

Lesson Plan Template

Below is a template you will fill in as your lesson plan. It is designed to include the actions of the 4 National Visual Arts Anchor Standards of **Creating, Connecting, Responding and Presenting**. The left column you will populate with the lesson criteria. Be thorough and descriptive. The right column you will share your rationale for the choices you are making. The rationale/reflection should be backed up by readings from the class, and other content you've learned in other courses. Sharing your rationale is important as it asks you to think about why you are doing what you are doing. Reflecting deeply is a significant aspect teaching.

Lesson Title: The Art & History of Paper Marbling

Targeted grade Level: 9-12 Anticipated Time Frame: 13 Class Sessions

	Lesson Plan	Rationale
1.	<p>Conceptual Structure/Big Idea: Cultural Illumination</p>	<p>Why is this a relevant concept for students to explore? How does it connect to contemporary culture and context?</p> <p>In the contemporary art-making world and impact of social media, cultural appropriation is on the rise. It is important for students to read and research about different cultures to have a correct and truth-based understanding of these cultures and how they might represent these cultures in their work. Instead of cultural appropriation, we want to uplift cultural appreciation. By giving students cultures to explore, read about, write about, and make work about, we are opening up the idea of "cultural illumination." In this concept, I want students to know that by doing this kind of research and fact-finding, they are illuminating both their understanding of a specific culture while shedding light about these cultures to their peers. Since students are at the center of this cultural arts project (using inquiry-based learning strategies), students gain communication skills and critical thinking skills that will help them for the rest of their lives. "Inquiry-based approaches to learning encourage students to build valuable and transferable skills..."¹</p>
2.	<p>Key Concepts (<i>What ideas, facts, and new knowledge will the students acquire? List the key art concepts that will help students to understand the big idea as an artist.</i>)</p> <p>1. Students will gain knowledge about the art and culture of three countries: Japan, Italy, and Turkey</p>	<p>Why is it important for students to know these concepts?</p> <p>We live in a diverse world and society. It is important for students to know about other cultures besides their own to foster cultural appreciation and connection with others. In past, we tended to focus on Western cultures. This narrow perspective made for limited inquiry into other people groups and their artistic practices. Today, through technology, students can learn about other cultures at the tip of their hands. However, teachers play an important role in providing</p>

¹ <https://www.queensu.ca/ctl/resources/instructional-strategies/inquiry-based-learning>

	<ol style="list-style-type: none"> 2. Students will discover that though unique and distinct, different cultures can share common art practices and techniques, such as paper marbling. 3. Students will connect how technology can be used in multiple ways to gain, apply, and share knowledge about cultures and art forms. 	<p>guidance with regards to cultural inquiries so that students don't fall into creating works of art that fall in the category of cultural appropriation.</p>
<p>3.</p>	<p>Objectives (what students will DO):</p> <ol style="list-style-type: none"> 1. I will learn how to work collaboratively. 2. I will learn about process of paper marbling. 3. I will learn the difference between cultural appropriation vs cultural appreciation. 4. I will learn about the history, traditions, and process of paper marbling. 5. I will work collaboratively to present research and findings about specific countries. 6. I will learn how to cite my work. 7. I will be able to work collaboratively to present research conducted. 8. I will be able to define alum and carrageenan. 9. I will be able to prepare paper and size for marbling. 10. I will learn how to marble paper and make at least three different samples. 11. I will ideate about transforming my marbled paper into a 3-dimensional object or objects. 12. I will be able to share about my work using the project rubric as a guide. 13. I will be able to give and receive constructive feedback. 14. I can take a project from conception to completion. 15. I will be able to share about my work – from the ideation stage to the completion of the work. 	<p>How do the objectives fully support learning and how do they connect to the students' lives? (What evidence can you provide that makes you say this?)</p> <p>The objectives support students working collaboratively, students creating, sharing, and presenting. Through various selected readings, students have opportunities to think more deeply about cultural groups and use critical thinking skills by connecting these cultures to an art-making project. Students have to move a project from ideation to implementing. This requires being able to think sequentially, which builds their cognitive skills.</p> <p>While creating the project, I experienced moments of frustration in selecting what I was going to make and how I was going to make it. Towards the end, I also experienced hesitancy about what the final project should be. Students can learn that, like everyday life, the "right" answer might not come the first or second or even tenth time! It is valuable to know that problem solving skills builds personal character, supports brain development, and nurtures love of learning.</p> <p>"...strong problem-solving skills are crucial for leaders in any field. Whether building a new product or dealing with internal issues, you're bound to come up against challenges. Having frameworks and tools at your disposal when they arise can turn issues into opportunities." https://online.hbs.edu/blog/post/problem-solving-in-business</p> <p>"In the end, once accustomed to facing and solving problems, the student will be stronger and greater asset to themselves, the school, family, and community." https://www.naea-reston.org/showing-art-students-the-value-of-problem-solving/</p>

	<p>16. I will be able to complete a self-assessment using the provided project rubric.</p>	
<p>4.</p>	<p>Essential Questions (BIG overarching questions):</p> <ol style="list-style-type: none"> 1. How does collaboration expand the creative process? 2. How does knowing the contexts, histories, & traditions of art forms help us create works of art & design? 3. How does culture inform art-making? 	<p>How are these questions meaningful to the student? How do you know?</p> <p>Students will have opportunities to collaborate on various days of the project. Learning how to work collaboratively is a life-long skill. Interacting with others in meaningful ways on connected topics also deepens students' understanding of the topic and context at hand. It also promotes active listening skills.</p> <p>Knowing the contexts, histories, and traditions helps students avoid cultural appropriation when referencing those cultures in any art form. It is important that students not just blindly source and use other cultures when making work as it perpetuates racism, stereotypes, and again, cultural appropriation.</p> <p>Students can know that culture informs art-making. By doing all the research they will do, they will learn the difference between sacred art and art that is appropriated. They will also see how this act of cultural theft exists outside of art forms as well which could inform their social behavior and interaction with those outside of their immediate culture.</p>
<p>5.</p>	<p>Standards:</p> <p>NVAS:</p> <ol style="list-style-type: none"> 1. VA:Cr2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. 2. VA:Cr3.1.IIa Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision. 3. VA:Cn10.1.Ia Document the process of developing ideas from early stages to fully elaborated ideas. 	

<p>Michigan:</p> <ol style="list-style-type: none"> 1. Gr 11/12 ELA: Reading Informational Text - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 2. ART.VA.II.HS.7 Create collaboratively to resolve visual problems. (21st Century Skills: I.1, I.4, I.5, III.1) 3. ART.VA.IV.HS.3 Analyze the correlation between art, history, and culture throughout time. (21st Century Skills: I.6, III.1, III.2, III.7, III.8, III.9, III.10) 	
<p>6. Connecting and Responding: Teaching Resources: (art work, videos, books, etc) Art: (Artists and insert thumbnail photo of examples shared)</p> <p>“The Serious Beginner’s Marbling Kit” Instructional Manual (purchased from Etsy: Heidi Reichenbach Finley)</p> <p>History of Marbling: https://marbledpaperstudio.com/pages/the-legacy-of-marbling?srsId=AfmBOoqAQs4YHJSsYw1pxbWV2CDybYeptFr-VE0ldhxkEbDgSnFlf_dO</p> <p>Japanese History: https://marbledpaperstudio.com/pages/suminagashi</p> <p>Process of Marbling: https://marbledpaperstudio.com/pages/the-marbling-process</p> <p>Marbled Paper & Book Arts: https://hob.gseis.ucla.edu/Resources/Briggs_Reference.html</p> <p>YouTube Videos:</p>	<p>Explain how the students will explore the concepts of the big idea through artists and their artwork. <i>What opportunities will the students have to RESPOND to art? Choose artists whose work exemplifies an exploration of your big idea and include examples of the artist’s work in your presentation.</i></p> <p>The process I went through to create my teacher exemplar will be a source for responding. The piece goes through the entire process of developing a work from its ideation to completion stage. It also demonstrates how the big idea of cultural illumination informed the decisions I made.</p> <p>Students will have opportunities to respond to videos about the paper marbling process and look at works by the three cultures we’re studying. Each of these cultures has their own techniques and processes and students will respond to these distinctions. We can ask essential questions like, “How does culture inform art-making” when looking at the works of the three cultures.</p> <p>Works by paper sculpture artists will be used as examples of how to transform paper into 3D forms. Additionally, inspiration for incorporating light sources into 3D forms will demonstrate how to incorporate other elements into ones works that are not of the same material. These images can help during the ideation stage of the project.</p>

- [Introduction To Paper Marbling - Making A Custom Design For DUNE](#)

https://youtu.be/LFlxxlGfQ_k?si=HZmDRECJWgBaTcVe

- [The Forgotten Tradition Of Making Marbled Paper By Hand](#)

<https://youtu.be/OJWgHOR4iTg?si=9pLrHwXYCw-nts9Z>

- [Ebru Art by Sevim Surucu - Tulip - Lale ebrusu](#)

<https://youtu.be/oGi6LvTRt8s?si=7PCobWYY9qAhKNcv>

- [Making an Accordion Book with Your Marbled Paper](#)

<https://www.youtube.com/watch?v=LZr5KFxgIJ0>

- [The Art of Suminagashi Japanese Marbling | Craft Therapy | Apartment Therapy](#)

<https://youtu.be/qwaLFLbqJQg?si=FgNjIYiDrEoGS15y>

- [How To Alum Paper for Marbling](#)

<https://youtu.be/05YsHSbeUh0?si=M62xXYCXHUfT-230>

Project Inspirational Images and Sites:

<https://innovationkidslab.com/lantern-easy-paper-craft/>



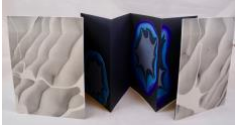
<https://baabaazaar.com/en-us/products/marbled-paper-lantern-blush-etc>



<https://www.etsy.com/listing/386759356/paper-lamp-table-lamp-accent-lamp>



<http://passionatobooks.com/art-work/grey-and-white-marbled-accordion-book>



<https://www.facebook.com/persian.marbling>



Susan Hersey



Sophie Mouton-Perrat and Frédéric Guibrunet



[Katharina Trudzinski](#)

7.

CREATING

Lesson Plan Sequence (This will be lengthy and will be broken down into days if need be) *How will the art teacher help students artistically and creatively investigate and express the big idea? Explain how you will facilitate the development of knowledge about CREATING/ARTMAKING that will help students explore subject matter, media, and techniques in their own work. How will you weave opportunities for formative assessment and reflecting into the lesson? Bold content specific art vocabulary*

Share rationale for choices in teaching and learning strategies, here is where I should see additional evidence of the readings. How will you scaffold the lesson to maximize learning?

This lesson plan engages students in various ELA integrated methods. Students have opportunities to read, listen, interact, write, learn vocabulary, think, and speak. These are all woven throughout the lesson.

The lesson is scaffolded in such a way that students will be guided through the research, making, and presenting aspects. Working in

Day 1: Intro, Group Formation, Group Contract, Live Demonstration

LT/Objectives:

1. I will learn how to work collaboratively.
2. I will learn about process of paper marbling.

Group Formation & Contract:

1. Divide class into 6 groups, numbering each one from 1-6.
2. Distribute contract, review, and have students fill it out.

Tech & Group Work:

1. YouTube video, Intro to Paper Marbling
2. Complete paper marbling vocabulary sheet as a group.

Live Demonstration:

1. Teacher conducts live demonstration on paper marbling. Foster inquiry by asking students to tell me what I'm doing as I do it (connect to vocabulary and video)

Day 2: History, Cultural Appropriation, Cultural Appreciation, Research, Group Work

LT/Objectives:

17. I will learn the difference between cultural appropriation vs cultural appreciation.
18. I will learn about the history, traditions, and process of paper marbling.

groups fosters collaboration which helps with communication skills. Working in groups also helps those who may struggle with some of the reading and/or writing portions.

The lesson is also broken down into clear "how to" days and actual project making days so students grasp concepts that may be new to them. Students who are advanced can make more than the minimum requirements. Students who struggle, can simplify the project and stick to the minimum as well as choose to create a simpler sculpture.

Technology plays an important role in the project. Students will have ample opportunities to conduct research and watch tutorials on how to make marbled papers as well as papier-mâché (of that's one of the processes they want to engage in). Live demonstrations help with immediate exposure to what may be a totally new process and serve as a hook. Live demos allow students to inquire about the project and the big idea, asking questions about the historical aspect of the process.

Presenting work gives students opportunities to share their experience in creating the project from ideation to completion. They can share their struggles and victories, like my own experience. "By showing our own artwork with students, we join them in the risks of vulnerability. We can reassure students that taking risks can be powerful in certain circumstances. Narrating our process and intentions can inspire new interests in our students." <https://theartofeducation.edu/2017/05/may-share-work-students/>

History:

1. General overview & geography
2. Vocabulary (Suminagashi, Ebru, Marmorizzazione)

Tech:

1. YouTube videos on cultural appropriation/appreciation
2. YouTube video on Suminagashi
3. YouTube video on Ebru
4. YouTube video on paper marbling in Florence

Vocabulary:

1. Discuss elements/principles of art: lines, shapes, colors, patterns when thinking about paper marbling. Mini VTS looking at images from videos.

Day 3-4: Group Research & Slide Prep**LT/Objectives:**

1. I will work collaboratively to present research and findings about specific countries.
2. I will learn how to cite my work.

Turn & Talk:

1. Students will answer essential question:
“How does collaboration expand the creative process?”

Group Research & Slide Prep:

1. Students will research their specific country and use provided resources as well as resources they find as a group.

2. Students will utilize reading guide and rubric to engage the research and presentation process.
3. Students will use citing resource.

Day 5: Slide Presentation & Paper Marbling Prep

LT/Objectives:

1. I will be able to work collaboratively to present research conducted.
2. I will be able to define alum and carrageenan.
3. I will be able to prepare paper and size for marbling.

Live Demonstration:

1. Teacher will guide students in all preparations for paper marbling, including use of Alum and Carrageenan.
2. Students will sponge their paper with alum in preparation for marbling the following days.

Tech:

1. Groups will present their research using their slide presentations.

Day 6-8: Paper Marbling & Sculpture Ideation

LT/Objectives:

1. I will learn how to marble paper and make at least three different samples.
2. I will ideate about transforming my marbled paper into a 3-dimensional object or objects.

Tech:

1. Show samples of how marbled paper can be incorporated to make a 3D piece (teacher exemplar).
2. VTS on how different artists create 3D works using paper to create sculpture.
3. Brief overview of how to create papier-mache.
4. YouTube Videos on using cardboard and paper to create 3D forms.

Day 9: Progress Presentations in Groups**LT/Objectives:**

1. I will be able to share about my work using the project rubric as a guide.
2. I will be able to give and receive constructive feedback.

Progress Guide:


1. Students will utilize a general progress guide to help them share with one another. The project rubric will also serve as a tool to help students gauge where they are in terms of meeting project expectations. Students will give and receive feedback to foster interaction and active listening.

Day 10-11: Complete project and prepare for final presentation.**LT/Objectives:**

1. I can take a project from conception to completion.

Daily Task:

	<p>1. Make all necessary and final changes to project.</p> <p>Day 12-13: Final Presentations</p> <p>LT/Objectives:</p> <ol style="list-style-type: none"> 1. I will be able to share about my work – from the ideation stage to the completion of the work. 2. I will be able to complete a self-assessment using the provided project rubric. <p>Presentations:</p> <ol style="list-style-type: none"> 1. Students will position their piece on a clean surface and area. 2. Students will present individually and share details about their project, from ideation to completion. 3. Students will have an opportunity to receive a “two glows” and “one grow” at the critique. 	
8.	Differentiation/Accommodations/Modifications (For differently abled on both ends of the spectrum)	Share rationale for each
9.	<p>Assessment Strategies: (Connecting and Responding) What evidence from performances and products demonstrate deep understanding and generalizable new knowledge? What evidence of pre-thinking, in process ideation and development will be required?</p> <p>Formative Assessment: sketchbooks showing ideation process</p> <p>Rubrics: guide student learning and expectations</p>	<p>Share rationale for formative and summative assessment, HOW will this reveal knowledge acquired and how they will use it?</p> <p>How will you know what your students have learned about:</p> <ul style="list-style-type: none"> • the big idea that they investigated • the artistic concepts and depth of knowledgebase • art creating and production/process • reflecting on their own work and connecting and responding to other art work

	<p>Summative: final project that uses rubric and fosters listening and speaking</p>	<ul style="list-style-type: none"> •How will the students’ voices be represented in the assessment and presentation of their work?
<p>10</p>	<p>Insert photo of teacher created exemplar here:</p>  <p>The images show four examples of paper marbling. The top-left image is a cylindrical lantern made of marbled paper with green, blue, and yellow patterns, supported by wooden sticks. The top-right image is another cylindrical lantern, similar in design but with a different marbling pattern. The bottom-left image is a flat, rectangular piece of marbled paper with a vibrant pattern of yellow, orange, and blue. The bottom-right image is a spherical lantern made of marbled paper, featuring a map-like pattern, with a small light source inside and a wooden stand.</p>	<p>Rationale here should discuss the significance of what was created and address prior knowledge (ideas, context etc) students will need to understand the lesson content.</p> <p>Students will need to learn that it takes time and perseverance to bring a project from ideation to completion, especially if there is no prior knowledge for using materials. A significant amount of time was spent researching the process of paper marbling, ordering the supplies, then learning how to create the pieces. I will share how I made many mistakes and just started learning the process. The key is to start and experiment with the process. Some papers might not come out as expected, but they can still be used in the art-making process, especially as collage and for other paper art.</p> <p>Students will need to learn that they can fall into a trap of cultural appropriation. At first, I started thinking about the idea of a lantern using the paper. As I began researching this concept, I realized I was touching on mainly Chinese culture and their use of lanterns. My country of original focus was actually Italy, which does not have any deep roots in use of lanterns. I then broadened my understanding of what it would mean to create work inspired by three different cultures and the Big Idea of Cultural Illumination was expanded. I realized that much of art-making when it comes to referencing other cultures has to do with a process of being “illuminated” by that culture’s own art and context of the use of the art forms. Paper Marbling was great to tackle because it allowed me to learn something new about an art form as well as three countries that use it for a variety of purposes.</p>





11.	Materials/Tools/Art supplies needed	
	Alum	Marbling tools
	Carrageenan	Trays
	Paper	Drying rack
	Sketchbook	Newspaper
	Marbling paint/ink	Brushes
	Droppers	Small paint containers
	Blender/mixer	Paper towel
	Water containers	Ruler
	Scissors	Glues & Tapes
	Paint	Palette

12. Materials Distribution/Clean Up

13. **PRESENTING** How will your students' work be PRESENTED and curated?

What prior knowledge students will need to effectively use materials to express their ideas? (you may complete this AFTER making your teacher exemplar)

Students will need to learn entire paper marbling process and how to handle materials safely. Live Demonstrations and videos will be shown to assist with this.

Most students will know how to use other basic art supplies. We will review all material use prior to engaging in art-making.

Describe possible systems and management strategies

Who is the audience? What kind of feedback will the artists receive?

Students will share cultural research as a group to the entire class. Students will share project progress in their small groups.

	<p>Slide presentation Ideation in sketchbook Final presentation in person in classroom</p>	<p>Students will present final work to entire class and to the teacher.</p> <p>Feedback will be in form of verbal communication from peers. Feedback will include students sharing two “glows” and one “grow” in final presentation.</p>
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