



Tuesday 01/03/2023

Week 2

Visual Arts

Notan Paper Art

Arts Standards & Common Core Connections

VA:Cr2.1.4a Explore and invent art-making techniques and approaches.

VA:Cr2.2.4a When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.

VA:Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

I CAN create a cut paper design in the style of Notan

I CAN identify positive and negative space in art

Students will...

- understand contrast and balance as it pertains to positive and negative space
- create an artwork using balance, contrast, symmetry, and positive and negative shapes
- connect cultural art traditions to their own interpretations

Vocabulary

Space: element that refers to the emptiness of the area between, around, above, below, or within objects

Contrast: when opposite elements are arranged together

Balance: distribution of visual weight of objects, colors, texture, and space

Symmetry: when two halves mirror each other

Positive Space: shape or forms of interest

Negative Space: empty space between the shapes or forms

Essential Question

What shapes did you create with your notan style paper cutting? Did you add shapes inside of those shapes?

How did you create balance in your artwork using positive and negative space?

Lesson / Instruction / Narrative

Introduction:

"Hello amazing artists!"

"Hello amazing art teacher!"

Begin by having two students hand out sketchbooks/nametags if they have not done so already. Tell the students to get "sketchbook ready." This means students have their sketchbook open to the next blank page and have a pencil ready. Tell the students the sketch prompt of the day: "sketch a 3-dimensional object that you use everyday."

While the students are sketching, hand out white tag paper and one piece of colored square paper. Set up document camera on promethean board to display google slide printouts. After handing out supplies, tell students they will need scissors and glue sticks if they have them, if they do not then tell them supplies will be provided. Have different students volunteer to read each student objective for the day. Flip the slide to "vocabulary," and explain each vocabulary word and how it will contribute to today's lesson.

Switch slide to information about "Notan." Explain that we will be using multiple art concepts for our artwork today; balance, contrast, symmetry, positive and negative space. While explaining each art concept, explain that many of the concepts are also used in other subjects such as math and science. Explain each step by verbally telling the instructions as well as modeling on the document camera with the promethean board:

1. Begin by placing your colored square paper in the middle of your white paper and tracing the corners. We are tracing the corners so when we need to glue our square back onto the paper we will know where to place it.



2. Draw at least one shape on each side of the square, minimum 4 shapes total. You may draw more if you have room. When drawing your shapes, make sure that the side of the square you start on is the side you end on, we do not want to cut our corners.
3. We are going to be cutting the shapes and flipping them so they are symmetrical, so make sure to draw half of a shape if your desired outcome is a whole shape (ex. heart).
4. After your shapes are drawn, cut them out of the square. Do not lose the pieces you cut out, and do not cut them further after you have already cut them or else they will not be the exact same on each side.
5. Once all shapes are cut out, glue the rest of your square onto the white paper by lining up the corners with the marks you drew earlier.
6. Fit your pieces back into the square like a puzzle. Then, flip the shapes on the flat edge side so that the shape is mirroring the cutout. Glue your shape after flipping it.

While students are working, circulate the room to address any common misconceptions and help anyone who is struggling. Students may help their peers if necessary.

After students have cut and glued all of their pieces, ask the students if they can identify the positive and negative space in their art. Ask the students if they can see the contrasting colors. If there is still time left in class, tell the students they may add patterns or designs in the negative space of their art.

Self-Assessment/ Reflection:

Would you change any of the shapes you created? Did you create your own shapes?

Did you add any shapes inside of other shapes? How did you maintain symmetry for those shapes?

Closing:

"See you later, alligator"

"After a while, crocodile"

Formative Assessments

Direct Observation

Purposeful observation of an art performance task which can be documented by note taking, digital media, or checklists.

Kinesthetic Signals

Movement to signal understanding. Hand signals such a Thumbs-Up, Thumbs-Down; Point and Identify

Oral Discussions

Students participating in conversations, Think-Pair Share, or conferences in groups or one to one with a peer or teacher.

Instructional Strategies

s Check for Understanding

s Share/discuss with a partner or table group

HOM.TDG.HOM.3 Regularity, Patterns, Structure

HOM.CK.1 Persisting

Materials / Resources / Technology

- Tag Paper
 - colored and white
- Scissors
- Glue
- Handouts showing step by step instructions
- Printed Google slides
- Document camera

Differentiation / Modifications

Visual step-by-step instructions as visual aid

Adapt content for student ability