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Creative Solutions

*Transforming Surplus Paper into
Sculptural Masterpieces*



<https://artofed.info/fl-saladino-solutions>



Thank you for joining today's creative challenge!

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 Magazine & Media

 NOW Conference





 Graduate Courses

 PRO Learning

 Degree Programs

 FLEX Curriculum

Session Objectives

-  **Relate** to a common art teacher “challenge”
-  **Recognize** how challenges can inspire creative problem-solving experiences for teachers and students
-  **Explore** a creative solution
-  **Experiment** with materials and resources

Finding New Friends and Making Connections

Raise your hand if...

▶ **You teach:**

- Early Childhood (PreK)
- Elementary
- Middle
- High

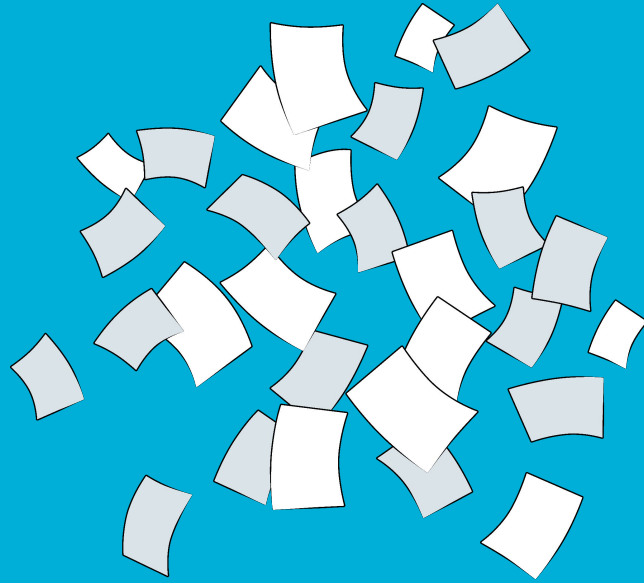
▶ **You've been teaching:**

- Less than 3 years
- Between 4-10 years
- More than 10

▶ **You are always up for a creative challenge.**

▶ **You've asked yourself this question:**





***What am I going to do
with all this paper?!***

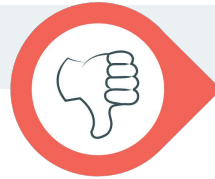
Typical (*and most appreciated*) scenarios

- ▶ Closet clean-out donations
- ▶ Community kindness
- ▶ “Can’t pass it up” treasures



Pros

- ✓ Free
- ✓ Free
- ✓ Did anyone mention “free”?



Cons

- ✓ Not always the best quality
- ✓ Storage space
- ✓ Contamination (clean and dry)
- ✓ Fire hazard

Solution: *creatively use it or lose it*

“Creatively Use It or Lose It”

**Being an art teacher gives us opportunities to refine our
“think outside the box” mindset.**

Today’s experience is a perfect example of creative problem solving:

- ▶ What do we have here?
- ▶ Where can I use it as a substitute OR appreciate its own potential?
- ▶ How can I use this opportunity to challenge students in creative risk-taking?
- ▶ How can I have students grapple with materials toward finding creative solutions?

The Importance of **Creative Problem Solving & Productive Struggle**

Exercising mental muscles beyond the art room

- ▶ Finding multiple solutions to a problem
- ▶ Working through frustration
- ▶ Recognizing potential in the unexpected
- ▶ Emerging beyond personally defined limitations (Growth Mindset)
- ▶ Practicing self-guidance
- ▶ Building stamina in critical thinking application

These are all characteristics art teachers hold and learning like today's creative challenge are great examples of strengthening these characteristics or students.

Today's challenge: *transform different types of 2D paper into a unique 3D sculpture.*

Painted Paper Sculpture

Lesson Plan

Description

Students will create a three-dimensional artwork utilizing color in a variety of media inspired by artist Bernard Frize. Students will elaborate by adding details to their artwork to transform an originally 2D work into a personally satisfying 3D artwork.

LEVELS

beginner

AREAS OF STUDY

Acrylic Collage Mixed Media Printmaking Watercolor Sculpture Form Color Balance

Abstract Art Contemporary Art

COLLECTIONS

Transformation and Color

Lesson Objectives

- Students will add details to their artwork to enhance the emerging meaning.
- Students will speculate about the processes Bernard Frize utilizes to create his artwork.
- Students will consider what makes artwork and the act of creating it.
- Students will create personally satisfying artwork utilizing a variety of materials.
- Students will transform 2D painted paper into a 3D sculpture.

Teaching Strategies

- Introduce artwork by Bernard Frize and guide student speculation about his processes.
- Facilitate a conversation about how and why art and attempting can be personally satisfying.
- Assist students in finding and enhancing the e
- Demonstrate utilizing a variety of materials an
- Demonstrate how to transform 2D painted pa



Time Requirements

TEACHER PREP TIME
15 minutes
DEMONSTRATION TIME
10 minutes
STUDENT STUDY TIME
1 hour and 30 minutes

Supplies & Materials

- Acrylic paint (no white)
- Watercolor paint
- Sketchbook, watercolor, and bristol paper
- Paint scrapers and paint brushes
- White paint pen and crayons
- Glue or clear tape and scissors
- Optional colored construction paper
- Optional neutral colored paper

Approaching a Creative Solution Today

Sampling FLEX: Painted Paper Sculpture

A bit about FLEX

- National (and specific state) standards-aligned
- Supporting Resources
- Scaffolding opportunities
- Materials - suggestions vs. modifications
- Celebrating the challenge with choice and voice

Navigate along within your packet!



FLEX Curriculum

Lesson Plan



Materials Check n' Flex

Modify to make it work

What we're working with today

- ▶ Tempera paint sticks (instead of paint)
- ▶ Variety of paper
 - Manila drawing paper
 - Graphing paper
 - Transfer tracing paper
 - Colored construction paper
 - Gray cardstock
- ▶ Black permanent markers (for details)
- ▶ Glue (sticks) and clear tape
- ▶ Scissors
- ▶ Your hands (free tool!)

Resource Round Up

Support learning with visuals and research

Just a few resources you'll find supportive in both your creative challenge today as well as potential future classroom implementation:

- ▶ Guidance on paper folding and manipulation, from beginner to advanced
- ▶ Real world connections through Artist Bios, their background and inspirations





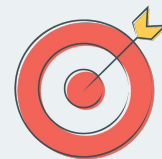
FLEX Curriculum Lesson Plan

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Observe the Objectives

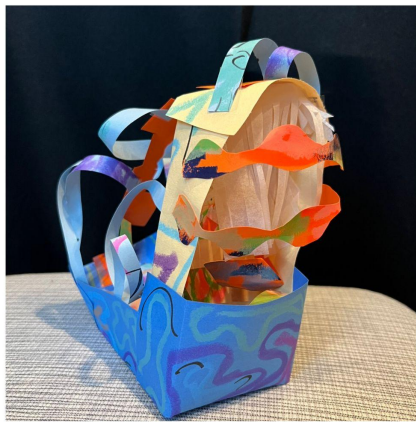
Identify our creative goals

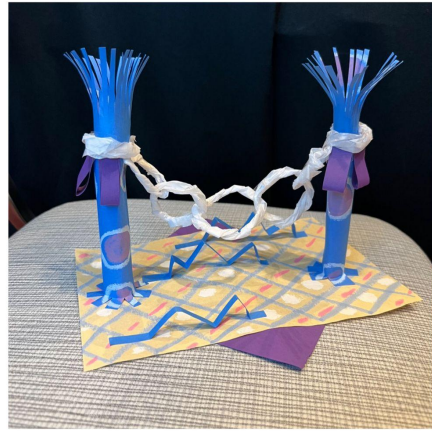


As a participant, consider approaching this creative adventure through the lens of your students while keeping these objectives in mind.

- Follow the steps (*on screen or in your packet*)
- Approach materials while thinking outside the box and noticing their potential
- Transform seemingly unwanted 2D materials into a 3D sculptural masterpiece

A bit of inspiration: NAEA Minneapolis Participant Sculptures!





Are we ready? Are we set?

As we begin our creative solution to our

What am I going to do with all this paper?! challenge...

- ▶ **Ask questions!**

There is so much knowledge in this room.

- ▶ **Have fun!**

Take creative risks and ask yourself “why not” when approaching creative problems.

As you are...

- ✓ Creative problem solving
- ✓ Critical thinking
- ✓ Taking creative risks
- ✓ Manipulating materials and tools
- ✓ Practicing a Growth Mindset

What could this experience look like in your art room?

- Stations vs. table sets of materials
- Scraps vs. nicely cut paper
- Share examples vs. exploration and Process Art (the journey and not the product)
- Welcome students to circulate and be inspired by peers?
- Natural discussions that include art vocabulary and reference to elements/principles
- Success criteria - what are you assessing?
- Student reflection/gallery walk?

Quick Clean Up!

- ▶ *Lend a helping hand*
- ▶ *Secure your sculptures*
- ▶ *Round up your resources*
- ▶ *Help yourself to remaining supplies*

The Art of Education University



PRO Learning



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