portrait to A4 size and experiment and use the threshold function. Print portrait that is going to be used for final Project. whole class discussion of work.

Formative assessment: Students are expected to write a journal Entry of their difficulties and what they learned In class in Art Book

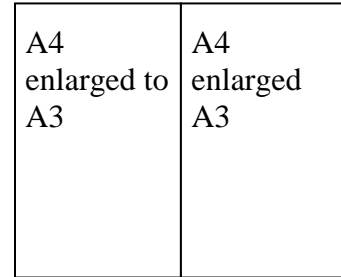
Day Three:

Teacher demonstrates how the photocopier can help them enlarge their A4 size portrait to the desired dimensions.

Example:



Fold A3 in two A4
Papers and enlarge
Each A4 to an A3



glue papers together
to form the portrait in
Desired size.

Students record in art books all the procedure for future reference.

Formative Assessment: Teacher assures that all the copied sections of the portrait have been assembled correctly. Show work of student that has finished the procedure.

Day Four - Eight:

Students start tracing with a black marker (if needed). Some students will need some extra help deciding what to cut.

Students will securely tape the photocopy to the construction paper they have chosen (that is not black) and divide it in four equal parts, by drawing lines.



Students will use exacto knives and scissors to cut the poster and the photocopy simultaneously.

* Recording in art book

Day Nine:

Teach students how to score and divide a mat board in eight equal parts (the same size of their picture) and bend it like an accordion,

If you have access to black mat board you don't need to cover it with black poster paper. If that is not the case, strips of black construction paper should be cut and glued on mat board.

1	2	3	4	5	6	7	8
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Formative assessment: Teacher assures that process is done correctly. (Often guided instructions to whole class can save a great deal of time.)

Day Ten:

In this process no paper is wasted. Carefully glue the pieces corresponding to the strip where they belong. Glue the negative shapes on the odd number strips, and the positive on the even number strips.

Formative assessment. Class discussion on what changes need to be made to finalize project.

Students write in their art books the outcome of their project. What they have learnt, what difficulties they encountered, what they would change about their project, what they really like about their project.



Final work. Matilda Gr.9