**Papercraft** - Paper models, also called card models or papercraft, are models constructed mainly from sheets of heavy paper, paperboard, or card stock.

**STEP ONE: RESEARCH** by looking at the various choices available provided.

**STEP TWO: CHOOSE** one Papercraft model to **COLOUR** and **BUILD** using glue and scissors.

**STEP THREE: REFLECT** on your finished work by answering the following questions.

1. What do you think was the most successful part of your work and why?

2. What do you think was the least successful part of your work and why?

3. If you had to do this project again, what changes would you make to your work and why?

**Papercraft House**

**Papercraft Ninja Rabbit**

**Papercraft Camera**
### Papercraft Sculpture Evaluation

<table>
<thead>
<tr>
<th>Knowledge/Understanding</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of the elements &amp; principles of design in the sculpture (e.g., shape, form, line, balance)</td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>Student demonstrates limited understanding of the elements &amp; principles of design in the sculpture. 0.25</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design in the sculpture. 0.50</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design in the sculpture. 0.75</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the sculpture. 1</td>
</tr>
</tbody>
</table>

- **Level 0:** Work does not meet assignments expectations for this category. Incomplete. 0
- **Level 1:** Student demonstrates limited understanding of the elements & principles of design in the sculpture. 0.25
- **Level 2:** Student demonstrates some understanding of the elements & principles of design in the sculpture. 0.50
- **Level 3:** Student demonstrates considerable understanding of the elements & principles of design in the sculpture. 0.75
- **Level 4:** Student demonstrates a high degree of understanding of the elements & principles of design in the sculpture. 1

### Thinking/Inquiry

**Concept:** Papercraft Sculpture

**Work does not meet assignments expectations for this category. Incomplete. 0**

**Concept and context is unclear and/or weak. Meaning or ideas conveyed are not on par with student grade level. 0.25**

**Concept and context is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student’s grade level. 0.50**

**Concept and context is clear and valid. Meaning or ideas conveyed are on par with student’s grade level. 0.75**

**Concept and context is clear and strong. Meaning or ideas conveyed are above expectations for grade level. 1**

### Communication

**Clarity:**

**Work does not meet assignments expectations for this category. Incomplete. 0**

**Poor, yes/no answers/limited complete. 0.25**

**Somewhat coherent and somewhat complete. 0.50**

**Clear and substantial answers. 0.75**

**Superior and insightful answers. 1**

### Application

**Creative Process:** Demonstration of Skill Development & following procedures including Clean Up

**Uses elements & principles of design & painting sculpture techniques to produce an effective artwork – Papercraft Sculpture**

**Incomplete. 0**

**Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5-6**

**Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 7-8**

**Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 9-10**

**Student demonstrates a high degree of using the e & ps of design and sculpture techniques to produce an highly effective art work. 5**

<table>
<thead>
<tr>
<th>Total</th>
<th>0/5</th>
<th>0/10</th>
<th>0/18</th>
</tr>
</thead>
</table>

A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;

A1.1 use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of art works (e.g., use research, synectic charts, and/or a class brainstorming session to generate a variety of creative ideas; reflect on the suitability of the ideas and choose one to serve as the basis for their plan; use notes and/or thumbnail sketches to develop their plans; revise their plans on the basis of peer- and self-assessment)

A1.2 use exploration experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting, and printmaking (e.g., explore a variety of materials and/or techniques; reflect on the input of their peers; refine their art work on the basis of useful feedback)

A1.3 document their use of the creative process in a portfolio (e.g., include thumbnail sketches of ideas and/or plans, notes on or examples of the results of experiments with different media or techniques, and copies of their preliminary and final work to show evidence of revision and artistic growth), and refer to this portfolio to reflect on how effectively they have used the creative process

A2. The Elements and Principles of Design: apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;

A2.1 explore elements and principles of design, and apply them to create art works that express personal feelings and/or communicate emotions to an audience (e.g., explore the use of colour, texture, and/or space to express specific emotions)

A2.2 apply elements and principles of design to create art works that communicate ideas and information

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

A3.1 explore and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce art works

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

B1.1 identify and describe their initial reactions to a variety of art works

B1.2 identify, on the basis of examination, elements and principles of design used in various art works, and describe their effects

B1.3 interpret a variety of historical and/or contemporary art works

B1.4 use a variety of strategies (e.g., peer- and self-assessment, formal and informal critiques, small-group and class discussions) to identify and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works
B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect personal values;
   B2.1 identify the functions of various types of art works in past and present societies
   B2.2 identify ways in which various art works reflect the societies in which they were created
   B2.3 identify ways in which creating and/or analysing art works has affected their personal identity and values

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
   C1.1 use appropriate terminology when identifying and describing the use of elements and principles of design in their own art works and the works of others
   C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works (e.g., brayers, conté, frottage, markers, painting techniques, pencil techniques, relief, stencil)
   C1.3 identify the stages of the creative process and the critical analysis process using appropriate terminology

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;
   C2.1 demonstrate an understanding of some techniques that artists use to achieve specific effects (e.g., the use of cross-hatching to create a feeling of depth and dimension; the use, in watercolour painting, of a transparent wash of colour to create the effect of light coming through the composition)
   C2.2 demonstrate an understanding of some of the conventions used in visual art works (e.g., the use of metaphor, similes, symbols, synectics to create a specific effect or to communicate an idea; the use of conventions associated with narrative art)

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.
   C3.2 demonstrate safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts (e.g., identify hazardous materials and adopt appropriate precautions and/or protective measures when using them; demonstrate respect for property, including classroom facilities, tools, equipment, and technological devices)