

WHAT IS "BETWEEN THE FOLDS"?

PERHAPS A BIRD, A DOG, OR AN ELEPHANT? -- A STUDY OF POSE AND CHARACTERIZATION THROUGH PAPER FOLDING

VISUAL ART
GRADES: 4 - 12

BASED ON



Ceremonial Oil Dish
Canada, British Columbia, Queen Charlotte Island (Haida)
Mid-19th Century
Mountain sheep horn
Source unknown, X1965.15



The Elephant Hunt of Maharaja Anup Singh of Bikaner
India (Rajasthan, Bikaner)
Circa 1695
Opaque watercolor, gold, and silver on paper
Gift of Mr. and Mrs. Charles Fleischmann in memory of Julius Fleischman, 1979.129



Sandy Skoglund (American, b. 1946)
The Green House
1990
dye bleach (Cibachrome) print
The Albert P. Strietmann Collection, 1991.265

OBJECTIVES

- Students will study the role of story in the focus artworks from the Cincinnati Art Museum and emphasize the way characterization is developed.
- Students will fold a series of animals and adapt each one to express variations of pose and character.
- Students will use their folded sculpture to "act out part of the story" or make a "still" for photo documentation.

CONCEPT

"Story" often captures the imagination so much that the greatest teachers often use them as parables, short stories even novels. Stories are illustrated as tapestry, painting, poster, book illustration/illumination, etc. Notice how this artist from India has captured realistic characterizations of the rich personalities of these elephants. S. Skrugland captures the character of many dogs, and the horn carver formed a careful likeness for ceremonial dignity. Origami is a transformative media not additive as assemblage, nor subtractive as wood carving. Folds are combined at just the right time and place to transform the medium of paper into the story of artistic creation and aesthetic expression with great satisfaction.

MATERIALS

reproductions of the examples for each student
copy paper cut to square shape (Remember : larger paper is easier to begin folding, smaller paper is for the more advanced folder)
folding papers of great variety of color and texture
scissors, and glue in case of special need
embellishments (markers, paint, glitter, etc.)
camera

VOCABULARY

pose: a particular way of standing or sitting, usually adopted for effect or in order to be photographed, painted, or drawn.

Context: photographs of boxers in ferocious poses.

character: the quality of being individual, typically in an interesting or distinctively unusual way.

Context: the island is full of character or he was a real character.

fold: bend something (flexible and relatively flat) over on itself so that one part of it covers another.

Context: she folded all her clothes and packed all her bags.

PROCEDURE

1. Have students watch selected portions of the movie "Between the Folds" directed by Vanessa Gould.
2. Have the students attempt to "tell a story" using one of the focus artworks above.
 - Note the positioning of the subjects. .
 - Note the use of details that determine characterization.
 - Note the use of media and skilled techniques.
3. Depending on the experience of the class, lead students in folding a simple or advanced bird, dog, or elephant.
4. After the students have selected and mastered a model, allow them to make copies of that model making slight variations, working toward control of pose and/or expression.
5. Coach the student in photographing a selected subject.
6. Arrange the photographs on an exhibit board for display.

ASSESSMENT

(5) Excellent (4) Above Average (3) Average (2) Needs Improvement (1) Doesn't Work

Criteria

_____ Goal of Assignment (possible 5 points)

Accurately and precisely, the student folds a model and incorporates it into a setting such as the exemplars from the Cincinnati Art Museum noted above.

A photograph is produced showing how the student's model is posed and shows development of character.

_____ Craftsmanship (possible 5 points)

The student uses precision and accuracy when copying his first model. Divergent adaptations of that model reveal the student's intent to position and develop character with crisp creases and economy of folds. The student will also incorporate mathematical terms correctly when describing the process of folding.

_____ Overall Visual Impact (possible 5 points)

The finished photograph expresses the element of story with care and concern for the subject, media and overall visual effectiveness.

_____ Total (possible 15 points)

_____ Grade

A (15, 14) B (13, 12) C (11, 10) D (9, 8) F (7 and below)

NATIONAL STANDARDS

Visual Art

Content Standard #1: Understanding and applying media, techniques, and processes *Achievement Standard:*

Students know the differences between materials, techniques, and processes

Students use different media, techniques, and processes to communicate ideas, experiences, and stories

Content Standard #2: Using knowledge of structures and functions

Achievement Standard:

Students know the differences among visual characteristics and purposes of art in order to convey ideas Students use visual structures and functions of art to communicate ideas

Content Standard #4: Understanding the visual arts in relation to history and cultures

Achievement Standard:

Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

RESOURCES

"Between the Folds" directed by Vanessa Gould

Rick Beech, *Practical Origami: A Step by Step Guide to the Ancient Art of paper Folding*. Hermes house, 2005.

Laura Chapman. *Approaches to Art Education*. Harcourt Brace and Jovanovich, New York: 1978.

Karen Feinberg, copy editor. *The Collections of the Cincinnati Art Museum*. Merten Printing Company, Cincinnati, Ohio: 2000.

CLASS EXPERIENCE

Edmund Burke Feldman, *Varieties of Visual Experience, 3rd edition*. Harry N. Abrams, Inc., New York: 1987.

Kunihiko Kasahara. *Origami Omnibus*. Japan Publications, Inc., Tokyo: 1988.

John Montroll. *Origami for the Enthusiast*. Dover Publications, Inc., New York: 1979.

Fumiaki Shingu. *Animal Origami*. Mud Puddle Books, Inc., New