Grade 7 Unit 2 - Papermaking

Unit Focus

In this unit, students embark on a journey that blends the science of color theory with the tactile craft of handmade papermaking. By moving from the fundamental principles of the color wheel to the physical creation of their own paper pulp, students explore how raw materials can be transformed into expressive, textured compositions. This unit is anchored in two core Profile of a Graduate (POG) competencies: Design and Self-Awareness. Students learn to intentionally control their materials to achieve specific visual effects, while simultaneously reflecting on their growth as creators. Design is the bridge between an idea and a finished product. Throughout this unit, students must plan their projects through sketches before touching the clay or paper. They learn to use a design process: identifying a goal, planning the steps, and executing with intention, to ensure their final collage is a cohesive, high-quality work of art. Creating art allows students to understand their own creative voice. By using their sketchbooks to reflect on their learning, students evaluate their own progress, identify the techniques that resonate with them, and recognize their strengths and areas for growth. This reflective practice helps them understand how their unique perspective informs their artistic choices.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards
Visual Arts: 7

- Develop criteria to guide making a work of art or design to meet an identified goal. (VA:Cr1.2.7.a)
- Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design. (VA:Cr2.1.7.a)
- Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas. (VA:Cr2.3.7.a)
- Reflect on and explain important information about personal artwork in an artist statement or another format. (VA:Cr3.1.7.a)

- **Madison Public Schools Profile of a Graduate**
- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)
- Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)

Transfer

Students will be able to independently use their learning to...
T1 Create works of art to personally engage in the artistic process and/or communicate meaning
T2 Develop and refine techniques and skills through purposeful practice and application to become more fluent

Meaning

Understanding(s)

Students will understand that...
U1 Artists improve the quality of a performance/piece of art through a cycle of deliberate practice and examination of results.
U2 Evaluation of an artistic work is based on analysis and interpretation of established criteria that is helpful to the artist or deepens understanding of the work.

Essential Question(s)

Students will keep considering...
Q1 What inspires me? Where do I get my ideas from?
Q2 What am I learning or have I learned from creating this work of art?
Q3 How do artists use color to express themselves in a unique manner?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 Elements of Art: shape, positive and negative space emphasis, unity, color
K2 Color Wheel Vocabulary: Primary, Secondary, Tertiary, Monochromatic, Analogous, Complementary

Skill(s)

Students will be skilled at...
S1 Identifying the colors that make up the color wheel and using appropriate techniques (e.g., following the color mixing rules to create the following color schemes; monochromatic, analogous, and complementary)
S2 Using handmade paper to create a final mixed media design (e.g., collage, bookmaking)
S3 Making paper by creating a paper pulp and sifting it through a screen (mould)