

Samantha Bachman
Leluja Paper Cutting
Second Grade
April 1- April 8 2014
60 Students in 2 Sections of Second Grade

I. Lesson Rationale: The skills, techniques, elements, and principles of the Arts can be learned, studied, refined, and practiced. People have expressed experiences and ideas through the arts across time and cultures.

During this lesson, I will first introduce the students to Leluja, or the art of Polish symmetrical paper cutting. We will look into some of the history of leluja and I will also expose students to the process in which they are created. Students will have opportunities to practice drawing some of the items that they would want to include in their own Leluja cutout, and they will also practice creating different types of trees. I believe that allowing students to discover and create through practice drawings will allow the students to then create a final product that they will be proud of.

During this lesson the students will be introduced to the concepts of balance, symmetry, positive and negative space. All of these concepts are an important part of Pittsburgh public's curriculum and they are also very important to the success of the project. Students will also be introduced to color psychology, or how colors can elicit certain feelings. "Art expresses how we feel," is the overarching big idea for second grade art, and teaching them about color psychology will not only make their leluja cutouts more meaningful, but the knowledge will provide the students with yet another tool for self expression. Students will also have the opportunity to create a few sketches of half of their final design so they can pick the most successful composition and they can work out a few of the kinks in the process before they dive into the final project.

Lastly, the students will be relating their final concept to the idea, "what is your favorite part of spring?" The original purpose of the Leluja paper cuts was to welcome spring after a long winter. Students will have the opportunity to welcome spring with their own cutouts, therefore relating their work to not only the process of leluja, but also to the content and purpose.

I believe that students will find it exciting and empowering to create an interesting design through the medium of paper cutting. Concord Elementary also has an upcoming "Cultural Night" where these artworks will hopefully be displayed. This will give the students another opportunity to participate in the community of the school through their artwork contribution.

II. Learner Outcomes

- Students will identify the historical significance and purpose of leluja paper artworks.
- Students will use symmetry and balance to design and create an artwork similar to leluja historical works.
- Students will differentiate between positive and negative space.
- Students will recall facts pertaining to basic color psychology.
- Students will evaluate the quality of their own work.

III. Materials Needed For Lesson

a. Teacher materials

- Powerpoint with necessary information
- Laptop
- Tree Practice Handout
- Spring Practice Handout
- “Drawing Half” handout
- Teacher samples at several stages of production

b. Student Materials

- All handouts outlined above
- Construction paper
- Scissors
- Glue Sticks
- Pencils

c. Materials needed for special needs students

- Adapted or simplified text on handouts

IV. Lesson Procedures

a. Starting the lesson

I will first introduce the lesson by showing the students an image of a leluja cutout and ask them what they notice about the artwork. I will then do an introduction on the leluja artform. Each day I will begin by doing a short review of the previous day’s information. Repetition will help them remember the information over time

b. Lesson Procedures

Teacher Actions	Expected Learner Actions
<ol style="list-style-type: none">1. Teacher will introduce the lesson by showing the students an image of a leluja paper cut. Teacher will ask what the students see and what they think it’s made of. Teacher will review history and purpose of leluja. Teacher will show students	<ol style="list-style-type: none">1. Students will offer responses to teacher questions. Students will observe the process and ask questions about the process.2. Students will raise their hand if they have heard of symmetry. Students will provide an answer if

<p>that a tree and two birds are usually included. Teacher will also introduce the basic process of leluja by showing several teacher samples at different stages of production.</p> <ol style="list-style-type: none">2. Teacher will introduce the concept of balance and symmetry. Teacher will explain balance as a way the elements of art are arranged in a picture to make it look even or uneven. Teacher will ask students if they have heard of symmetry. Teacher will show images to students and ask if they are symmetrical or not and why the image is symmetrical.3. Teacher will then emphasize that leluja were used to welcome spring and they often include a tree. Teacher will ask the students if the leluja trees look like real trees or not. Teacher will demonstrate drawing a few trees that the students can also try. Teacher will then ask students what reminds them of springtime. Teacher will pick students who are ready and behaving appropriately to pass out pencils. Teacher will pass out handouts for students to practice drawing trees and practice drawing springtime topics. Teacher will circulate around the room, helping students as needed.4. Teacher will review symmetry and also introduce positive and	<p>something is symmetrical or not.</p> <ol style="list-style-type: none">3. Students will offer responses of what reminds them of spring. Students will be sitting quietly to then be chosen to pass out pencils. Students will practice drawing several trees and springtime topics.4. Students will offer responses of what space is positive and what space is negative. Students behaving appropriately will pass out scissors and pencils. Students will fold their construction paper in half. Students will draw half of an image on their construction paper. Student will cut out their shape. Students will return their attention to the teacher. The students will show their paper cutout to the class. The students will identify positive and negative space.
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negative space. Teacher will show that space is one of our elements of art. Teacher will show positive and negative space on the powerpoint. Teacher will show positive and negative space on a leluja cutout both on the powerpoint and then on the teacher sample. Teacher will demonstrate how to create a symmetrical design cutout Teacher will pass out a small square of construction paper. Teacher will choose students to pass out pencils and scissors. Teacher will circulate around to help students. The teacher will then gain the attention of the students and ask them to share their shapes with the class and what is the positive and what is the negative space.

5. Teacher will review positive and negative space. Teacher will demonstrate on a handout how to draw half of their composition. Teacher will emphasize that the outer edge of their tree and ground needs to be one continuous line. Teacher will demonstrate how to draw half of several spring objects that may be used by the students. Teacher will also emphasize that they need to leave some small pieces at the center fold to hold the tree together and all details must meet up with the outer edge of their tree, with the bottom edge,

5. Students will practice drawing at least 3 different compositions. Students will follow basic guidelines to insure the success of their artwork. Students will help with cleanup.

<p>or with the center fold. Nothing should be floating in the middle. Teacher will then show students how to shade their negative space Teacher will choose students to pass out pencils. Teacher will pass out sheets so students can practice drawing half of their design.</p> <ol style="list-style-type: none">6. Teacher will review basic information crucial to achieving all learning objectives. Teacher will introduce basic positive color psychology, or feelings that can go along with colors. Teacher will emphasize that students will choose paper colors that will add meaning to their artworks. Teacher will have colored paper available at front table. A table at a time will come up and select a color of paper. Teacher will choose students to pass out pencils. Teacher will come around and staple paper on edges so they are easier to cut. Teacher will collect projects7. Teacher will demo how to cut out their leluja design. Teacher will call on students to pass out scissors and pencils. Teacher will pass out projects. Teacher will remind students to keep any parts that they accidentally cut off because they can be glued back together later. Teacher will assist individuals as needed. Students will be reminded	<ol style="list-style-type: none">6. Students will choose a color carefully. Students will come up to the front table and choose a paper color. Students will fold their paper in half, "hotdog" style. Students will begin drawing half of their chosen design. Students will shade with pencil the positive space so they remember what spaces to cut out and which ones to leave behind. Students will have their papers stapled so they are easier to cut.7. Students will cut out their leluja designs. Students will save things they accidentally cut off. Students will add more as needed. Students will do their part during cleanup.8. Students will choose another color meaningful to them. Students will glue design to another piece of paper.
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<p>that when they are done cutting out their design, they may open it and then add more as they wish. Teacher will remind to look around their feet during cleanup to pick up scraps.</p> <p>8. Teacher will show students how to glue their design to another piece of construction paper. Teacher will review color psychology again so students can choose meaningful colors. Teacher will choose students to pass out materials. Teacher will help students as needed.</p> <p>9. Teacher will review info with students on last day, probing students for answers, asking students with raised and unraised hands. Teacher will host an inclass critique, allowing students in class to share their work, what they think they did well, and what they think they would change next time</p>	<p>9. Students will participate in discussion.</p>
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- V. Ending the Lesson**
- a. Closure of lesson: each lesson will end in a little review and what they will be doing next time. The final day will end in a review and an evaluation of work.**
 - b. Transition to next lesson: They will be learning about paper cutting from Mexico called papel picado. Papercutting is important across different cultures.**
- VI. Assessment of Student Learning.**
- a. Students will be evaluated throughout the lesson for comprehension. Historical information about leluja and symmetry will be reviewed often. Students will be asked what they know about the leluja designs, where they come from, what**

they are made of, etc. Students will be evaluated on their knowledge of symmetry through verbal discussions. Their understanding of the process will be evaluated through their final project. Once again, repetition of learning objectives will be stressed (see learning objectives)

VII. Resources Consulted

<http://artdocents.wordpress.com/2012/05/20/leluja-paper-cutouts/>