

## Plant Life Pulp Painting

A Lesson Plan By:

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Grades 5-6

### Objectives:

**Domain 1-Artistic Perception:** Students will learn an alternative way to create a two dimensional piece with three dimensional qualities by using pulp painting as a unique way for students to represent an image with impressionistic qualities using the elements of art including color, line, shape, and texture. Recreating organic shapes and plant life using tissue paper allows students to broaden their perception and appreciate an ancient way of art making.

**Domain 2-Creative Expression:** Students will use colored paper pulp created by combining tissue paper with water. The process involves ripping and tearing tissue paper to mix with water to produce rough pulp as the paper fibers separate. Students will then press the colored pulp onto an absorbent surface so that the fibers can rebind with one another to form a new, strong, paper image when dry. The subject matter will include enlarged parts of plant life of choice to create an abstracted organic image.

**Domain 3-Historical and Cultural Context of the Visual Arts:** Paper, wool, and yarn pulp painting is an ancient form of craft and it derived from various forms of artworks from all over the world. From the eastern to the western part of the world, diverse cultures have been utilizing varied forms of pulp painting for centuries. Students will learn how the technique they use is similar to "Joomchi", a Korean pulp painting technique. Ancient fiber crafts such as these will be demonstrated and teach students how art varies widely across the world.

**Domain 4-Aesthetic Valuing:** Students will be evaluated on their use of color variety and color choice. Their image must include organic, abstracted shapes inspired by any plant life and their composition must be completed and filled entirely with pulp. Students will also value their work based on the quality of the medium used.

**Domain 5-Connections, Relationships, and Application:** This lesson integrates the concept of color theory and altered optical perception. Students will establish a relationship with a changing medium while learning how the quality and state of paper can be altered. Students will also apply their knowledge of plant life and organic shapes found in nature.

### Students Materials:

- |  |   |
|--|---|
| 1. Pencil                              | 5. 9 x 12 in plastic compartment trays    |
| 2. Manila Paper                        | 6. 12 inch x 12 inch piece of cheesecloth |
| 3. Towels                              | 7. Scissors                               |
| 4. Several colors of tissue paper pulp | 8. Drawing board                          |

### Teacher Materials:

1. Power Point on Pulp Painting
2. Example Pieces
3. Large containers to hold each colored pulp

### Vocabulary:

- |                        |           |            |
|------------------------|-----------|------------|
| 1. Paper pulp painting | 3. Pulp   | 5. Felting |
| 2. Joomchi             | 4. Fibers |            |

**Procedures:**

1. Tear several different colors of tissue paper and place into water to soak over night.
2. Agitate tissue paper and water to make pulp. (Steps 1 and 2 can be done before the project, or students can do these steps themselves. We have done it the night before to save time.)
3. Show the PowerPoint on Pulp Painting and explain the project.
4. Have students sketch an image of plant life on manila paper with pencil and transfer or trace onto the cheesecloth. Have students choose their colors of pulp.
5. Lay a towel down on a drawing board and lay cheesecloth on top.
6. Begin applying pulp onto cheese cloth within a chosen border or picture plane size.
7. Continue filling composition with pulp, pressing the pulp firmly into cheesecloth.
8. Allow painting to dry over night without disruption.
9. Closure (optimally done the next day, we will do it the day of to save time.): have students display work and describe their piece to the class. Class can ask questions and critique.

**Visual Procedures:**



**Step 1**

**Step 2**

**Step 3**

**Step 4**

**Assessments:**

<b>Category</b>	<b>A: Highly Competent</b>	<b>B: Competent</b>	<b>C: Emerging Competence</b>	<b>D: Competence not Evident</b>
Image is of plant life				
Pulp is used to create whole image (does not rely on pencil)				
Pulp adhered to cheesecloth				
Pulp is evenly distributed				
Overall Quality				

**Suggestions and/or Comments:**

## Historical and Cultural Background

Paper pulp painting is an ancient form of craft and it derived from various forms of artworks from all over the world. From the eastern part of the globe to the western part, diverse cultures have been utilizing varied forms of pulp painting for centuries. An example of a form of pulp painting is through the utilization of fiber called “Felting” (Dick Blick, 2009). Felting is an ancient fiber craft and it consists of bonding and shrinking the fibers of wool or wool yarn together into a dense cloth. This transformation is done by using heat, agitation such as tearing and rubbing the fibers and moisture. Other cultures around the world use techniques similar to this including Korea where it is called “joomchi” (Dick Blick, 2009). “Joomchi” is a traditional papermaking technique that uses water and agitations such as tearing and rubbing to cause rice paper fibers to shrink and bond with one another. Thus, it can be used for sculpting and forming thick, textural artworks and surfaces.

In the western art world, a technique similar to the one mentioned above is utilized as well and it is called “pulp painting” (Dick Blick, 2009). “Pulp painting” is a paper art technique that involves the process of creating pulp by combining non-bleeding tissue paper with water. It is then torn so that the paper fibers separate, absorb the water, and make a rough pulp. It is then pressed onto an absorbent surface so that the fibers can rebond with one another and then form a thicker, stronger paper when dry (Dick Blick, 2009).

## Children’s Artistic Development

We chose to do a Paper Pulp Painting project that is aimed toward 5<sup>th</sup> and 6<sup>th</sup> graders. Theoretically, during 5<sup>th</sup> and 6<sup>th</sup> grades children will range from 9-12 years of age during these grades. They will have reached the end of the stage of making symbols and will be in the realism stage, heading into the unknown. Since the project that we chose is fairly abstract it could aid in the transition from symbols. This project could help children eliminate the whimsical additions that they might retain from previous years and focus on one specific subject and its details; it also challenges children to use different techniques to solve the problem of realism. Since children usually get tired of the simple linear drawings they have been creating, this project allows them to create more hands on overlapping and encourages the beginnings of understanding perspective. With this lesson, children can take a break from drawing and painting, which might also encourage them to continue their art further down the line since most theories indicate that after 12-15 years of age children tend to lose interest in art. During this stage it is suggested in *Artworks for Elementary Teachers* that teachers begin to introduce drawing from direct observation, to encourage them to create artworks that are acceptable in their eyes, in other words, help them see their own artistic development (Herberholz, & Herberholz, 2002). With this project we will take into account that not all students in a class are at the same developmental stage, therefore we hope to give some children a new technique of expression and to some children give the beginnings of understanding atmospheric perspective.

## References

- Dick Blick Art Materials (2009). *No blender pulp painting*. Retrieved from <http://www.dickblick.com/lesson-plans/no-blender-pulp-painting/>.
- Herberholz, D., Herberholz, B. (2002). *Artworks for elementary teachers*. San Francisco, CA: McGraw Hill.