STEP ONE: RESEARCH the Pop Up templates located on the school network:
S://Mr.Arnett/AV10203M4M/Pop Up Templates. As you learn about them, think about how you may incorporate the various methods of making pop up elements into your own Pop Up book.

STEP TWO: THEME CHOICE: Select a theme for your Pop Up book from the following choices: Short Story, Poetry, Song Lyric, Famous Speech, Guide to Learning about something. If you choose to create a Short story it must follow a typical narrative structure: intro, rising action, climax and resolution.

NOTE: Your finished book should be 10 pages with one pop up element per two page spread as well as a cover and back side. The text and imagery should be unified through a consistent application of one defined style (both text and visual imagery).

STEP THREE: EXPERIEMENT by selecting and then creating two Pop Up Templates to create as demos. (Diagnostic exercises)

STEP FOUR: STORYBOARD your Pop Up book first outlining the story breakdown (see attached sheet) and also outline which pop up element you will construct for each two page spread. Once your storyboard is approved by the teacher begin the next step of creating it from paper.

STEP FIVE: CONSTRUCT your Pop Up book by following your storyboard, each two page spread should be constructed separately and then once all 10 pages are constructed, they may be glued together to form the finished Pop Up book. Each page must include value and be coloured with pencils and pencil crayons.

STEP SIX: REFLECT on your project once it's finished by answering the following questions:
1) What aspect of your work do you find most successful and why?
2) What aspect of your work do you find least successful and why?
3) If you could do this project again, what changes would you make to improve it?
Pop Up Book Storyboard

Cover Title & Back Page Spread

Text:

Back Cover

Front Cover

1 & 2 Interior Two page spread

Text:

Pop Up Element:

3 & 4 Interior Two page spread

Text:

Pop Up Element:
### Pop Up Book Rubric

<table>
<thead>
<tr>
<th>Achievement Criteria</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><strong>Thinking/Inquiry</strong></td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>Concept is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student's grade level. Applies some of the elements &amp; principles of design while composing work.</td>
<td>Concept is clear and valid. Meaning or ideas conveyed are on par with student's grade level. Applies considerable elements &amp; principles of design while composing work.</td>
<td>Concept is clear and strong. Meaning or ideas conveyed are above expectations for student's grade level. Applies substantial elements &amp; principles of design while composing work.</td>
<td>/2</td>
</tr>
<tr>
<td><strong>Knowledge/Understanding</strong></td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>The completed work is largely unoriginal and not creative in execution. Many exemplars of similar work exist.</td>
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<td>/2</td>
</tr>
<tr>
<td><strong>Application/Creation</strong></td>
<td>Incomplete.</td>
<td>Work demonstrates limited use of line, shape, color, stylized lettering.</td>
<td>Work demonstrates some use of line, shape, color, stylized lettering.</td>
<td>Work demonstrates considerable use of line, shape, color, stylized lettering.</td>
<td>/5</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Incomplete.</td>
<td>Work demonstrates limited degree of clarity in use of Pop Up Elements &amp; chosen theme.</td>
<td>Work demonstrates some degree of clarity in use of Pop Up Elements &amp; chosen theme.</td>
<td>Work demonstrates considerable degree of clarity in use of Pop Up Elements &amp; chosen theme.</td>
<td>/2</td>
</tr>
<tr>
<td><strong>Reflection Questions</strong></td>
<td>Incomplete.</td>
<td>Work demonstrates limited degree of clarity in use of Pop Up Elements &amp; chosen theme.</td>
<td>Work demonstrates some degree of clarity in use of Pop Up Elements &amp; chosen theme.</td>
<td>Work demonstrates considerable degree of clarity in use of Pop Up Elements &amp; chosen theme.</td>
<td>/2</td>
</tr>
</tbody>
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**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., in small groups, use brainstorming, research, concept webs, and/or mind maps to generate original and imaginative ideas; filter their ideas to select a suitable one to serve as the basis for their art work; use notes and/or thumbnail sketches to help them develop clear and flexible plans that show attention to detail; revise their plans on the basis of peer- and self-assessment);

**A1.2** use experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting, printmaking, and mixed media (e.g., experiment with a variety of materials/media, techniques, and tools to find ones that are appropriate for their planned art work; reflect on their preliminary work and on feedback from their peers before revising their art work).
A2. The Elements and Principles of Design: apply elements and principles of design to create artworks for the purpose of self-expression and to communicate ideas, information, and/or messages;

A2.1 use various elements and principles of design to create art works that express personal feelings and/or communicate emotions to an audience (e.g., create a mixed-media self-portrait that uses colour, line, and shape in the style of Frida Kahlo to convey their personality and elicit emotions from the audience)

A2.2 apply elements and principles of design as well as art-making conventions to create art works that communicate ideas, information, or messages, and/or that convey a point of view on an issue (e.g., use colour, line, shape, contrast, and emphasis when creating a graffiti piece that addresses an issue in their local community; incorporate symbolism to communicate a message about an environmental issue)

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 in which art works can be presented to reach different audiences

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, and explain the reasons for their reactions (e.g., the aspects of the work and/or their personal experiences that contributed to their first impressions of its mood, subject, intent)

B1.2 identify and describe the elements and principles of design used in their own art works and the works of others, and describe their effects (e.g., how line, colour, and shape are used to create emphasis, mood, and/or movement)

B1.3 explore and interpret a variety of art works, both historical and contemporary, to identify and describe their purpose and style, the materials used, and the meanings the works convey

B1.4 use a variety of strategies (e.g., peer- and self-assessment, formal critiques, feedback and reflection following public displays) 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 and describe the function of various types of art works

B2.2 identify and describe ways in which various art works reflect the societies in which they were created (e.g., with reference to the use of available materials, cultural influences, the depiction of current events or issues important to that society, the purpose of the work, the views and beliefs of audiences at the time)

B2.3 identify and describe ways in which creating and/or analysing art works has affected their personal identity and values (e.g., with reference to their self-concept, their awareness of stereotypes, their approach to fashion, their attitudes towards objects associated with particular cultural groups, their ability to express their emotions)

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 related to elements and principles of design when creating and analysing art works (e.g., when comparing the use of line, colour, shape, and contrast in African textiles with those in medieval illuminated manuscripts; when demonstrating or describing how to create an area of emphasis using colour, contrast, and shape)

C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works (e.g., dry brush; layering; pinhole camera; washes; techniques and tools used to create flipbooks, illuminated manuscripts, mosaics, stained glass works)

C1.3 identify and describe the stages of the creative process and the critical analysis process (e.g., how reflection relates to the other stages of the creative process)

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 a variety of techniques that artists use to achieve specific effects (e.g., the use of atmospheric perspective to create the perception of depth, the use of additive and subtractive sculpture to explore space and form, the use of layering to provide a sense of dimensionality)

C2.2 demonstrate an understanding of several conventions used in visual art works (e.g., exaggeration, metaphor, simile, symbols, synectics; conventions associated with heroic, narrative, naturalistic, and satirical works)

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.

C3.2 demonstrate an understanding of safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts, and apply these practices when creating and/or presenting art works (e.g., use appropriate precautions when dealing with hazardous materials; adopt protective measures when using sharp tools; keep their work space clean and free of physical and other hazards; demonstrate respect for classroom facilities, tools, equipment, and technological devices)