

## Quilling Still-life Collage Card

**Date:** October 29-31, Nov.1-2, 5-9, 12-16

**Big Concepts:** Nature and Environment

**Teks:** Art Grade 3:

Perception: 3.1A Identify sensory knowledge and life experiences as source for ideas about visual symbols, self, and life events. 3.1B Identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.

**Creative Expression/Performance:** 3.2A Create artworks based on personal observations and experiences. 3.2B Develop a variety of effective compositions, using design skills. 3.2C Produce drawings, paintings, prints, constructions, ceramics, and fiberart, using a variety of art materials appropriately.

**Historical/Cultural Heritage:** 3.3A Compare content in artworks from the past and present for various purposes such as telling stories and documenting history and traditions. 3.3B Compare selected artworks from different cultures. 3.3C Relate art to different kinds of jobs in everyday life.

**Response/Evaluation:** 3.4A Identify general intent and expressive qualities in personal artworks. 3.4B Apply simple criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers

**Materials:** pencils, paper, scissors, glue

**Content Objective:**

- Students learn about collage.
- Students explore the paper curling technique called Quilling.
- Students learn about actual textures and 3-D shapes.

**Vocabulary Object:**

- Students learn about still life by creating a table, flower and vase.
- Students learn about symmetrical balance and asymmetrical balance by creating balance in their picture.

**Project Objective:**

Students will create a card with floral still-life using quilling and collage.

**Activities:**

**Introduction:**

Discuss collage and how to make shapes with quilling. Talk about what a still life is in art. Review symmetrical and asymmetrical balance. Discuss actual textures and how to create them with paper by using quilling techniques.

**Project:**

- Students curl circles, ovals, and squares.
- Students arrange their quilling shapes on their paper into a floral still life.
- Students choose whether their picture is going to have symmetrical balance or asymmetrical balance.
- Students place a card message on their paper.

**Checks for Understanding:**

Students reflect on how their pictures show balance, collage, and texture.