

Pop-Up Communities

Discipline

Visual Arts

Grade and/or Course Level(s)

Grade 2

Overview

Students will research and plan for creating art while learning to visualize landscapes three-dimensionally. Students will explore and experiment with three-dimensional paper techniques and depict elements in foreground, middle ground and background.

Essential Understanding, Knowledge, Skills, and/or Processes

- Identify the differences of two-dimensional and three-dimensional.
- Identify atmospheric perspective of foreground, middle ground and background.
- Practice the creative process from research, planning, creation, reflection

Outcomes

- Students research, plan and create a three-dimensional community tableau demonstrating understanding of pop up techniques and depiction of foreground, middle ground and background.

SOLs

- 2.2 The student will apply a creative process for artmaking. a) Generate a variety of solutions to artmaking challenges. b) Reflect on the process and outcome of an artmaking experience.
- 2.15 The student will refine motor skills to create two-dimensional and three-dimensional works of art.
- 2.17 The student will create works of art inspired by a variety of concepts, themes, and/or literary sources.

Materials

- Pencils
- Paper
- Coloring media: crayons, colored pencils, markers, color sticks
- Scissors
- Glue/gluesticks

- Resource books on communities (urban, suburban, rural)
- Planning and reflection handouts

Student/Teacher Actions

1. Teacher will facilitate a discussion on communities. Through the use of visuals: both photographic (possibly local photography) and examples in fine art (examples could include works by Richard Estes, Romare Bearden, Edward Hopper, Anna Mary Robertson, Kawasi Hasui, Grant Wood) assist students to identify urban, suburban and rural landscapes as well as foreground, middle ground and background elements within them.
2. Teacher may choose to have students plan independently or in collaborative groups based on their shared community interest.
3. Students will use prior knowledge and resources (visuals/books) to plan for elements (buildings, transportation, animals, plants) of their community.
4. Teacher will demonstrate methods for creating pop-up paper techniques, students should utilize scrap or sketch papers to practice techniques
5. Students will use gained knowledge, innovative use of techniques and personal research to create a three-dimensional representation of their community landscape. Emphasis on representing elements in atmospheric perspective within foreground, middle ground and background should also be considered.
6. Students will reflect on the process through written reflections.

Assessment Strategies

- Student assessment on creative plan, utilization of paper techniques to achieve plan
- Peer discussion/critique
- Student self-reflection/self-assessment
- Rubric

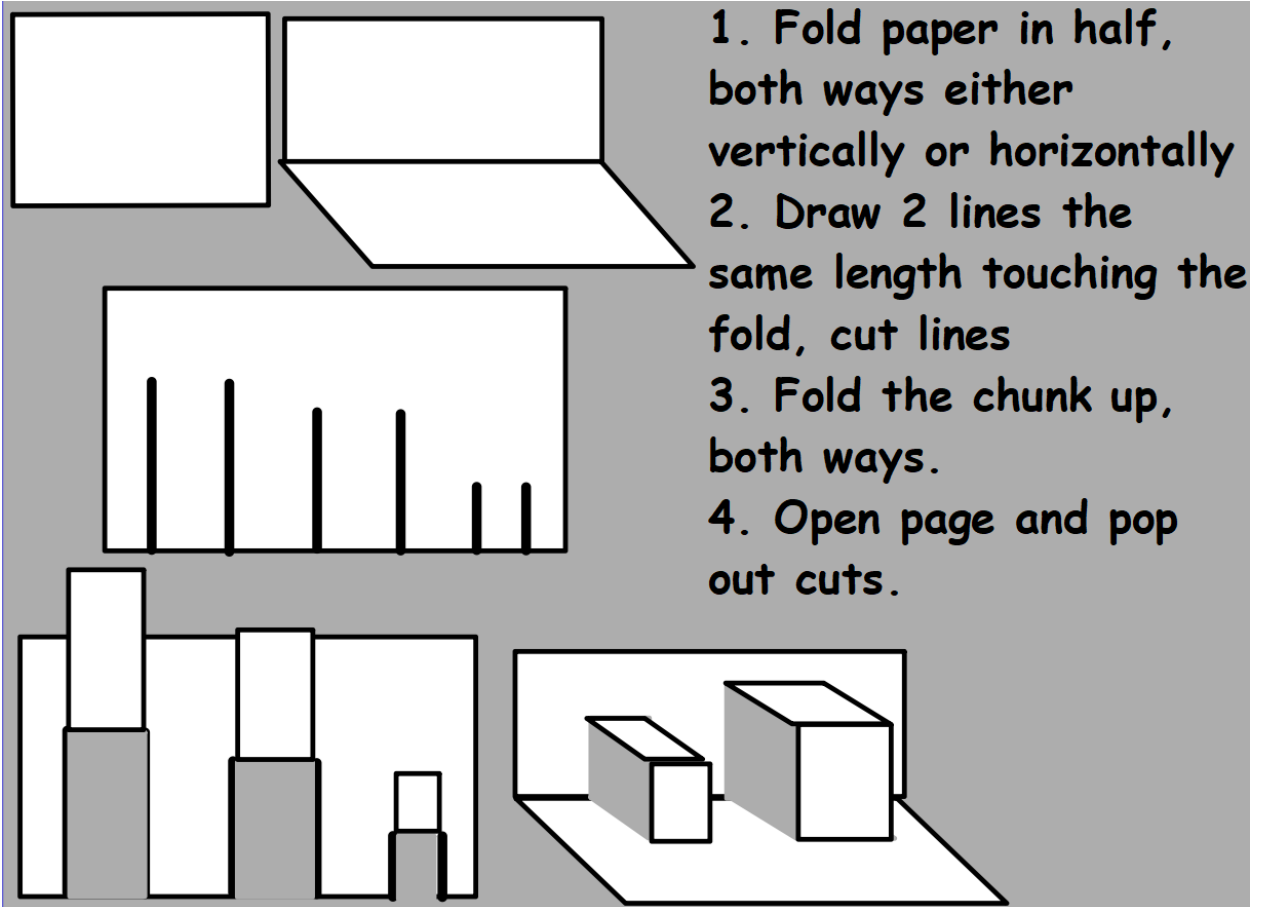
Differentiation Strategies

- Use diagrams to help students visualize use of pop-ups.
- Incorporate a variety of community landscape visuals.
- Peer discussion about ideas and throughout the making process.
- Visual demonstrations of all processes.

Extensions and Connections

- Draw connections to community content discussed in general education classrooms
- Discuss careers as they relate to community planning and model building. Possibly have a speaker or recorded video of a local community planner shared.
- Highlight the use of collaboration in planning by grouping students as they research their topics.

Pop Up Instructions



Planning Example Resource

NAME: _____

My community will be:
(Circle one)



URBAN



SUBURBAN



RURAL

| | |
|----------------------|----------------------------|
| Buildings look like: | Transportation looks like: |
| Plants look like: | Animals look like: |

Other details to add:

Reflection Example Resource

NAME: _____

My community was



URBAN



SUBURBAN



RURAL

| | |
|---|---|
| <p>What is the best part of your community artwork?</p> | <p>What was the hardest part of your community artwork?</p> |
|---|---|

Write a story about a day spent in your community.
(use the back of this paper if you need more room)
