

Cut Paper Narratives

Sixth grade ELA and Visual Arts

Adapted by Winnie Jones

CORE SUBJECT AREA

ELA

ART FORM + ELEMENTS

Visual Arts

Abstract-Cut Paper

DURATION

Three 55-minute classes

OBJECTIVES

TLs write a narrative story.

TLs create abstract art through cut paper.

MSCCR STANDARDS

W.6.3: Write narratives to develop real and imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, and rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

MSCCR CREATIVE ARTS STANDARDS

VA: Cr 1.1.3.a Elaborate on an imaginative idea.

VA: Cr 2.1.3.a Create personally satisfying artwork using a variety of artistic processes and materials.

VA: Re. 7.1.3a Speculate about processes an artist uses to create a work of art.

VA: Re. 7.2.3a Determine messages communicated by an image.

MATERIALS NEEDED

Construction Paper- various colors- enough for each child to have 3-4 sheets

Copy paper

Scissors

Cut Paper PowerPoint by Jamin Carter from the Kennedy Center

VOCABULARY

Abstract Art

Cut Paper

Narrative

Plot

Characters

Setting

RECOMMENDED RESOURCES

Cut Paper PowerPoint by Jamin Carter

LESSON SEQUENCE

TTW introduce the lesson by having the learners play a game called pass the setting. The learners will be given a sheet of paper that has a setting on it and a few pieces of paper cut to make it look like characters. TLs will have 45 seconds to place the characters on the paper and then create and tell a story to their partner.

TTW explain that we are going to look at how to create abstract art.

DAY ONE

1. TTW explain that we will play a game called “pass the setting.” Learners are required to look at a setting and then place characters on it to make a story come to life. TLs will play this game for several rounds. Once we are

done, TTW explain to the learners what abstract art is and how to create some abstract art.

2. TTW introduce that we are going to be creating stories and creating pieces of art that deal with the periodic table.
3. TTW explain that we will be learning how to create abstract art that tells a story with no words.
4. TTW first have the learners analyze two photos and tell a story that they see using only their words. TTW spend a lot of time having the learners analyze the two pictures.
5. TTW explain to the learners that they will have a partner and will be able to talk with that partner a lot. TTW facilitate the talking and write down things that the learners say. Once the learners come up with their version of the story.
6. Once the learners have analyze the pictures, TTW explain that there are 4 components of telling a story without using words. TTW demonstrate each one of these using the PowerPoint provided. The components are shape, size, space, and color.

DAY TWO

7. TTW explain that they will now create a piece of abstract art that will tell a narrative story. TTW review the components of narrative writing. She will explain that the writing will need to setting, characters, and plot.
8. TTW explain that this part is kind of like the brainstorming part of writing.
9. TLs will create their story without using words by creating abstract art through cut paper. TLs cannot draw they can only cut paper to make their art. TTW explain that the beauty of abstract art is that it doesn't have to be perfect. It is meant to be sloppy and messy.

DAY THREE

10. Once the learners have completed their pieces of abstract art, TTW then explain that they are going to bring their writings to life by writing it down on paper.
11. TLs will then write their stories down. Once they are done they will share their stories to the class.

SOURCES

Cut Paper by Jamin Carter (Kennedy Center)

TIPS + FREQUENTLY ASKED QUESTIONS

Bring the learners close to you while you teach about abstract art so that you can hear them talk.