



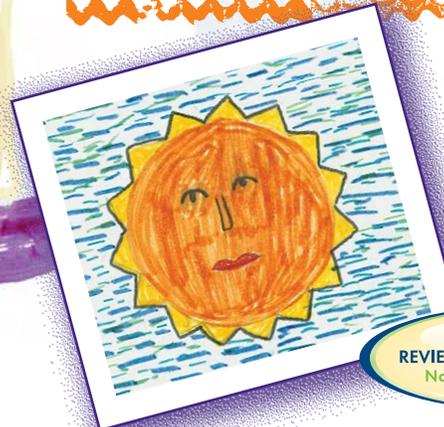
A Palette of Fun

with

Arts & Crafts

**A Helper's Guide
for Children's
Art Activities**

Grades K- 6



REVIEWED & RECOMMENDED
National 4-H Curriculum

Welcome! You and your children will have many artistic experiences with *A Palette of Fun*. All the activities focus on teaching the elements and principles of design (pages 4–5) and encourage developing skills for a lifetime (page 131). Enhance each art experience using the suggestion on the Palette at the beginning of each unit and sharing the “Art-i-facts”. Use the Learning Indicators to assess what the children learned. Send home the Family Adventure pages to further the children’s art and craft experiences.

***A Palette of Fun* follows the National Content Standards for Education in the Arts**

Developed by the Consortium of National Arts Education Associations under guidance of the National Committee for Standards in the Arts through a grant from the U.S. Department of Education, the National Endowment for the Arts and the National Endowment for the Humanities. 1994.

Visual Arts Content Standards provide program goals for all grade levels:

- ▶ Understanding and applying media, technique, and processes
- ▶ Using knowledge of structures and functions
- ▶ Choosing and evaluating a range of subject matter, symbols, and ideas
- ▶ Understanding the visual arts in relation to history and culture
- ▶ Reflecting upon and assessing the characteristics and merits of their work and the work of others
- ▶ Making connections between visual arts and other disciplines



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Technology



Communicating



Culture



Community Ties



Sensing

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About this book

The 4-H Youth Development Program promotes learning-by-doing and focuses on developing skills for a lifetime. See pages 130 and 131 to incorporate learning-by-doing and life skills into each of the activities. To understand the artistic stage and expressions in children see pages 128 and 129.

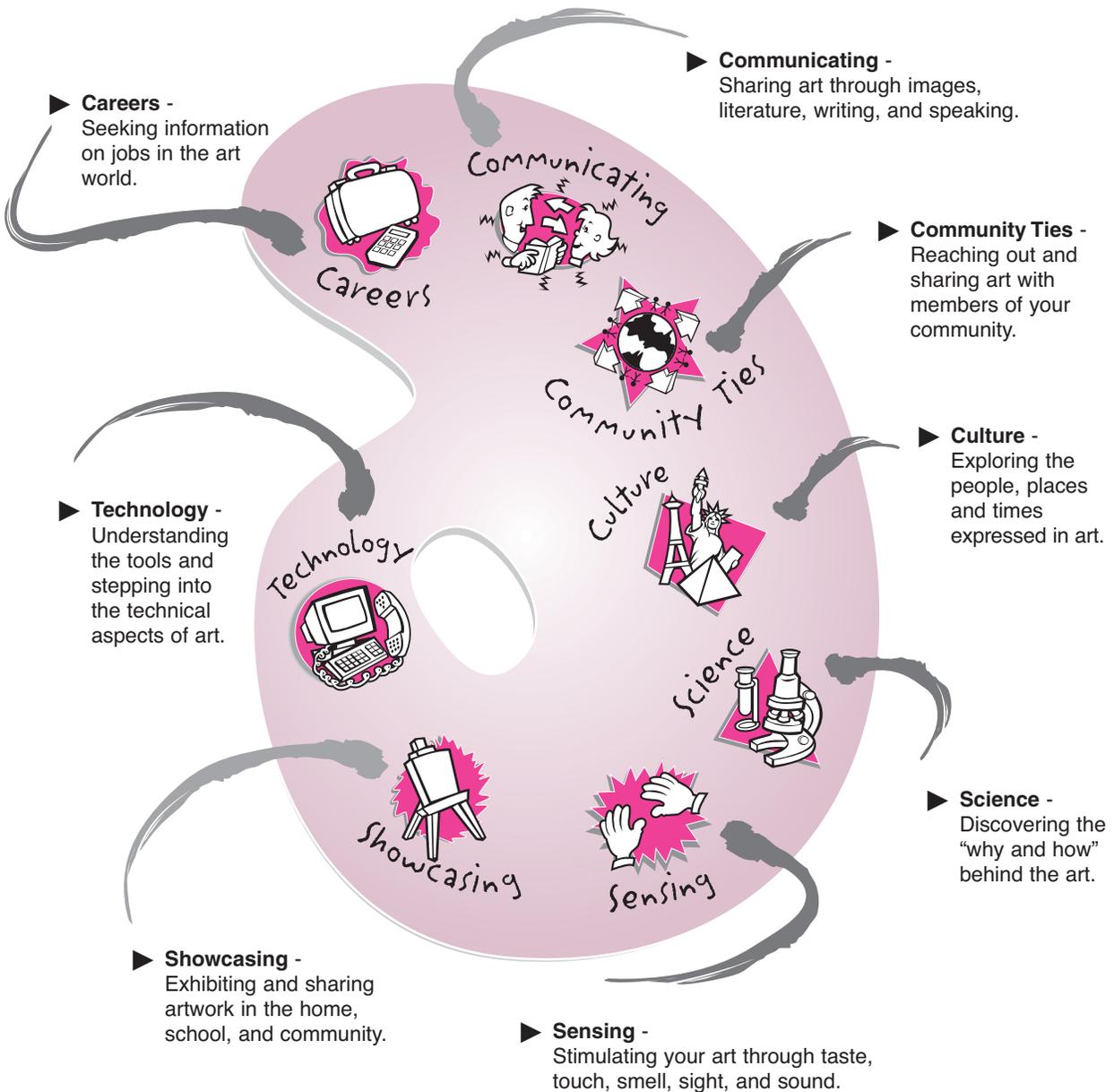
Palette Connections

The unit palette enhances each activity by connecting children to the larger community.

The units in *A Palette of Fun* focus on seven art topics. Each topic has its own palette with connections to eight other learning experiences.

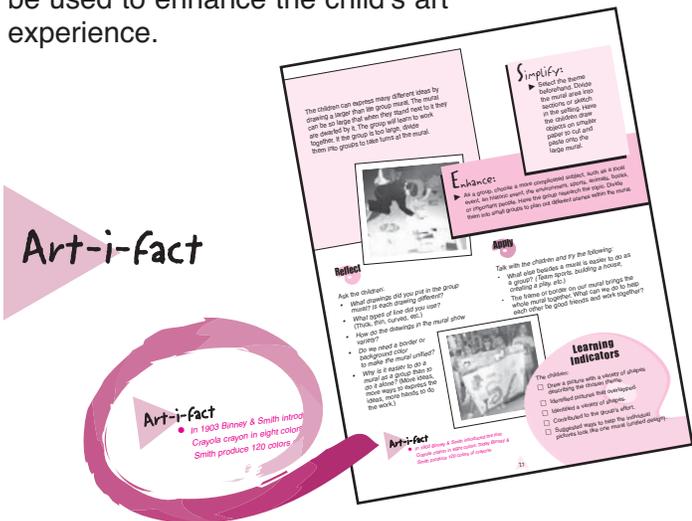
Children learn more when exposed to the same ideas in a variety of ways. You can create an experience unique to your group by mixing and matching the connections to the activity just as you would mix and match colors. The result will be a multi-colored picture painted with every color on the palette.

Each color well on the unit palette connects the activities to:



Art-i-facts

Each unit has facts and information relating to culture, history, science, and art. These “art-i-facts” like the palette connections can be used to enhance the child’s art experience.



Family Adventures in Arts and Crafts

Continue the child’s art adventure by sending home the Family Adventures in Arts and Crafts page. *A Palette of Fun* encourages all family members to share and enjoy arts and crafts. The Family Adventure page is one way to connect the adult to the child’s world.

The Family Adventure page offers all the information needed to do an activity at home. Included on the page are an introduction, helpful hints, materials list, and step-by-step directions. Also included is space for you to identify your local program. Just photocopy the page for each child and send it home.



Child Development Outcomes

The 4-H Youth Development Program promotes experiences that help children grow and develop. Experiences in *A Palette of Fun* target six developmental outcomes for children. Each activity lists one to two development outcomes. Use these outcomes to evaluate the success of the activity.

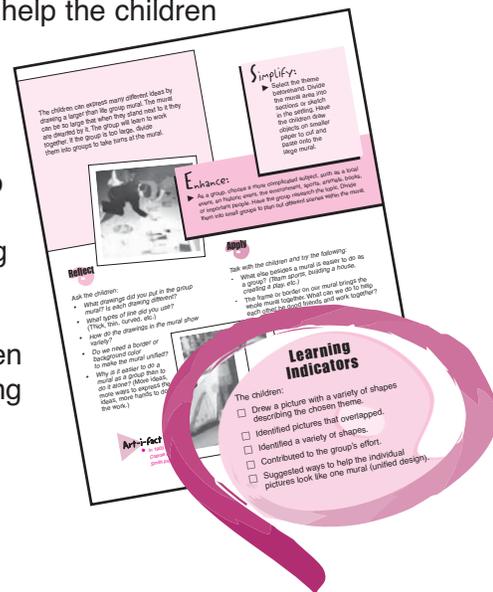
- ▶ Enjoying and appreciating – the children understand and appreciate the art of other children and cultures.
- ▶ Expressing self – the children learn more about themselves and are able to communicate this knowledge to others.
- ▶ Imagining – the children create imaginative and original artwork using problem-solving skills.
- ▶ Interacting with others – the children improve their social skills by interacting with adults, cooperating with other children, and handling conflict.
- ▶ Observing and sensing – the children develop their observation and sensory skills through the art media explored.
- ▶ Manipulating materials – through exploration of a variety of materials the children demonstrate increased ability to manipulate and to understand the possibilities of art media.

Indicators of Learning and Development

As a tapestry is made of many threads of many colors to form the final design, so to is *A Palette of Fun*. Learn-by-doing experiences weave the following threads:

- ▶ Standards for Education in the Arts to guide what the children will learn about art.
- ▶ Skills that the children can apply to many other situations throughout their lifetime.
- ▶ Art experiences that promote healthy growth and development.

At the end of each activity there are indicators that describe what the children will do to let you know what threads they are learning. You can use these indicators to add your own questions to help the children reflect on what they learned and apply that knowledge to what they may do at home, at school, or relating to friends. The design of our tapestry is children having fun learning through art experiences.



Elements & Principles of Design

A design is an arrangement, a way of organizing something. In arts and crafts, even though we use many different materials, the visual appearance (that is what our eyes see and our brain decodes) can be reduced to six elements of design. They are line, shape, form, space, color, and texture. They are what we organize. They are the tools.

The principles of design are how we organize or use the tools. The principles of design are balance, emphasis, movement, pattern, proportion, repetition, rhythm, variety, and unity.

Elements: What to Organize



Line



Line is a mark with greater length than width. Lines can be horizontal, vertical or diagonal, straight or curved, thick or thin.



Form



Forms are three-dimensional shapes, expressing length, width, and depth. Balls, cylinders, boxes and triangles are forms.



Color



Color is light reflected off objects. Color has three main characteristics; hue or its name (red, green, blue, etc.), value (how light or dark it is), and intensity (how bright or dull it is).



Shape



Shape is a closed line. Shapes can be geometric, like squares and circles; or organic, like free-formed shapes or natural shapes. Shapes are flat and can express length and width.



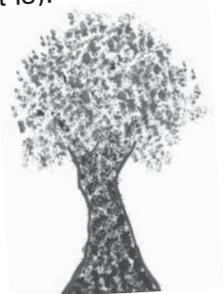
Space



Space is the area between and around objects. The space around objects is often called negative space; negative space has shape. Space can also refer to the feeling of depth. Real space is three-dimensional; in visual art when we can create the feeling or illusion of depth we call it space.



Texture



Texture is the surface quality that can be seen and felt. Textures can be rough or smooth, soft or hard. Textures do not always feel the way they look; for example, a drawing of a porcupine may look prickly, but if you touch the drawing, the paper is still smooth.

Each activity in *A Palette of Fun with Arts and Crafts* will emphasize specific elements and principles of design. By learning and using the elements and principles of design, the children will increase their understanding of how and why they design a certain way.

Point out the elements and principles highlighted in the activity. Encourage the children to talk about the elements and principles when they talk about their artwork.

Principles: How to Organize



Balance



Balance is the distribution of the visual weight of objects, colors, texture, and space. If the design was a scale these elements should be balanced to make a design feel stable. In symmetrical balance, the elements used on one side of the design are similar to those on the other side; in asymmetrical balance, the sides are different but still look balanced. In radial balance, the elements are arranged around a central point and may be similar.



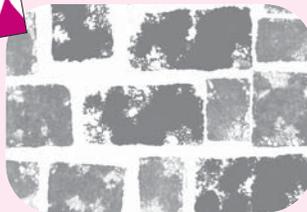
Movement



Movement is the path the viewer's eye takes through the artwork, often to focal areas. Such movement can be directed along lines, edges, shape, and color within the artwork.



Pattern



Pattern is the repeating of an object or symbol all over the artwork.



Proportion



Proportion is the feeling of unity created when all parts (sizes, amounts, or number) relate well with each other. When drawing the human figure, proportion can refer to the size of the head compared to the rest of the body.



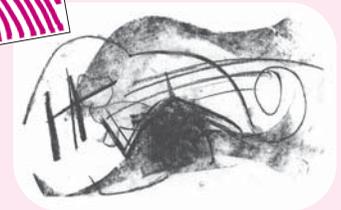
Repetition



Repetition works with pattern to make the artwork seem active. The repetition of elements of design creates unity within the artwork.



Rhythm



Rhythm is created when one or more elements of design are used repeatedly to create a feeling of organized movement. Variety is essential to keep rhythm exciting and active, and moving the viewer around the artwork. Rhythm creates a mood like music or dancing.



Variety



Variety is the use of several elements of design to hold the viewer's attention and to guide the viewer's eye through the artwork.



Emphasis



Emphasis is the part of the design that catches the viewer's attention. Usually the artist will make one area stand out by contrasting it with other areas. The area will be different in size, color, texture, shape, etc.



Unity



Unity is the feeling of harmony between all parts of the artwork creating a sense of completeness.

For example...

Here are 10 lines drawn inside a box. In the first box they are arranged vertically in order across the middle of the box. The arrangement looks balanced with a regular rhythm, like marching soldiers.

1



In the second box the lines are arranged in two columns of horizontal lines. How is this arrangement different? How is it similar? Does it remind you of something?

2



3



In the third box, the arrangement of lines seems less organized. Do the principles of visual design still apply here? How? Describe the arrangement.

Cutting and Pasting

Palette Connections

"Paper cutting—in all its various forms—is an ancient art, a gentle teacher, and a constant pleasure".

Chris Rich, *The Book of Paper Cutting*

The scissors is one of the first tools children learn to use. With repeated practice, children grow confident in their ability, eventually enabling them to handle more complicated tools safely. Most children enjoy creating with scissors, paper, and glue. With these simple materials they can construct, imagine, and express themselves. Cutting and pasting paper is easy to organize and offers any number of activities that foster independence, tool handling, and creativity.

The activities in this unit encourage the children to explore ways to cut and assemble papers while also learning about themselves and their friends, traditional and family customs, and the language of art and design.

A child's ability to perform independently often depends on how suitable the tool is. Check to see if you can cut with the scissors. Sometimes we expect children to cut with a tool adults would never use. To encourage as much independence as possible, scissors should be the right size for the child's hand and the task. Have left-handed scissors available. Special adaptive scissors are available for children with limited manual dexterity.

Reinforce scissors safety when working with children. Key points to review are:

- Pick-up scissors and pass to others by the handle of the scissors only.
- Never point scissors at yourself or others.
- Always cut away from your body.
- Do not spin scissors on tables or walk around with scissors.

1. **Painting with Paper and Milk Glue**

2. **Connecting to Our Puzzle**

3. **Scissors Snipping**

4. **Pop-Up Pizzazz**

5. **Books Tell a Story**



Communicating

- ▶ Have the children read and show the storybooks and pop-ups they create to younger children.
- ▶ Read the following books:
 - *Breaking into Print: Before and After the Invention of the Printing Press* by Stephen Krensky, 1996.
 - *How a Book is Made* by Ailiki, 1986.
 - *Writing It Down* by Vicki Cobb, 1989.
 - *Matisse From A to Z* by Marie Sellier, 1995

Technology

Collect and learn about different kinds of scissors and their uses (manicure, surgical, lawn trimmers, tin snips, etc.). The Polish shepherders used sheep shears for cutting the first Wycinanki from leather. Later paper was used. Would any other scissors be good for paper cutting designs? How does a scissors cut?

Community Ties

Share the artwork created with family, friends and the community. Pop-ups make great greeting cards. Cut snowflakes and create a wonderful hanging snowfall in a care center.

Showcasing

Displaying the children's artwork enhances their self-esteem. Look for places where the children can share their artwork with family, friends and community.

Cultural

The art of paper cutting is nearly two thousand years old and is a technique used by people of all ages in every part of the world. Search these links for information:

- ▶ *Master Paper Cutting* with cultural links www.dsha.K12.wi.us/Clarice/links.htm
- ▶ *Russian Silhouette* www.chat.ru/~russiluet/en/
- ▶ About.com™ *Scherenschitte* <http://artforkids.miningco.com/library/weekly/aa013198.htm>
- ▶ Wycinanki: *Famous Polish Papercutters* www.sheldonbrown.com/joyce/wyc-artists.html

Careers

What other tools cut besides scissors? Learn about toolmakers and machinists and about the tools they use to cut.

Science

- ▶ Experiment and find out how to make glue. One way is adding a little water to wheat flour. What causes wheat to stick? Do other grains have the sticky substance? Glue can be made from milk. For help, visit *Bizarre Stuff* at <http://freeweb.pdq.net/headstrong/glue.htm>
- ▶ What are the latest glues made of? See Ohio Wesleyan University Project Primary's *PolyMer and Her Extended Family* at www.owu.edu/~mggrote/pp/chemistry/polymer/f_polymer.html
- ▶ For more glues, check out *Sticky Things: Helping Your Child Learn Science* at www.familyhaven.com/parenting/helping/sticky.html
- ▶ Folding and cutting paper creates beautiful symmetrical and geometric designs. Discover the work of M. C. Escher. Escher was a Dutch graphic artist known for his repeating geometric patterns called tessellations. Explore online *The World of Escher* www.worldofescher.com/

Sensing

The People Puzzle: Here's an active group puzzle. Use masking tape to mark a 4' x 4' area on the floor as a boundary for the puzzle. Ask a child to be the designer. The designer picks a child and tells them to stand in a certain way (with hands on hips, both hands on the floor, etc.). Then the designer picks another child and tells them how to connect with the first one (put one hand on his/her head and the other on an elbow, etc). The designer continues picking until all children are connected to each other. When the puzzle is complete, admire and applaud, then pick a new designer and begin again.

Painting with Paper and Milk Glue

Descriptor & Goal:

Make glue from milk and use it to create colorful designs with a variety of shapes and colors from tissue paper.

Recommended

Grades:

2–6

Elements:

Color and shape

Principle:

Variety

Child Outcome:

Expressing self and observing and sensing

Life Skill:

Problem solving

National Art

Standard:

Understanding and applying media, technique, and processes; making connections between visual arts and other disciplines

Activity Time:

15 minutes per batch of glue for 6 children, 30 minutes to create the design

Preparation:

Time: 30 minutes

Materials:

- Recipe for Milk Glue (makes enough for six paintings)
 - 2 cups of skim milk
 - 6 Tablespoons of white vinegar
 - 4 Tablespoons of water
 - 1 Tablespoon of baking soda
- Stove, heating element, or electric fry pan (Requires adult supervision.)
- Non-metallic pan (Teflon works)
- Measuring cup and tablespoon
- Wooden spoon
- Strainer (optional)
- Cup-size containers
- White poster board (app. 9" x 12")
- Colored tissue paper (scraps work well!)
- Scissors
- Plastic knives or craft sticks
- Newspaper
- Smocks

Setup:

- Read through the activity.
- Gather supplies.
- Lay down newspaper to protect the tables.
- Create a safe "cooking" area where a group of six can make and watch its glue form. Have ADULT SUPERVISION at all times.
- Try the glue recipe and have an extra batch ready.
- Use some of the glue to make a sample paper-painting showing overlapping shapes. Use scraps for shapes.
- Pass out poster board, scissors, and plastic knives. Set the colored tissue paper where the children can get it easily.
- Put on smocks.

Background

Many of our glues, varnishes, and paints come from ordinary household products. We are so used to buying them in the store; we no longer know their origin. Artists used to make their glues, paints, and varnishes at home using milk, eggs, and animal hides. They used rabbit skin glue to prepare their canvases for oil painting. They mixed egg white with powdered paint to make egg tempera paint. And they protected their finished paintings with varnish made from milk. **Casein** is used in glues, paint, and varnish, and also in cheese and plastics. For more on glues and polymers, see the Science connection of the Cutting and Pasting Palette.

What happens when you put part of one colored shape over another? Usually, you will cover up part of a shape. But what happens if you use colored tissue paper shapes made wet with diluted glue? Then beautiful new colors and shapes appear. And that's not all! These colors will "bleed" or smear and you can control this smearing with a brush. That's still not all! If you use a polymer glue, like Elmer's® or glue made from milk, the new colored shapes will stay vibrant even when it dries. The glue acts like a varnish, surrounding the color with smooth polymer molecules that keep it looking wet.

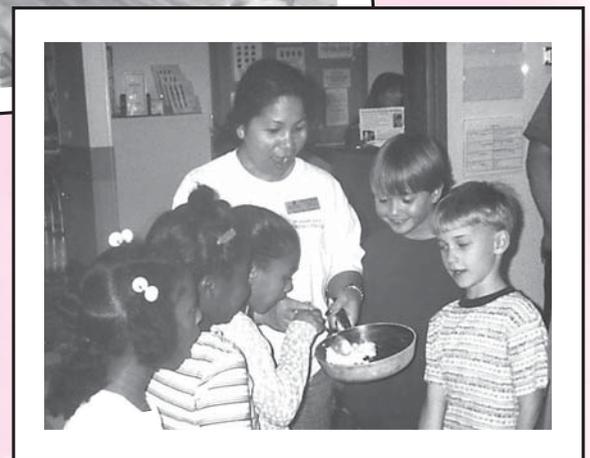
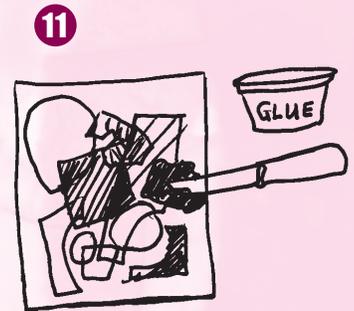
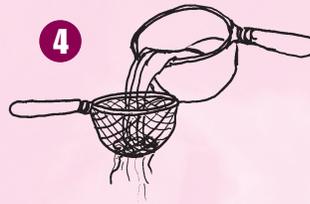
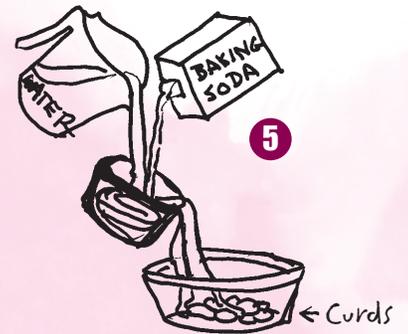
Remember to use caution when working around a heat source. Have adult supervision to help the children make the glue. When finished with the activity remember to wash the brushes.

Ready, Set, Glue!

Do

Have the children follow these directions:

1. You are going to paint paper with glue made from milk. Work in groups of six to make the glue.
2. With adults help heat the skim milk and vinegar slowly, stirring continually.
3. With adult help, remove from heat when it begins to curdle. Stir until the curdling stops.
4. Let the curds settle to the bottom, then pour out the liquid. You may want to use a strainer. Pat the curd with a paper towel to get rid of any excess moisture.
5. Mix the water and baking soda together. Add the mixture to the curd.
6. Watch it bubble. Mix to a smooth consistency. When the bubbling is over, the glue is ready. Divide the glue into 3–6 portions. (The glue may be stored a few days in sealed containers. Add a small amount of water, if difficult to spread.)
7. Now you are ready to use your glue to create a design.
8. Put your name on the back of the poster board and turn it over.
9. Select 5–6 colors of tissue paper.
10. Cut different sizes and shapes of tissue paper. Cut enough shapes to cover the entire surface.
11. Spread glue over a large area of the poster board. Arrange some of the tissue shapes on the glue. Spread more glue over the shapes. Add more shapes, overlapping some of them. Spread glue over these new shapes.
12. Continue until your arrangement fills the entire surface. Be sure to overlap colored shapes. Try different colors and several layers.
13. When finished, let the painting dry for 1–2 hours.
14. Clean the work area.
15. After paintings dry, draw details using markers.



Reflect

Ask the children:

- *What did the milk glue (casein) do to the tissue paper?* (Made it stick together, made it shiny, made the colors look wet even when dry, made the paper transparent so that we could see more of the color underneath)
- *What happens to the shapes when you put one piece of tissue paper over another?* (Made new colors and shapes.)
- *What happens to colors when you put one piece of tissue paper over another?*
- *Are your colors all the same? Do they complement each other? Are they analogous, next to each other on the color wheel?*
- *What shapes did you use, free form or geometrical?*
- *How did you vary the way you used shape and color in your design?*
- *What else can you do to add variety to your design:* (Add more shapes, cover with a large shape, crumble paper to make a 3-D part.)

Art-i-fact

- *Ts'ai Lun developed true paper made from the pulp of mulberry, bamboo, and other fibers.*

Simplify:

- ▶ Instead of making milk glue, dilute white glue such as Elmer's® using 2 parts water to 1 part glue. Use large watercolor brushes to apply the glue.
- ▶ Have the children tear the shapes instead of cutting them.

Apply

Talk with the children and try the following:

1. Make a paper painting of a landscape, an underwater scene, a still life, portrait, or a fantasy.
 2. Paint tissue paper on boxes and other containers. Apply several coats of milk glue (casein) as a finishing varnish.
- *What other ways can you use casein?*
 - *What else makes glue? What other glues could you use for paper painting?*
 - *What glues would not work for paper painting?* (Wheat paste or any glue that does not dry transparent.)
 - *How do artisans in wood products use glues?* (Joining and varnish)
 - *Can you think of how glue is used in house building?* (Attaching tiles, linoleum, securing sub-floor to joists, joining joints, etc.)

Learning Indicators

The children:

- Observed and expressed how they created new colors by gluing one color of tissue paper over another.
- Observed and expressed how they made new shapes by using colored tissue paper.
- Experimented with different kinds of diluted glues.
- Identified ways glue is used in other disciplines such as woodworking and building houses.

Connecting to Our Puzzle

Descriptor & Goal:

Create a group puzzle with individually designed pieces as a way to get to know each other.

Recommended Grades:

K–6

Element:

Shape

Principle:

Variety and unity

Child Outcome:

Expressing self

Life Skill:

Contributions to group effort

National Art Standard:

Reflecting upon and assessing the characteristics and merits of their work and the work of others

Activity Time:

45 minutes to 1 hour

Preparation:

Time: 20 minutes

Materials:

- 2 large pieces of craft/butcher paper (approx. 4' x 4' to 4' x 8')
- Magazines of interest to children
- Scissors
- Colored paper (scraps)
- Glue
- Markers or Crayons
- Tape

Setup:

- Read through the activity.
- Draw a puzzle on one piece of large paper and trace it onto the other. Keep one as a pattern.
- Cut the other into puzzle pieces, one per child.
- Set out materials where the children can use them.

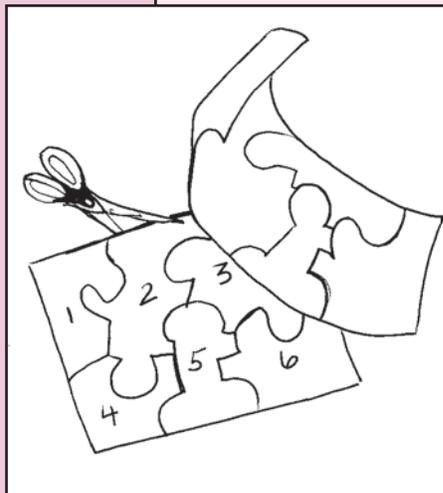
Background

When we design, we arrange the parts so that everything fits together. The parts vary, but like a jigsaw puzzle, we put them together to form a unified whole. The children will create their individual puzzle pieces that express their uniqueness. Then they will put them together into a group puzzle that will express the variety of the individuals and the unity of the group.

Collage is a cutting and pasting technique suited for learning how to arrange bits and pieces into a unified design. Collage comes from the French word **colle** for glue. The designer cuts and selects various materials including paper, wood, and fabric; then groups, overlaps, and organizes the pieces before gluing them to a flat surface. Early in the 20th C. the artists Picasso and Braque developed this technique by gluing newspaper clippings and other odds and ends to their paintings. They were interested in ways to include bits of “real life” into their designs.

Encourage the children to cut a variety of shapes and sizes. Then, instead of gluing the pieces hastily all over the surface, discuss ways to arrange the collage pieces:

- **Grouping** – place cut pieces into groups of varying sizes. The pieces in each group may have some quality in common, such as color, size, or subject. The viewer will look from group to group and still enjoy the variety of groups.
- **Overlapping** – partially cover one piece so that only part of the underneath one shows. Overlapping can give a feeling of depth or distance.
- **Patterning** – arranges the piece in an order that creates a pattern, such as little piece, big piece, little piece, and so on. Patterning gives a feeling of rhythm, like soldiers marching or water swirling.



Ready, Set, Design!

Do

Have the children follow these directions:

1. Pick out a puzzle piece.
2. Cut out several pleasing magazine pictures, words, and color shapes.
3. Arrange the magazine cutouts on the puzzle piece in a way that tells about you. Cover the puzzle piece with cutouts.
4. Trim off any magazine cutouts that hang over the edge of the puzzle piece.
5. Add your name, and words or drawings telling about you.
6. After everyone is done describe your puzzle piece and how it fits into the group puzzle.
7. Tape your puzzle piece to the large puzzle backing.
8. After all the pieces are in place, glue them down securely to the puzzle backing. Hang the puzzle where the group can look at it.



H TROPICAL
JUNGLE



Reflect

Ask the children:

- *What shapes are the same?*
- *Where did someone group the shapes on the puzzle piece? Where did someone overlap and where did someone create a pattern with the shapes?*
- *How many puzzles are there? (One) How did they become one? (We connected them).*
- *How did you arrange the cutouts on your piece so they fit together? (Answers vary: "grouped them by topics," "made a scene or a story," "overlapped them," "put circles around the pieces").*
- *What does the group puzzle look like?*
- *What did you do to help create the group puzzle?*

Apply

Talk with the children and try the following:

1. *What can we add to the whole puzzle to help make it look more together? (Answers will vary: outline the pieces in black marker, add a border or frame, and put group name on it.)*
 2. *Design a puzzle based on a theme chosen by the group such as a city map, garden, or playground. (Use the activity to help the group learn to work together while they use variety and unity in a different design.)*
- *How is variety expressed in the puzzle?*
 - *How can we make the puzzle more unified?*
 - *What steps did we take to select on a common theme for the puzzle? Can we use these steps to make other group decisions?*

Simplify:

- ▶ The children create a paper "patchwork quilt." Select two–four colors of square construction paper for the collages. After the children have made their individual patches; help them create a pattern with the different colored squares to form the group quilt.

Learning Indicators

The children:

- Created a puzzle piece that expressed something about them.
- Talked about how they arranged shapes (grouping, overlapping, or pattern) to create variety.
- Identified how their individual efforts contributed to the group puzzle.
- Reflected and expressed how to create unity in their group puzzle from the many individual puzzle pieces.

Unit 1

Scissors Snipping

Descriptor & Goal:

Cut paper designs based on traditions from around the world.

Recommended Grades:

3–6

Elements:

Shape

Principle:

Balance

Child Outcome:

Manipulation of materials

Life Skill:

Learning to learn

National Art Standard:

Understanding and applying media, technique, and processes; understanding the visual arts in relation to history and culture

Activity Time:

20–30 minutes

Preparation:

Time: 20 minutes

Materials:

- Paper (cut into squares)
- Scissors
- Mounting paper (optional)

Setup:

- Read through the activity.
- Select paper. Regular copy paper works best.
- Cut paper into squares, 4" to 12"; 6 per child to begin with.
- Set out supplies.
- Reinforce scissors safety.

Background

Scissors snipping focuses on the principle of balance. When paper is folded and cut, the design is repeated symmetrically, like a mirror image. Folding the paper diagonally creates radial symmetry or balance. As the children snip, talk about the history of paper cutting and show samples of cut paper.

Paper cutting is an age-old technique found in every part of the world. Paper cutting has been used for everything from decorating the home to honoring ancestors. Today, these customs continue. Paper cutting is pleasurable for adults and children alike. Creating designs as a group activity is a way to establish family traditions that can be passed on and shared with others. Here are some cultural variations.

The Chinese invented paper around 200 AD. They used paper embroidery patterns and stencils on fabric and pottery called **Chien-chih**. As part of a funeral rite, they cut out and burned paper replicas of a person's belongings so that the belongings would go with the owner into the afterlife. The Chinese gave away gifts and decorate their homes with paper fish, flowers, lanterns, dragons, and birds.

Amati figures are symmetrical paper figures cut by the Otomi Indians of Central America. Amati is a paper-like substance made from the inner bark of the fig tree. The Otomi sell Amati figures to tourists and make religious votive figures in colors that represent the spiritual forces called to mind at planting, harvest, burials, and healing rituals.

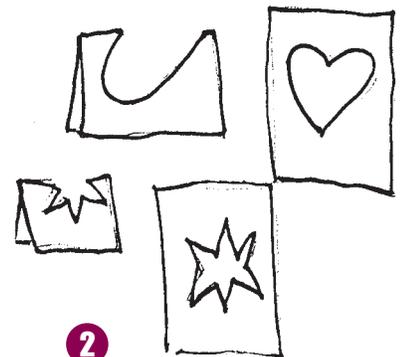
Monkiri, the earliest Japanese paper cutting technique, was used for family crests. The Japanese also developed the art of folding

Ready, Set, Snip!

Do

Have the children follow these directions:

1. Fold the square of paper in half.
2. Cut a shape out of the folded side of the paper.
3. Cut several smaller shapes out of the folded side.
4. Open the paper and look at the design.



paper called origami. Japanese designs reflect an interest in natural symmetry, like you'd find in the chrysanthemum. Today's paper cutting technique is called **kirigami**.

Paper cutting traveled west through the trade routes of the Middle East, where in the 16th C. a Turkish union of craftsmen created a portable cut paper garden for the sultan. Islamic designs include vines, flowers, and intricate geometric shapes, but not the human form which their religious beliefs forbid.

There are many regional variations in Europe. **Scherenschnitte**: an early German paper cutting technique was used to make small prayer cards that were exchanged as gifts at religious ceremonies. These evolved into the popular German and Swiss designs cut in black or white and mounted on a contrasting color. Designs include intricate scenes and sayings.

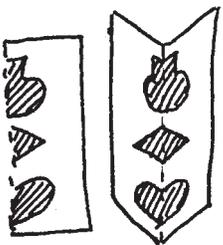
The Polish art of **Wycinanki** grew out of the peasant custom of cutting designs in sheepskin. The first paper designs were probably cut with sheep shears. These Polish colored paper designs are cut mainly for pleasure and decoration.

The silhouette cutting done in France was a popular and inexpensive way to make a portrait. It was named after Etienne de **Silhouette**, a miserly 18th C. Minister of France.

In European Jewish communities, men and boys were primarily, though not always, the paper cutters. They created designs related to Scripture and the Torah.

Immigrants brought all these paper cutting traditions to the United States.

Liebersriefe were paper cut love letters created by the Pennsylvania German and Dutch. These developed into the popular lacy Victorian Valentines. The Pennsylvania Germans and Dutch also cut designs of religious texts, marriage certificates, and other important papers.



3

4

5

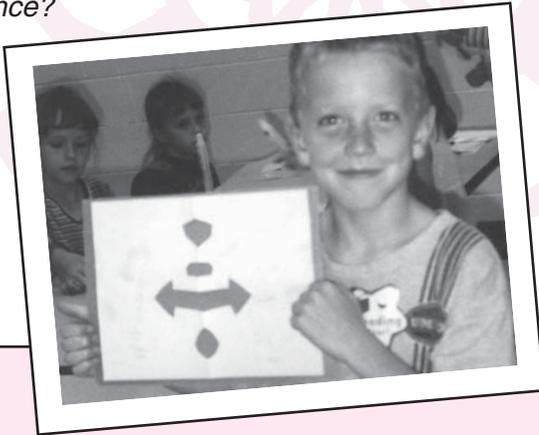
5. Try folding the paper twice the same way, in fourths, or diagonally twice.
6. Try many kinds of cut shapes.
7. When all of the designs are cut, display them by gluing them to a different colored piece of paper. Hang your design on the wall or use as a placemat or greeting card.



Reflect

Ask the children:

- *When you cut a shape on one side of the fold, what happens on the other?* (It makes a hole the shape of both sides together and twice as big as the cut.)
- *What kind of shapes did you make?*
- *What happens if you cut a shape on the unfolded edge?* (You get an edge design, but not a hole.)
- *How else can you fold and snip?*
- *How would you fold and snip to create radial balance?*



Apply

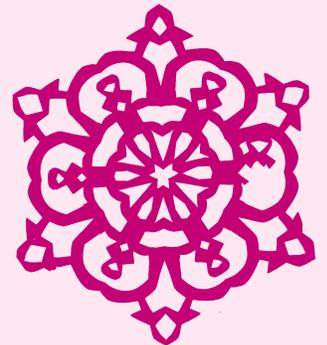
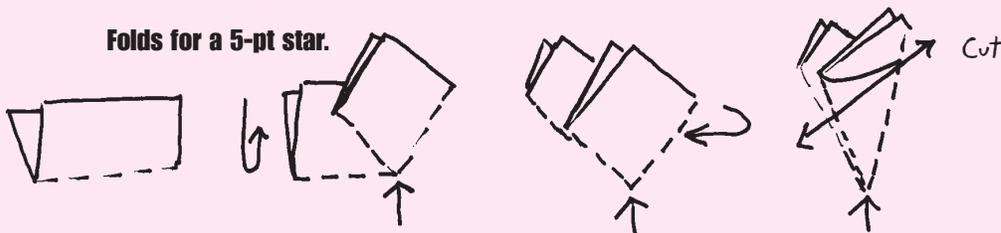
Talk with the children and try the following:

1. Fold the paper to make a 6-pointed snowflake or a 5-pointed star.
 2. In a drawing or painting computer program, make symmetrical designs using the rotate function. Try computer software programs such as Printshop and Paint.
 3. Make luminaries or hanging lanterns.
- *Which designs are the most difficult to make? Why?*
 - *How can you use scissors snipping to decorate for family and community celebrations?*

Folds for a 6-pt snowflake.



Folds for a 5-pt star.



Art-i-fact

- *Papier colle' is a way of using cut paper to create vivid images. The famous French artist Matisse used this technique.*

Learning Indicators

The children:

- Tried a variety of folds.
- Demonstrated how to create balance by varying the folding and snipping of their paper.
- Expressed interest in how other cultures used paper cutting.

Pop-Up Pizzazz

Descriptor & Goal:

Make pop-up cards and create negative spaces.

Recommended Grades:

3–6

Elements:

Shape and space

Principle:

Emphasis

Child Outcome:

Manipulation of materials

Life Skill:

Learning to learn

National Art Standard:

Understanding and applying media, technique, and processes; using knowledge of structure and functions

Activity Time:

40–50 minutes

Preparation:

Time: 40 minutes

Materials:

- 9" x 12" construction paper, 3 colors per child
- Scissors
- Glue
- Pencils
- Optional: markers, crayons, magazines

Setup:

- Read through the activity.
- Pass out scissors and pencils.
- Cut several sheets of colored paper in half (6" x 9"). Each child should have two full sheets (9" x 12") and one half sheet (6" x 9").
- Make sample pop-ups.
- Make a sample pop-up card to show step-by-step instructions.
- Give each person a small sheet (6" x 9") of paper.
- Review scissors safety.

Background

Pop-ups grab our attention. Open a card and something jumps out at us to make us smile. In this activity, the children will make positive shapes jump out of negative shapes. In cartoons like Road Runner®, a character runs through a wall leaving behind a hole the shape of the character. The shape of the character makes a positive shape; the wall is a negative shape. The children will create their own pop-ups and use the negative shape for walls, shadows, or other backgrounds. The children will emphasize a part of the design and create a pop-up with pizzazz!

Ready, Set, Pop-up!

Do

Demonstrate and have the children follow along:

1. Cut an interesting shape out of one side of your small piece of paper. Leave about an inch around the shape, except at the bottom. You can cut out an animal, an object, or a geometric or abstract shape.
2. Hold up the shape. Hold up the rest of the paper behind it.
 - Which is the positive shape? (*The one cut out.*)
 - Which the negative? (*The area around the shape.*)
 - What does the negative shape tell you about the shape?
 - In cartoons, like Road Runner®, when a character runs through a wall, how do we know who it is? (*The hole is the shape of the character.*) You can use the negative shapes too.



Reflect

Have the children follow these directions:

1. Fold one large piece of paper in half so that it is the same size as the small one.
2. Cut two, 1" slits into the folded side. Open the paper, and bend the cut part in so that it forms a hinge.
3. Glue your pop-up shape onto the hinge.
4. Take the negative shape and glue it onto the card behind or under the shape.
5. With the hinge free, glue a second sheet of paper to the outside of the card.
6. Decorate and add words to make a greeting card.

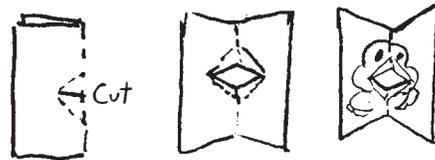
Ask the children:

- How does the pop-up draw attention to your design?
- What catches your eye?
- Which of the negative spaces look like shadows?

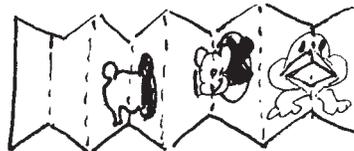
Apply

Talk with the children and try the following:

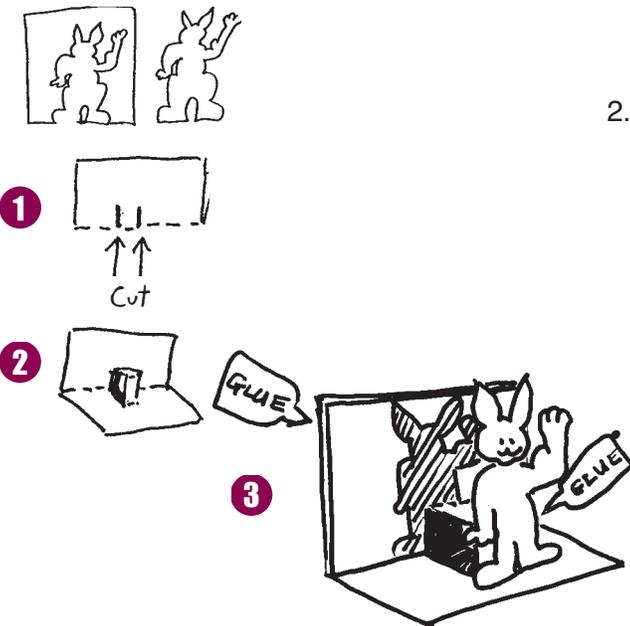
1. Cut different sized slits to place shapes in different areas. Try other pop-up techniques, like cutting one slit into the fold and bending the paper on either side of the slit to form a beak or mouth. Cut holes and flaps into the sides of the card and paste or draw shapes behind them.



2. Create a pop-up book. Fold a long piece of paper into several panels like an accordion. Make a pop-up on every inside fold.



How do the shape, background, color, and words fit together to give a specific feeling to your card?



Enhance:



- ▶ Carefully cut around a cartoon character or superhero from a comic strip. Paste the character on the pop-up hinge and the negative space on the back of the card.
- ▶ Using your name and a word that describes you, like "Mighty Mike" or "Super Sally" cut thick letter shapes out of colored paper. Use a different color for each letter and alternate using the positive shape of the letter, then the negative space.

Learning Indicators

The children:

- Identified positive and negative shapes and spaces.
- Tried different pop-up techniques.
- Demonstrated how to use positive and negative spaces to create emphasis.

Books Tell a Story

Descriptor & Goal:

Create a simple accordion book that tells a story.

Recommended Grades:

4–6

Element:

Shape

Principle:

Rhythm and unity

Child Outcomes:

Expressing self and manipulating materials

Life Skill:

Communicating

National Art Standard:

Understanding and applying media, technique, and processes; making connections between visual arts and other disciplines

Activity Time:

2–3 sessions, 45 minutes each

Preparation:

Time: 1 hour

Materials:

- Large sheets of craft or drawing paper
- Colored poster board or card stock for covers
- Cord, yarn, string or ribbon
- Scissors
- Glue for paper
- Pencils
- Markers, colored pencils, crayons
- Colored paper
- Fabric glue for cord/yarn

Setup:

- Read through the activity.
- Cut a strip of paper for each child. The strip should be 5" to 7" high and 24" to 36" wide. When folded like a fan, the strip will create eight pages. See *DO* steps 1 and 2.
- For each child cut a front and back book cover from poster board or card stock. Cut the two cover pieces slightly larger than the folded paper.
- Pass out scissors and glue. Put the rest of the supplies where the children can get them easily.
- Make a sample of an open accordion book and a closed accordion book.
- Display many examples of children's picture books.

Background

What do you enjoy about a book? The story? The words? The pictures? What do you enjoy about the book itself? Do you like the way it feels when you hold it? Do you like its size, shape and weight? While making a simple folded book, children can work with all aspects of bookmaking.

Children will create, write and illustrate their own story. They will design and make a book for their story. Children may choose to draw on each page adding words to their illustrations or they may focus on one idea and expand on the theme on each page. When finished they will read and show their books to others.

Two types of books are shown here: an open accordion with fourteen pages and a closed accordion, which opens like a book or fan, with eight pages. Both will have card stock covers. As you and the children begin bookmaking

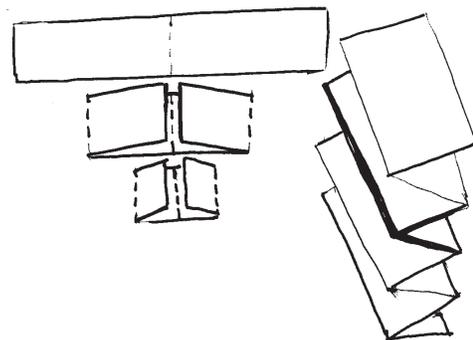
Ready, Set, Create!

Do

Have the children follow these directions:

1. You are going to create an accordion book from start to finish.
2. Fold the long strip of paper in half. Open, and then fold each end in towards the centerfold. Fold the outer edge into the center again. Open it up and bend at the creases like a fan. Your book will have a cover on the front and back. The closed accordion book will have 8 pages. And the open accordion book will have 14 pages.

2



Reflect

Ask the children:

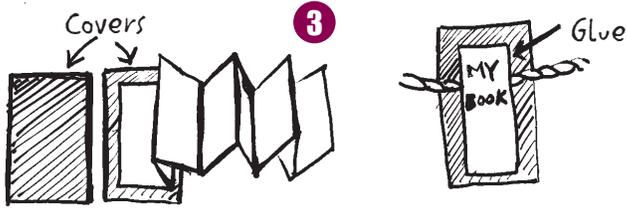
- What makes some books special? The story? The pictures? The feel of the book? The size?
- Do you have any special books, like a diary or a sketchbook where you keep secrets or favorite drawings?
- Do you have any books that you like because someone special read them to you?
- Books come in all sizes and shapes. Did you ever have a pop-up book or one that had windows in it, or one that was an unusual shape?
- How did folding the paper shape the book? (Went from flat to three-dimensional.)
- How do the books show rhythm? (Repeated folds create a rhythmic pattern.)

Apply

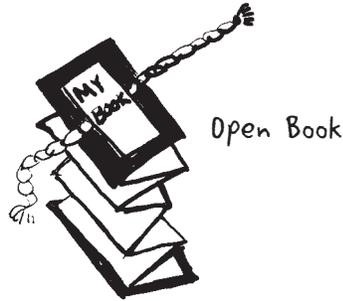
Talk with the children and try the following:

1. Think about what you can do with your book. You might create a story that you can tell in 6 or 12 pages. Create a setting and characters. What will you do on each page? How will the story develop? How will it end?
2. On scrap paper, plan what you will put on each of the pages.
3. Draw and complete your book.
 - What are other ways to make books?
 - How else can you use an accordion book?
 - How did you unite your book and your story or subject? (Answers vary: draw the same thing many times; shaped the book to look like the subject, cut a window between pages, make drawings go from one page onto the next.)

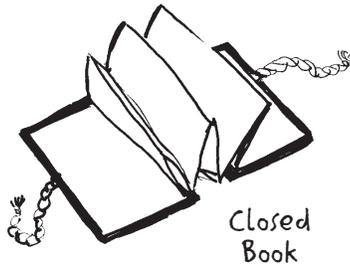
3. Now you can make an Open Accordion or Closed Accordion book.



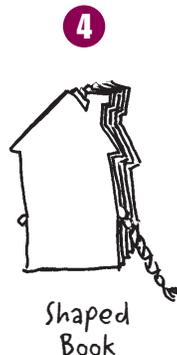
- **Open Accordion:** Run bead of fabric glue across the middle of the front cover. Lay a piece of cord/yarn over the glue line. Glue one end of the folded paper to the inside of the front cover. Glue the back cover to the other end of the folded paper. You can open the book like an accordion; you can tie the cord around the book to close it.

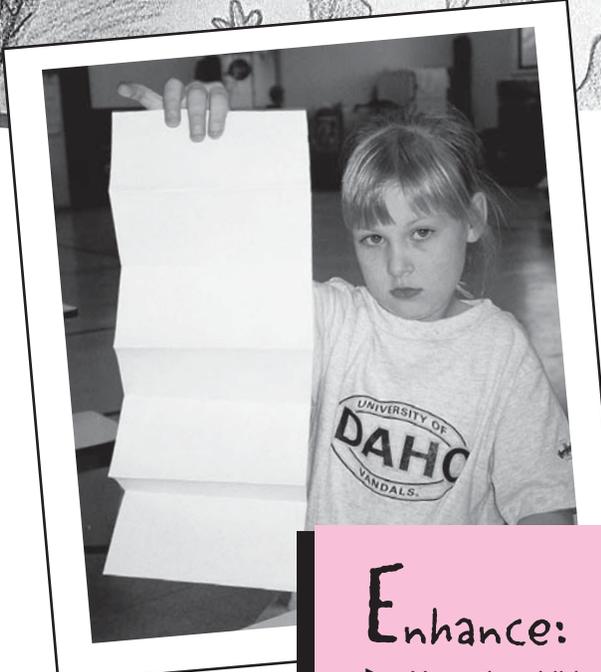
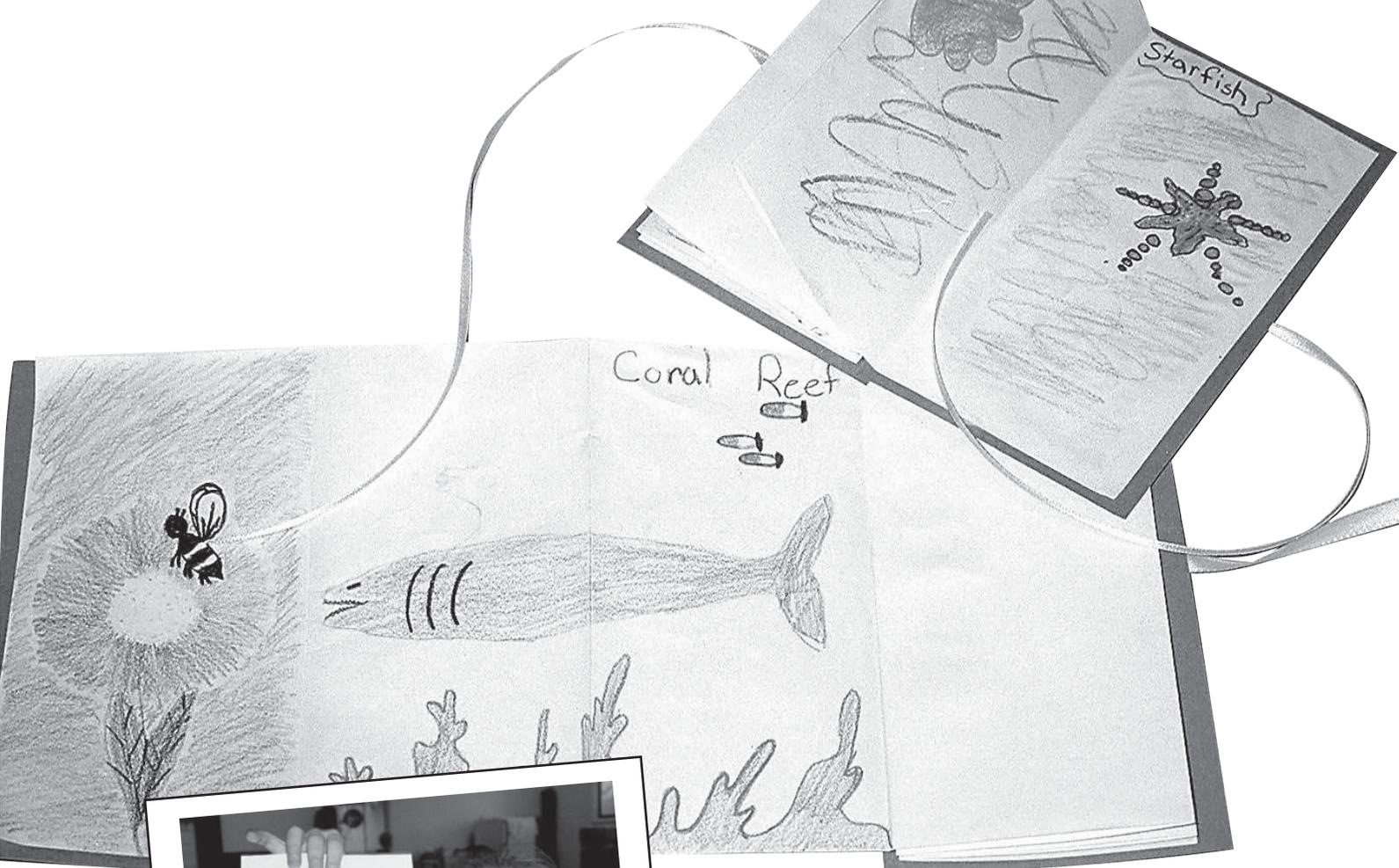


- **Closed Accordion:** Place the 2 covers side by side face down. Run a bead of fabric glue across the center of both covers. Lay the piece of cord/yarn over the glue line. Glue the first and last page of the folded paper to the inside of both covers, over the cord. When you open this book, the cord keeps the back together. It opens like a fan.



4. You may want to shape your book. Cut the top or bottom of the folded pages in a shape, such as a rooftop or archway; be careful not to cut off the folded edges. What will happen if you do?





Art-i-fact

- *Parchment is made from specially prepared sheepskins and goatskins. The finest parchment is called vellum, usually made from calfskin.*

Enhance:

- ▶ Have the children plan, measure, and cut their own paper for the accordion fold and covers.
- ▶ Try other types of book forms and bookbinding. See *Adventures in Art* by Susan Milord for Japanese bookbinding or look in your library.

Simplify:

- ▶ Use the accordion fold to make cards without covers.
- ▶ Create one large group book together.

Learning Indicators

The children:

- Shaped the paper to create an accordion book.
- United their story and book into one storybook.
- Told their stories and showed their books to others.