ORIGAMI - LESSON PLAN
MICRO-TEACH
C&I FOR NON-MAJORS ART

Instructor: Janice Rahn
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November 27, 2000
Grade Level: 5/6  
Topic: Origami  
Purpose: Component 10 - “Expression”  

(iii) Media and Techniques: Topic D - Sculpture  

Objectives:  
GLE: Students will use media and techniques, with an emphasis on more indirect complex procedures and effects in drawing, painting, printmaking, sculpture, fabric arts, photography and technographic arts.  
SLE: Students will continue exploring paper sculpture as a means of making three-dimensional forms.  

Integration of this lesson plan into a unit:  
This lesson would be one part of a sculpting unit. I would use origami as the introduction part of this unit, starting with basic, simple figures and moving on to the more difficult, complex structures. I would then move on to sculpting with paper and paste, constructing other things such as human figurines, nature scenes or objects, and furniture, for example. The students would then further explore sculpting, using other types of materials such as wood, clay, plasticine, wire, wax and dirt. To conclude the unit, the students would participate in a final project together. The students would use the techniques learned in this unit to build a diorama. They would decide on a theme for this diorama. This theme could be relative to another theme being studied in other subjects like Social Studies, Language Arts, or Science or it could be one that is unrelated to other classes and is simply of interest to them.  

Introduction:  
- Provide background information about origami, ie. its origin, definition, etc. (use overheads – see Appendix A)  
  - “Origami is the art or process of Japanese paper folding.”  
  - The art of paper folding is thought to have started in China during the 1st or 2nd century AD. By the 6th century, it was being practiced among the wealthy nobility because paper was scarce and treasured. Eventually, around the 19th century, trade had increased so paper became largely available and affordable and origami became a popular past-time among both the rich and poor. In the late 19th century, a
paper dealer in Tokyo brought colored paper from Europe. He cut them into small squares and sold them in sets called origami, hence the origin of the name of this paper folding art.

- It is an art that promotes cooperation rather than competition, the study of nature, manual work to unite the brain with the hands, and the use of play in developing self-expression.

**Body:**

- Discuss the integration of origami with other subjects.
  - **Math**
    - involves knowledge of geometric shapes (what it looks like and what it is called)
    - Involves measurement
    - Requires knowledge and use of symmetry
  - **Social Studies**
    - originated from another culture
    - May be used to represent symbols and artifacts of other cultures as part of a research project
  - **Language Arts**
    - origami objects are said to tell stories from their shape, size, color, etc. about their creator, their use, or just about itself
    - Students can make these 3-D objects to accompany storytelling or poetry as a prop
    - Students can use these objects to inspire them to write stories or poetry
  - **Drama**
    - 3-D objects could be used as props or characters in a puppet play
    - Objects could also be made as parts of a costume or theatre props
      - ie. crowns, flowers, boutonnieres, jewelry, toys, etc.
  - **Science**
    - create 3-D animals for displays as part of a research project
      - ie. prehistoric animals, insects, water animals, etc.
    - use recycled paper like old newspaper, scrap colored paper, etc.
    - use paper rockets as part of Grade 6 Sky Science topic
    - use paper airplanes as part of Grade 6 Flight topic
  - **Religion**
    - create objects as part of a display during special celebration times
• Dove for Easter or Confirmation
• Manger for Christmas
  • Create other general objects related to religion
    • Adam and Eve
    • Church
    • Angel

Discuss the size of paper used and how much is used on a figurine
  ➢ Standard size for most objects is 15cm * 15cm (6inches * 6inches)
  ➢ Some objects require larger sizes of paper such as 21.25cm * 27.5cm (8.5in * 11in)
  ➢ Most simple figures require only one piece of paper, however, some figures will require more than one depending on its complexity.
  ➢ It is best to use stiffer paper such as laser print paper or computer paper because it is best for making the precise folds needed to do this art form.

Provide two demonstrations for the class that they can follow along with.
  ➢ Fantasy flyer (p.10 Paper Flight)
  ➢ Dove (p.355 Origami Omnibus)

Ask the students to try 2 more 3-D objects on their own by using the supplies and instructions supplied at each of the stations set up around the room.
  ➢ Dinosaurs - Apatosaurus
  ➢ Paper Airplanes - Origami Aerobat or Wright Flyer
  ➢ Insects - Butterfly
  ➢ Birds - Swan
  ➢ Shapes - Equilateral Triangle

Conclusion:
• Inform the students that if they have finished their figures, they may write a poem or a little story to go along it.
• Provide references used from the curriculum lab and the internet resources.
Resources:


Internet Resources:
- [http://cowf.cc.utexas.edu/~vbeatty/origami/index.html](http://cowf.cc.utexas.edu/~vbeatty/origami/index.html)
- [http://www.folds.net/index.html](http://www.folds.net/index.html)
ORIGAMI

The art of process of Japanese paper folding.

HISTORY

- Began in the 1\textsuperscript{st} or 2\textsuperscript{nd} century AD in China

- 6\textsuperscript{th} century
  - origami was being practiced in Japan
  - only practiced by wealthy nobility

- 19\textsuperscript{th} century
  - trade had increased so paper became readily available and affordable
  - origami became popular past-time among rich and poor
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