

Creating Mood through Cut Paper Trees



Language Arts & Visual Arts

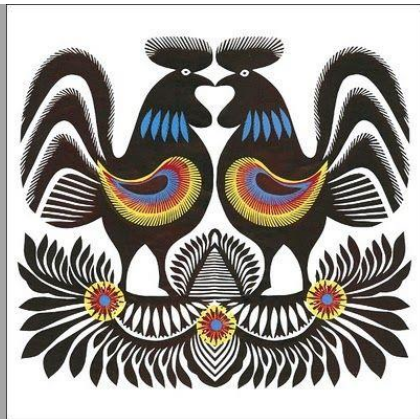
Grade
2-3

Maryland Common Core Standards

RL7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

Fine Art Content Standards: Visual Arts

2.b. Use color, line, shape, texture, and form to represent ideas visually from observation, memory and imagination.



CONNECTED OBJECTIVES

Students create paper trees using the Polish "Wycinanki" Paper cutting art in order to represent mood in a narrative selection.

MATERIALS & RESOURCES

Examples of Wycinanki art
Colored and white Paper
Scissors
Copy of *Owl Moon*

KEY CONTENT VOCABULARY

Mood

KEY ARTS VOCABULARY

Line
Symmetry

A S S E S S M E N T

Assessment will be on going through teacher observation. However, summative assessment will take place through student demonstration of being able to illustrate and articulate how their tree/ tree branches showed mood.



L E S S O N S T E P S

Warm Up/Prior knowledge: The teacher will present various situations and music and ask the students how they feel in those situations. The teacher and students will demonstrate movements to show how their mood to the music. The teacher will tell the class what “mood” means and why authors work to develop this in stories.

Procedure:

1. The students will listen to the read aloud *Owl Moon* and periodically discuss what type of feeling the author is trying to convey to the readers.
2. The teacher will record the class responses on the board.
3. The teacher will then demonstrate how to show mood through drawing by using one of the responses from the class. Then discuss how can one show fear, excitement, awe, etc. using different lines
4. Provide examples of wycinanki (Polish Cut Paper Art). Students will create cut paper trees. In order to create the cut paper trees- introduce the idea of symmetry (balance) by having students fold paper in half. They draw ½ of the tree and open it to find a mirror image. Can also introduce “contrast” by having the tree/background in analogous colors.
5. The students will use this process to cut a fir tree with branches that show the mood which they felt in listening to *Owl Moon*. In order to visually show the mood a student experienced, have them make paper trees whereby the branches are designed to show the mood. For example, fear may have shown with jagged lines whereas excitement may have been smooth curves.

EXTENSIONS & OPTIONS

Provide basic patterns.

Student differentiation can be achieved through students writing sentences or a poem using the mood conveyed in the story *Owl Moon*.

Students can further demonstrate math concepts such as symmetry by adding decorations on each side of the branches.

SOURCES & RESOURCES

Owl Moon by Jane Yolen

<http://www.dltk-kids.com/world/mwycinanki.html>

G E T S M A R T T H R O U G H T H E A R T S

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S u p p o r t i n g D o c u m e n t s