

# Papercut Stencil Unit 7-8

## Drawing, X-acto cutting and tissue paper

This unit will follow the Colorado State Standards in the Visual Arts. They are outlined for you below. Please read them to become familiar with what your child is learning about in the visual arts classroom.



This unit will be about creating artwork that is a personal narrative. Students will learn specific art techniques and processes in drawing for stencil creation, cutting with x-acto knives and creating a stencil overlay to fill behind with colored papers. The final art piece will tell a story through selected imagery about one's self. Students will use technology as a resource to create an original piece of artwork if they find that using the resource is necessary. For example students may use an image of a horse to look at and learn how to draw a horse from. Students will not be tracing images someone else created for this project.

# Visual Art Standards

## Colorado State Visual Arts Standards K-12

1. Observe and Learn to Comprehend
2. Envision and Critique to Reflect
3. Invent and Discover to Create
4. Relate and Connect to Transfer

The Colorado State Standards in the Visual Arts contain the 4 standards in the table above for grades K-12. They become increasingly more detailed and advanced as students develop and grow from one grade to the next.

Standard 1 for 7-8 is about looking at artworks and determining meaning in them. Students will use art and design principles (line, shape, color, form, texture, value, space, balance, contrast, emphasis, movement, pattern, rhythm and unity) to determine meaning and describe it while looking at 2D and 3D pieces of art. Students will also be able to demonstrate knowledge of historical and cultural styles, genre and artists. While describing an artwork students will use specific art vocabulary relative to that type of art (genre), culture or historical art movement. Students will also be able to make informed judgements about works of art based on a set criteria.

Standard 2 for 7-8 is about looking at artwork, critiquing it and personally reflecting on it by describing what the piece of art is about, how it makes you feel and judging it based on a set of art criteria, such as use of a specific technique, ability to convey mood, the artist's' use of motion, how well the piece is unified, etc. (using the art and design principles from the above standard while critiquing the piece.) Students will be able to observe and interpret the visual world to help form meaningful ideas for artwork. The artwork created is not always a pretty picture on a wall but a piece that conveys a specific message. Students will also be able to demonstrate the use of creativity and art concepts to communicate ideas, verbally, orally or visually, in subjects outside of art such as math, science and language arts.

Standard 3 for 7-8 is about creating artwork. Students can demonstrate the ability to plan, solve problems and use craftsmanship in creating a work of art. Students have the ability to evaluate and revise artwork after assessing it against specific criteria about art materials and technique. Students can use various media, materials and tools to express specific meaning in artworks. Students can demonstrate technical proficiency and craftsmanship in artworks. Students can use technology to refine an idea and create original and imaginative works of art and also use technology as a primary medium to create original works of art.

Standard 4 for 7-8 is about transferring one's knowledge in the visual arts to other subject areas. Students can recognize and explain how critical thinking in the arts transfers to multiple uses in life. They can respond to art from familiar and unfamiliar cultures using art vocabulary. Students can demonstrate through verbal, written or visual artwork how creative visual strategies are useful in everyday culture. Students can explain how cultural traditions influence art making. Students explore methods artists use to create sustainable environments, design and architecture. They understand that using art and design principles (outlined specifically in standard 1) and creativity can solve environmental problems.

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