

LESSON 4.9 **Pop-up Story**
Paper Sculpture

STRAND 3 Thinking and working as artists and designers, we can design formats for telling stories.

PREPARE

Lesson Objectives

- Students will:
- Understand that some artists design pop-up books.
 - Describe features and mechanics of pop-up illustrations.
 - Create a character for a story to meet Studio Evaluation Criteria.

Setup

You may wish to have an assortment of pop-up books available for students to examine.

Materials

- 9 x 12" (23 x 30 cm) construction paper, 2 pieces of contrasting colors per student
- smaller pieces of construction paper, assorted colors
- scissors
- glue
- markers (optional)

4.9 Studio Exploration

Paper Sculpture
Pop-up Story

What Ideas Will You Explore?

A **pop-up** book tells a story with paper sculpture.

You can make a pop-up character like the one in the picture on the next page.

Your Artwork Should:

- ✓ Show a pop-up character for a story.
- ✓ Have a mouth that opens and closes.
- ✓ Include cut-paper details to tell more about your character.

Materials you will need:

- construction paper
- scissors
- glue
- markers

1. Explore

- Practice folding and cutting your paper to make a mouth that opens and closes.
- Look at pictures on these pages for ideas.

Vocabulary

ENGLISH	SPANISH
pop-up	desplegable

Inspiration from Our World



B

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TEACH THROUGH INQUIRY

Introduce the Studio

- 1 Remind students that artists often tell stories with pictures. Engage students in a conversation about pop-up books. *What makes a pop-up book special? What do you especially like about pop-up books?* Ask students to describe pop-up books they have seen.
- 2 Explain that today they'll make their own version of a pop-up character for a story.
- 3 Tell students that in this studio they will apply what they learned in Lesson 4.7 about shapes and symbols in a story collage and in Lesson 4.8 about creative lettering to help tell stories.

Explore the Images

- 1 **Focus on A** Ask students what pops up in this book. (the animal's mouth)
- 2 **Focus on B–D** These students created pop-up characters for the story about the frog prince. Ask for a volunteer to tell the story. (An evil witch turns a prince into a frog. He changes back into a prince when a young woman kisses him.) Ask students how these artists made their character look like a frog. (They all gave the character a long, curly tongue. The artists in **B** and **C** drew lines and shapes to show a frog's bumpy skin.) Which frogs wear something that a prince might wear? (**C** and **D** both wear crowns. **D** also has a mustache.) Notice that each artist made the frog's legs a different shape.

Studio Exploration

1. Explore

- 1 Encourage students to practice folding and cutting a piece of scrap paper as is shown in the illustration.
- 2 Remind students of their choices by asking them these questions:
 - *What kind of character will you draw?*
 - *Will it have a long tongue, pointed teeth, big ears, or a special textured skin?*
 - *What kind of hat, jewelry, or clothes might it wear?*



A
Calef Brown,
from *Pop-Up Aesop*,
2005. Pop-up
illustration.

**Calef Brown
makes pop-up
books.**

**How is a
pop-up book
different from
other books?**

**What pops up
in this book?**



C



D

Differentiated Instruction

Advanced Encourage advanced students to use what they have learned about pop-ups to make multiple pop-up elements on their work. They may want to make eyes or other features that pop open and closed.

Social Studies

Origami Ask students if they have ever seen origami animals or birds made by folding a square of paper. Explain that the word *origami* is a combination of two Japanese words: *oru*, meaning “to fold,” and *kami*, meaning “paper.” Help students who are interested find books or Internet sites with origami directions.

Portfolio Tip

Pop-up paper sculptures are fragile. Be sure to have students store their paper sculpture in a paper or plastic bag before putting it into their portfolio.

About the Artists

Calef Brown, born in 1959, studied at the Art Center College of Design in Pasadena. Since that time, he has worked as a freelance editorial and advertising illustrator. He has written and illustrated many children’s books—including not only the works of others but also collections of his own poems—and he shows his drawings and paintings in galleries and museums.

Calef Brown’s illustrations accompany text by **John Harris** in *Pop-up Aesop*. The book retells some of Aesop’s classic tales and allows readers to create their own using an interactive spinner. The illustrations feature Brown’s signature use of bright, saturated color and his wry sense of humor.

Reading Comprehension

Visualize Point out that good readers visualize the action when they read a story or book. Similarly, we visualize when we view artwork. When you see a pop-up character, for example, you visualize how that character would act and move in real life.

ASSESS

Studio Evaluation Criteria

- ✓ Pop-up character’s mouth opens and closes as the paper is opened and closed.
- ✓ Cut-paper and drawn details clearly add to the meaning of the character’s identity.
- ✓ Details are securely attached so they stay on the art as it moves.

LESSON 4.9 **Pop-up Story**
Paper Sculpture *continued*

STRAND 3 Thinking and working as artists and designers, we can design formats for telling stories.

TEACH THROUGH INQUIRY *continued*

2. Create

- 1 Students fold their paper in half and cut a slit halfway from the folded edge to the middle. Next, they fold back the edges of the slit, pull out the folded paper, and close the large shape to form an open mouth. Next, they fold the paper and draw a face that goes around the mouth.
- 2 For the backing of the face, students fold the second sheet of paper in half, glue the face shape to it with the folds aligned, then cut detail shapes and glue these securely to the face shape.

3. Reflect and Revise

- 1 Suggest that students reflect on their work in progress, either alone or with

a partner. Remind them to check their work with the questions in the text.

- 2 Have students open and close their character’s mouth and face to make sure that it works.

4. Finish Up

Invite students to use markers to add finer details.

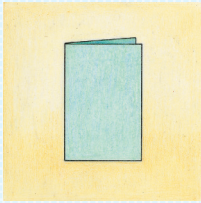
5. Reflect and Present

- 1 Ask students how the mouth of their pop-up works. What details did they add to show who their character is? What other details might they add?
- 2 Have students work their character’s mouth as it talks to the class.

4.9 Studio Exploration *continued*

2. Create

- Fold your paper in half.
- Cut a big shape to make a face.
- Think about where the mouth will be.



Fold the paper in half.

3. Reflect and Revise

- Does your pop-up work the way you want it to work?
- What changes will make it better?
- Does your story character look the way you want it to look?

4. Finish Up

- Do your character’s parts stay in place?
- Are the parts and details where you want them to be?

5. Reflect and Present

- What do you like about making pop-ups?
- Will you try making another one?
- Share your pop-up with your classmates.

For Your Research Journal

Draw a face in your journal. Sketch a mask that you might make with the face.

For Your Portfolio

Store your pop-up in a bag before you put it in your portfolio so that it doesn’t get torn.

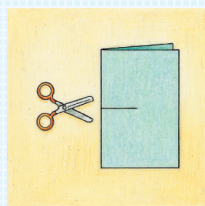
ASSESS

See Assessment Rubric

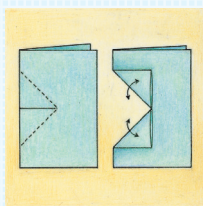
- In discussions, students demonstrate understanding that some artists design pop-up books.
- In critical looking and responding, students describe features and mechanics of pop-up illustrations.
- Students create a character for a story to meet the Studio Evaluation Criteria.

ASSESSMENT RUBRIC

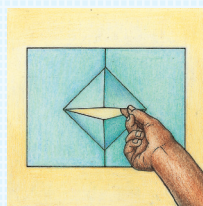
Objective	Evidence	Level 4	Level 3	Level 2	Level 1
Understand that some artists design pop-up books.	Discussions and review	Thorough grasp of concept; can offer good examples	Understands concept; examples not always clear	Awareness of concept; can restate but without examples	No evidence of understanding
Describe features and mechanics of pop-up illustrations.	Critical looking and responding	Vivid descriptive and insightful interpretive or evaluative language, as appropriate	Descriptive and interpretive or evaluative language, as appropriate	Limited descriptive and interpretive or evaluative language, as appropriate	No ability to describe and interpret or evaluate
Create a character for a story using pop-up techniques.	Student artwork	Well-designed character with mouth that opens and closes	Recognizable character; some problems with mouth	Unrecognizable character; mouth does not open and close	Is not a pop-up; no mouth
Add cut-paper parts and details to complete character.	Student artwork	Many creative parts and cut-out shapes provide creative details	Some parts and paper shapes added for detail; could use more	Only a few attempts to add parts or cut-out shapes; not well executed	No parts or cut-out paper shapes added



Cut a slit from the middle of the folded crease to the middle of the paper.



Fold the corners of the cut to create two triangles.



Open the folded paper and press in and out.

Art Criticism



A Student artwork.

Describe

What does the artist show?

Analyze

What parts pop out?

Interpret

What words describe this pop-up character?

Evaluate

Why is this a good pop-up?

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CLOSE

Quick Question Review

- 1 Which of these is a form of sculpture: a pop-up character, or a flat drawing? (a pop-up character)
- 2 Are artworks always still, or can they sometimes move? (They sometimes can move.)
- 3 Which of these can be folded to form a sculpture: paper, or chalk? (paper)

Explore the Essential Question

Have students consider how this lesson focused on a fun way to present characters for telling stories.

Aesthetic Awareness

Today you've created a pop-up character with a very big mouth. During this week, pay attention to people's and animal's mouths. How do mouths show a person's mood?

Research Journal

Students can use a page in their Research Journal to transform sketches of faces into ideas for masks or pop-up book ideas.

Art Criticism Possible Answers

Describe The artist shows a pig holding a bunch of flowers. The pig is wearing boots.

Analyze The pig's mouth and tail pop out.

Interpret This is a funny character. The pig is dressed like a person and is carrying a bunch of flowers.

Evaluate Accept answers that point out the character of the pig as it is shown in the sculpture. Students may note that the pop-up has many details that show clearly that the paper sculpture is a pig.

Art Safety Tip

Do not assume that students know how to handle and correctly use cutting tools. Always give careful instructions on the proper use of scissors, even blunt-tipped scissors.

Process Tip

Suggest that students use scratch paper to practice making different pop-up mouths. They can experiment by varying the size and angle of the cut and folds.

Studio Option

Have students make up names for their characters that tell something about the character's personality.

Presenting

Create a Story Wall in the classroom to display students' pop-up art. Group the pop-up characters according to type: people, animals, insects, fish, and so forth.

Children's Trade Books

Wild Oceans: A Pop-up Book with Revolutionary Technology by Lucio and Meera Santoro. Little Simon, 2010. Extremely vivid, detailed pop-ups illustrate solid—and even surprising—information about the inhabitants of several marine ecosystems.

The Wide-Mouthed Frog: A Pop-up Book by Keith Faulkner, illustrated by Jonathan Lambert. Dial Books, 1996. In this version of an American folktale, an inquisitive wide-mouthed frog from the Okefenokee Swamp meets his match.

STEAM Technology

Show students the Word Art feature in Word documents. Students can name their puppet and use the shadow feature to make the word have the illusion of popping out.