

Paper Wearable Sculpture

Central Focus/Big Idea <i>1pt</i>	Identity/Presenting yourself through paper wearables
Grade Level <i>1pt</i>	Standards of 10th - actually grades of 10th-12th
Class Size <i>1pt</i>	Average around 20-25?
Time <i>1pt</i>	10:16 am-11:05 am
Class Demographics <i>1pt</i>	Small Urban

National Visual Arts Standards Addressed: *4pts*

Create - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. [VA:Cr2.1.IIa]

Present - Make, explain, and justify connections between artists or artwork and social, cultural, and political history. [VA:Pr6.1.IIa]

Respond - . Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments. [VA:Re7.1.II]

Connect - Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts. [VA:Cn11.1.II]

Unit Overview *4pts*

- In this unit, we will be emphasizing the power of folding paper and the different ways it can be used to create paper fashion. Students will be able to create a paper wearable out of paper folding techniques and show off their personal identities and personalities.
- In this unit, students will discuss and observe the works of Isabelle de Borchgrave and her paper sculptural historical attire.
- Other artists that may be included in the unit are Paul Jackson, Nika Danielska, Elisa Daggs

Student Prior Knowledge and Conceptions *1pt*

Students have a basic concept of paper sculpture taken from Ceramics and Sculpture I. They understand how to form shapes and objects with just paper and glue. Students must also be able to think abstractly in order to create their envisioned wearable.

LESSON OBJECTIVES AND DESCRIPTION *4pts*

Minimum standard: **Condition, observable action, and minimum standard** (quantitative or qualitative). [Link each objective to a National Visual Art Standard – add the standard coding.](#) Use active language using observable behavior. Number the objectives.
Off-limits words: understand, know, learn, appreciate, believe, enjoy, and realize – these are broad, generic terms and are NOT observable or assessable as stand-alone objectives

- Using various types of paper students will create a wearable piece of clothing or accessory considering factors such as weight, balance, and design structure. [VA:Cr2.1.IIa]
- Students will develop and articulate problem-solving skills as they overcome challenges related to structural integrity, fit, and movement in their wearable sculptures. [VA:Cr2.1.IIa]
- Students will successfully engage in constructive peer feedback, offering insights and suggestions to improve each other's work while also learning to accept and integrate feedback into their own designs through a group class critique. [VA:Re7.1.II]
- Using a guided worksheet students will visually plan and annotate the creation of their paper sculpture. [VA:Cr2.1.IIa]
- Students will write an artist's statement to explain the meaning behind their work. [VA:Pr6.1.IIa]
- In small group discussions students will analyze and interpret the meaning behind the artist's works. [VA:Cn11.1.II]

TOOLS, SUPPLIES, AND TECHNOLOGY NEEDED 3pts

- Paper [colored, origami]
- Glue [hot glue, stick glue, liquid glue]
- Printed out sheets on certain origami folding techniques
- Chromebooks
- Artist Handouts

Key Artists 4pts	Isabelle de Borchgrave Paul Jackson Nika Danielska Elisa Daggs
Key Artworks 6pts	Artist, <i>Artwork Title</i> , Year (list at least 2)



Isabelle de Borchgrave, Elizabeth 1 Court Dress, 2001



Elisa Daggs, Caftan, 1966-67

Key Critical Questions 6pts

How does the artist use color, texture, and pattern to create visual interest in the sculpture?

	<p>What cultural, historical, or personal influences can you identify in the artwork?</p> <p>How does the artist achieve balance and harmony in the composition of the sculpture?</p> <p>How does the choice of paper as a medium contribute to the meaning or message of the artwork? Consider how it relates to the original fabric of the piece.</p> <p>Who is the audience for the work, and why do you think that?</p> <p>What role does fashion play in shaping cultural identity, and how is this explored in the artwork?</p> <p>How might artists address issues of sustainability or eco-consciousness in their work?</p>
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VOCABULARY AND LANGUAGE ACQUISITION	
Vocabulary 4pts	<p>Wearable: Able to be worn or carried on the body, typically referring to clothing, accessories, or other items designed for practical use and adornment.</p> <p>Fashion: A style or trend in clothing, accessories, and aesthetics, often influenced by culture, social factors, and individual expression.</p> <p>Composition: The arrangement and organization of elements within an artwork, including consideration of balance, harmony, and visual hierarchy.</p> <p>Proportion: The relationship between the sizes of different parts of an artwork or object in relation to each other and to the whole.</p> <p>Design: The process of conceiving and planning the creation of an artwork or object, including consideration of form, function, aesthetics, and practical considerations.</p>
Language Tasks and Activities 2pts	<p>Artist Statement: Describe their wearable paper sculptures which can include explanations of their inspiration, design choices, and intended meanings behind their creations.</p>

	<p>Students will write an artist statement once the piece is completed in their journal.</p> <p>Peer Feedback and Critique: We will organize peer feedback sessions where students provide constructive criticism and praise for each other's sculptures</p> <p>Students will discuss the artist in class</p> <p>Students are not required to research their item of clothing, but may do so if they need extra visual aid</p>
<p>Language Supports <i>2pts</i></p>	<p>Slideshow presentation</p> <p>Project Handout - with vocabulary in context</p> <p>Guided worksheet with prompts</p>

ACCOMMODATIONS FOR SPECIFIC DIVERSE LEARNERS

Adaptations and Accommodations *2pts*

- Some students go by a different name than their legal name so we will use the name they would like us to call them.
- Offer hands-on learning experiences, such as guided demonstrations of paper sculpting techniques and opportunities for students to practice and experiment with different materials and methods.
- For example, folding paper techniques shown in the slideshow and in person.
- Use visual aids such as diagrams, charts, and examples of wearable paper sculptures to support students' understanding of key concepts and techniques.

Enrichment and Extensions *1pt*

- Encourage the students to have a photoshoot with the piece they created. There has to be a live model wearing the finished product. It can be the student or someone of their choosing as long as there is movement in the presenting of the piece.

Activity for Early Finishers *1pt*

Collaborative Project: Have students collaborate on a larger-scale project, such as creating a themed collection of wearable paper sculptures which can create teamwork, communication, and the exchange of creative ideas.

OBJECTIVE-DRIVEN ASSESSMENTS *4pts*

- Students practicing different folding techniques will be a **formative** assessment
- Students sketching their concept will be a **formative** assessment
- Final assignment of wearable will be a **summative** assessment

- Student artist statement as a **summative** assessment and journal as a **formative** assessment
- Using various types of paper students will create a wearable piece of clothing or accessory considering factors such as weight, balance, and design structure.
[VA:Cr2.1.IIa] **SUMMATIVE**
- Students will develop and articulate problem-solving skills as they overcome challenges related to structural integrity, fit, and movement in their wearable sculptures. [VA:Cr2.1.IIa] **FORMATIVE**
- Students will successfully engage in constructive peer feedback, offering insights and suggestions to improve each other's work while also learning to accept and integrate feedback into their own designs through a group class critique.
[VA:Re7.1.II] **FORMATIVE/SUMMATIVE**
- Using a guided worksheet students will visually plan and annotate the creation of their paper sculpture. [VA:Cr2.1.IIa] **FORMATIVE**
- Students will write an artist's statement to explain the meaning behind their work.
[VA:Pr6.1.IIa] **SUMMATIVE**
- In small group discussions students will analyze and interpret the meaning behind the artist's works. [VA:Cn11.1.II] **FORMATIVE**

REFERENCES 3pts

- <https://isabelledeborchgrave.com/pages/biography>
- <https://www.youtube.com/watch?v=F5iiJ98AulQ>
- https://www.youtube.com/watch?v=1N2xgj1XB_k
- <https://www.vogue.com/slideshow/for-artist-isabelle-de-borchgrave-the-future-of-fashion-is-in-paper>
- <https://theculturetrip.com/europe/belgium/articles/isabelle-de-borchgrave-the-magic-of-paper-dresses>

INSTRUCTIONAL STRATEGIES

Day 1

Teacher/student actions/instruction methods	Instruction Methods
Launch (This is only five -ten minutes) 2pts	
This is where you will connect to the students, find out a bit about what they know, briefly review the previous day's material, briefly tell them what they will be doing that day, and get them excited for each day's lesson. State the goal for the day.	- Whole class discussion
-“This unit will introduce you to the concept of wearable art through the exploration of paper sculpture techniques. You will learn and understand the principles of sculpture and design, experiment with various paper manipulation techniques, and	- Peer discussion
	- Powerpoint

create your own wearable paper sculptures inspired by personal narratives, cultural influences, and artistic expression.”

-We will ask the class some questions to get a conversation going and see what the average knowledge of the class is to adjust our future lessons as needed

-We will go over all the questions first as a whole class and then break out into tables for a small group to dissect the questions and then come back together as a whole group to discuss our thoughts and answers.

- “What comes to mind when you hear the term "wearable paper sculpture"?”
- Have you ever seen or worn any clothing or accessories made from unconventional materials? What were they?
- How might wearable paper sculpture be used to express personal identity or convey a message or theme?
- What skills do you think are important for creating wearable paper sculptures? How do they differ from traditional sculpting or fashion design skills?
- Goal: Introduce students to the concept of wearable paper sculpture and its intersection with art and fashion.

Instruction: A teacher should be able to read the instruction and know exactly what to do or ask.
5pts

Instruction Methods

The following information can occur throughout the unit:

After the Launch, what exactly will you do with the students and say to the students during the lesson?
List your procedures here **in order of occurrence** starting each bullet point with either “The teacher will...” or “Students will...” From these points, any reader should be able to easily imagine all that will happen during this lesson from beginning to end.
Introduce the unit rubrics.

Include how you will provide formative feedback each day.

Include discussions and demonstrations. Add the discussion questions here.

These **questions** should help students reason, think critically, and engage in higher-order thinking. Discussions and demonstrations can occur throughout the unit. Remember to break any demonstrations and sequential instructions down into step-by-step, age-appropriate language.

The teacher will pull up a powerpoint presentation and go over all the slides discussing the following:

- Define wearable paper sculpture and discuss its significance as an art form.
- Display and show the teacher example of paper wearable
- Explore examples of wearable paper sculpture from various artists and cultures.
- Include questions about the artists here.

‘How does the artist use color, texture, and pattern to create visual interest in the sculpture

- Powerpoint presentation
- Discussion: peer or group or class

<p>What cultural, historical, or personal influences can you identify in the artwork?</p> <p>How does the artist achieve balance and harmony in the composition of the sculpture?</p> <p>How does the choice of paper as a medium contribute to the meaning or message of the artwork? Consider how it relates to the original fabric of the piece.</p> <p>Who is the audience for the work, and why do you think that?</p> <p>What role does fashion play in shaping cultural identity, and how is this explored in the artwork?</p> <p>How might artists address issues of sustainability or eco-consciousness in their work?</p> <ul style="list-style-type: none"> • Discuss the potential challenges and opportunities of working with paper as a medium for wearable art. <p><i>Introduce paper folding techniques in powerpoint and work hands on if any students need additional help. Also included in the powerpoint are ways to attach paper together.</i></p> <p>The students will then have the rest of class to have hands-on exploration of different types of paper and basic folding techniques shown in the powerpoint. Powerpoint will be shown on google classroom if they need to access it. Teachers will walk around to tend to students who may need more help.</p>	
<p>Closure 2pts</p> <p>Add activities, prompts, directions, attention grabbers, etc. to signal students that the lesson is ending. Describe activities that will reinforce students' learning in this lesson or help students reflect on their learning experience.</p> <p>Add cleanup and how students will clean up.</p> <p>Tell students what they will be doing the next day.</p> <p>Continue wording these statements as you did above. Start each bullet point with either "The teacher will..." or "Students will..."</p> <ul style="list-style-type: none"> • The teacher will yell a 5 minute clean up warning to start picking up and tell them they have to be back in their seats by the time the 5 minutes are up. • The students will stack all their unused paper into the center of their tables and throw away all scraps in the trash • The teacher will ask students to share one thing they learned or found interesting during the session. • The teacher will summarize the main concepts discussed during the session, highlighting the definition and significance of wearable paper sculpture. • The teacher will ask the students to brainstorm and come back with ideas of what they want to create because the next class period they will work on designing their piece. 	<p>Instruction Methods</p> <p>Group conversation as a whole class sits in their table groups</p>

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY 2

<ul style="list-style-type: none"> • Launch 2pts 	Instruction Methods -<u>Designing Wearable Paper Sculptures</u>
Reiterate requirements, put examples on screen	<ul style="list-style-type: none"> • Goal: Guide students through the process of conceptualizing and designing their own wearable paper sculptures. • Goal: Practice different folding techniques
<ul style="list-style-type: none"> • Instruction 5pts 	Instruction Methods
Students will conceptualize their ideas and sketch them Students will practice folding techniques with paper if they didn't the day prior Students will record their ideas and inspiration in their journal online Feedback is available as teachers walk around. Students will also see ways of how to attach their pieces together via powerpoint No visible tape/glue	<ul style="list-style-type: none"> • Directing Questions, consider scale requirement, Peer/group driven discussion? As they problem solve ideas and ways to create their wearables • Guide students who may require assistance with folding techniques
<ul style="list-style-type: none"> • Closure 2pts 	Instruction Methods
Continue thinking of their ideas, no homework	<ul style="list-style-type: none"> • N/A? • Closing questions? Check for understanding?

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY 3

<ul style="list-style-type: none"> • Launch 2pts 	Instruction Methods -<u>Construction and Assembly</u>
First work day! Start early forms of project Continue to reiterate their requirements and project goals Project artist and artwork on the board Explain an example wearable and the process behind it - what did we learn from it? What went well? No peer feedback yet as it is the first day of construction Remind them of the journals	<ul style="list-style-type: none"> • Goal: Guide students through the process of constructing and assembling their wearable paper sculptures • Students explain to teachers as teachers walk around their plans and ideas of what they want to make and how they will make it

<ul style="list-style-type: none"> • Instruction 5 pts 	Instruction Methods
<p>Students will begin working Walk around to check for understanding Materials needed - Paper, tape, glue, velcro, scissors, NO staples</p>	<ul style="list-style-type: none"> • Individual work time • Ask questions!! • Adhere to the stipulations relating to attaching paper together and folding - portrayed in powerpoint • No Staples • No messy tape visible to viewer, underneath is fine • Students can use colored pencils and markers to color portions of paper if needed • Use at least 3 different folding techniques in sculpture
<ul style="list-style-type: none"> • Closure 2pts 	Instruction Methods
<p>Check in with students Are things going to plan? Got any goals for next class time? Timeline: Project needs to be done within 3 days, preferably done before the end of day 5 so that a 'fashion show' can take place with the peer critique on Day 6</p>	<ul style="list-style-type: none"> • Questions • Peer/group answers?

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY 4

<ul style="list-style-type: none"> • Launch 2pts 	Instruction Methods -<u>Construction and Assembly</u>
<p>Continue to reiterate their requirements and project goals Let them start immediately as that is usually Ali's plan Ask what the students want to say about themselves with the paper wearables Remind them to fill in their journals</p>	<ul style="list-style-type: none"> • Goal: Guide students through the process of constructing and assembling their wearable paper sculptures.
<ul style="list-style-type: none"> • Instruction 5pts 	Instruction Methods
<p>2nd work day</p>	<ul style="list-style-type: none"> • Individual work day

Any goals? Hitting any rocks in the road? Check in with students Demonstrate as needed Reiterate vocabulary and check for understanding	
<ul style="list-style-type: none"> • Closure 2pts 	Instruction Methods
Burning question time Clean up	<ul style="list-style-type: none"> • Students clean up • Peer talk of any problems/solutions

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY 5

<ul style="list-style-type: none"> • Launch 2pts 	Instruction Methods <u>-Construction and Assembly</u>
Continue to reiterate their requirements and project goals Let them start immediately as that is usually Ali's plan Remind them to continue filling in their journal Show students the artist statement, and our artist statement for the example Have them begin their artist statement through the prompts in the journal	<ul style="list-style-type: none"> • Goal: Guide students through the process of constructing and assembling their wearable paper sculptures.
<ul style="list-style-type: none"> • Instruction 5pts 	Instruction Methods
Any goals? Hitting any rocks in the road? Check in with students	<ul style="list-style-type: none"> • Individual work day • Goal by the end of class: Finish wearable for most part, photograph yourself wearing your piece as well as another willing participate (maybe)
<ul style="list-style-type: none"> • Closure 2pts 	Instruction Methods
Burning question time Next day is presentation time Clean up	<ul style="list-style-type: none"> • Students clean up • Peer talk of any problems/solutions

INSTRUCTIONAL STRATEGIES AND LEARNING TASKS DAY 6

<ul style="list-style-type: none"> • Launch 2pts 	<p>Instruction Methods -<u>Presentation and Reflection</u></p>
<p>Discuss how assignment went for students Any unexpected problems? Fun? Questions</p>	<ul style="list-style-type: none"> • Goal: Provide students with an opportunity to showcase their wearable paper sculptures and reflect on their creative process. • Students will showcase their wearables for the class and talk about them • Discuss how the process went, what worked, what problems you solved, what do you wish you could improve? • Critique can be open as a class discussion - what works for the piece? What is something that stands out to you? Any burning, respectful questions? What could be improved?
<ul style="list-style-type: none"> • Instruction 5pts 	<p>Instruction Methods</p>
<p>Teachers lead discussion and presentations of wearables Aka fashion show time Have fun, and respectfully critique projects What worked and what didn't?</p>	<ul style="list-style-type: none"> • Peer analysis, peer discussion, group critique
<ul style="list-style-type: none"> • Closure 2pts 	<p>Instruction Methods</p>
<p>Wrap up lesson</p>	<ul style="list-style-type: none"> • The teacher will lead a group discussion on students' experiences and reflections on the unit as a whole, highlighting what they learned, what they enjoyed, and how they might apply their newfound knowledge and skills in the future. • The teacher will express gratitude to the students for their hard work and creativity throughout the unit, emphasizing the value of their contributions to the class community

101pts

* Developed and written by (Karlie McDonnell, Melody Barnes), Art Education, Illinois State University, 2024

The unit will include more than five days. Workdays may be repeated. Example: INSTRUCTIONAL STRATEGIES AND LEARNING TASKS WORKDAYS 4-5. Detail what goes on in day 4 then move on to DAY 6.

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Checklist for creating an effective unit plan based on CPAST (not necessarily in this order):

- Create and distribute a questionnaire or have a discussion to get to know students' interests/experiences/capabilities – academic or skill-based. This will inform your lesson creation.
- How will your lesson be culturally relevant and relate to past and future lessons students experience?
- How will your lesson engage students in critical thinking?
- At the beginning of the unit, give an overview of the project process, the big idea, and the rubrics – always introduce rubrics at the unit's beginning so students know what to expect.
- Each day, conduct a short lesson launch with **the goal for the day** (a preview of the day). At the end of each day include a short recapping closure with a preview of the next day's lesson. **Launch and closure are part of your daily routines.**
- **Include several methods of formative assessment each day** that will inform you of the success of your instruction and help you to provide timely feedback to your students on their successes and room for growth.
- **Include technology.**
- Introduce the artists/designers/architects and the big idea - a small group question/answer session -can be oral and with written prompts (handout). Connect this to the students' lives. Students describe, analyze, and interpret the artists' work. This does not have to be during the first lesson and can be throughout several lessons. Use artist handouts, videos, etc.
- **Conduct a brainstorming session** that allows students to come up with ideas/sketches/videos – this should include student annotation – what are those ideas about? How are they connected to the big idea? Annotations allow you to know what students are thinking. Do an activity that allows for guided student research - provide websites or something for students to read or do with teacher prompts. Have the students record this research digitally, in a sketchbook, etc. Provide teacher and peer feedback on the brainstorming ideas.
- Sometime in the lesson, conduct a short in-process peer review with prompts so a student can ask their partner "What is the artwork conveying? How is the artwork conveying this?"
- **Show the teacher example(s)** and explain your reasoning behind it and the process you went through to make it. Connect them to the big idea and unit artists. Explain your influences.
- **Have a routine for materials distribution and cleanup.**
- Demonstrate how to use the materials. There could be several process steps here.
- **Have students do practice activities with the materials.** Allow enough lesson time for this – it will save time in the end. The teacher gives feedback.
- Students make their artwork –. It can work well to have high school students work in a small series to allow them to progress with their work and come to deeper understandings about it and themselves. The artwork can be on a smaller scale. A series is less threatening than one finished artwork.
- Demonstrate how to write an artist statement and show students yours. The class may practice by writing a statement together. Have the students write an artist statement before the critique so they have something to say.
- Have students do a guided small group critique, using prompts from the rubric to give feedback on the work and the statement, or use the sandwich method – something good, a suggestion, something good The teacher makes suggestions.
- Students revise the work and the statement before handing them in.
- You can have the students self-assess using the rubric. Have them state why they gave themselves those scores.
- Students work with the teacher to display/present/share the work.