



Tolerance Banners

GRADE: 4 and up **TIME: 1 session**

Developed by Jenifer Cameron, Art Specialist



LESSON DESCRIPTION:
After viewing and discussing the images of the United Nations Six Flags of Tolerance, students create a positive-negative design based on a Japanese paper cutting technique called Notan.

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| <p>KIT INCLUDES:</p> <ul style="list-style-type: none"> • lesson plan • book: <u>Notan: The Dark-Light Principle of Design</u> • transparencies: <ul style="list-style-type: none"> -- flags (3) -- Notan designs (3) • teaching board (1) • lesson examples (3) • templates for shapes (3) • vocabulary board | <p>MATERIALS:</p> <ul style="list-style-type: none"> • construction paper: <ul style="list-style-type: none"> --12"x18" white --12"x18" black --3"x12" black and white strips --6"x6". squares, --7"x7" triangles --6"x9" rectangles • glue • scissors • 24" pieces of yarn |
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| <p>VOCABULARY:</p> <p>tolerance positive negative Notan United Nations</p> | <p>ART ELEMENTS:</p> <p><input type="checkbox"/> Line <input checked="" type="checkbox"/> Shape/Form <input type="checkbox"/> Color <input checked="" type="checkbox"/> Value <input type="checkbox"/> Texture <input type="checkbox"/> Space/Perspective</p> | <p>ART PRINCIPLES:</p> <p><input type="checkbox"/> Pattern <input checked="" type="checkbox"/> Rhythm/movement <input type="checkbox"/> Proportion/Scale <input checked="" type="checkbox"/> Balance <input type="checkbox"/> Unity <input type="checkbox"/> Emphasis</p> | <p>CONTENT CONNECTIONS:</p> <p>Social Studies Geography Science</p> <p>THEMES:</p> <p>Tolerance</p> |
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OBJECTIVES AND ASSESSMENT CRITERIA: Students will:

- learn about the Six Flags of Tolerance
- learn about the Japanese cutting technique of Notan
- practice composing a positive/negative design
- understand that tolerance encompasses people, earth, resources and beliefs.

PREPARE:

Read lesson and prepare example before teaching to maximize student success.
Place construction paper on supply table (make two stations if possible):

- squares, triangles, and rectangles
- 12"x18" black and white paper
- 3"x12" white and black paper

Place on desks: pencil, white glue, scissors

ENGAGE AND EXPLORE:

Begin the lesson by showing the overheads about the Six Flags of Tolerance. Briefly talk about **1995 being the International Year of Tolerance**, designated by the United Nations. Six artists were given the task to design a flag to communicate the idea of what tolerance means to them. Each of the flags was created using the Abstract style. To view the flags, share with students that they will be looking at the flags with “abstract” eyes. Ask students to explain what abstract art is or name an abstract artist. (Abstract artwork does not look real, but the artist gives you enough clues to tell what it is. Pablo Picasso is one of our most famous abstract artists.) Briefly go through each of the flag designs, introduce the artist and country and ask students to interpret the images on the flag. Can you see a person, a globe, shapes, colors? Let the students explore the shapes and images, interpreting each. There are no right or wrong answers...just meaningful connections. Emphasize the themes of tolerance for each of the flags as you go along.

1. *The Breath of Fraternity* by Soulemane Kieta (abstract person, represents all people)
2. *The Spiritual Globe* by Robert Rauschenberg (abstract heart shape, globe, kindness to all)
3. *The Earth is My Skin* by Roberto Matta (tolerance for the earth, “skin” or crust provides for life on planet)
4. *The Path of the Infinite* by Rachid Koraichi (tolerance of beliefs)
5. *Harmony and Evolution* by Friedenreich Hundertwasser (tolerance for all living things, life cycles)
6. *The Balance of Life* by Dan You (balance of the elements, fire, water, air and earth)

After discussing the flags, show the students the examples of the Japanese Notans. Explain to the students they will be making their own tolerance flags using the technique of an ancient Japanese paper cutting method called “Notan”. Show overheads of Notan examples. Notans have special rules to be followed when creating the design. Point these out on the overhead examples.

1. Begin with a symmetrical shape.
2. Cut in from one edge, and *back out the same edge*.
3. Avoid cutting across the corners.
4. Avoid cutting a shape from the middle, all shapes must touch the edge
5. Don't throw any pieces away. All pieces become part of the artwork.

Show the next two overheads to show the students the different levels of complexity involved in making Notans.

CREATE:

Show the lesson examples. Have students choose their papers from the stations. They will only have two papers: a black or white background and a color shape. Encourage them to pick a color that will have a high contrast to the background color.

While students are getting their supplies, write the themes on the board and have students give you ideas for shapes that could represent the themes.

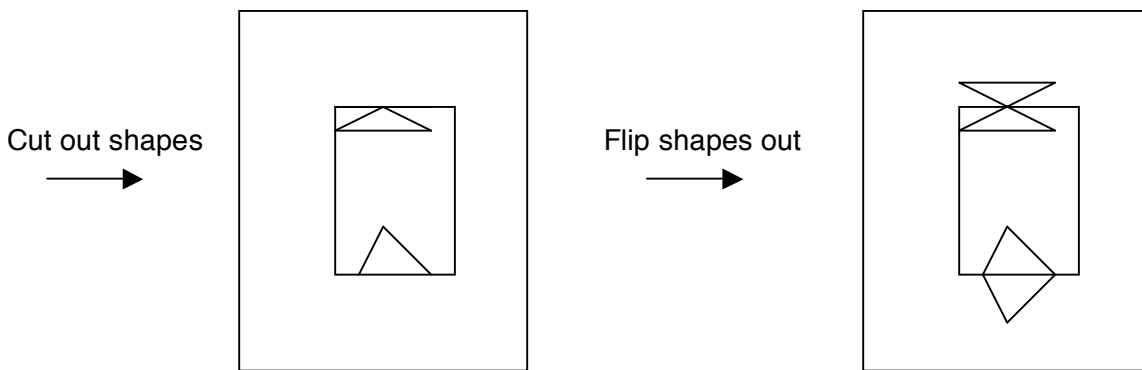
1. People (ideas: simple people shapes, hands)
2. Kindness (ideas: heart, hand, butterfly, flowers)
3. Nature (ideas: simple plant or tree shapes, leaves, raindrops, animals, birds, flowers)
4. Beliefs (ideas: religious icons, dove, sun)
5. Life Cycles (ideas: butterfly, water, living things)
6. Balance (ideas: elements of the earth, sun, water, earth, fire)

Draw a few examples of **simple, large abstract** shapes next to each theme. Keeping things simple this first time is very important. Things can get more complex as they gain experience with the technique.

Refer to the samples to point out examples. Geometric shapes can be used at anytime for any theme. Circles, squares, triangles can all represent things in an abstract way (such as circles for people, triangles for trees, etc.).

Students will choose only one theme to represent and they may draw their shapes first with a pencil, and then cut them out.

When they have finished cutting their design, have them lay their work out how they want it to look as a finished product. All pieces should fit on the background paper, not hanging off the edges.



Completing the design:

Carefully push the cut pieces out of the way, just to the edges of the background paper. Flip over **the big piece with the corners. This is the key to the placement of all the other cut shapes.** Use white glue and place a thin line all around the edges. Flip over and glue down where you want it. This is now the key for the pieces. Fit a cut piece back into the space in your large shape like a puzzle. Put glue on around the edges, and then flip it out to the edge to make a mirror image. Do this with each piece until the design is complete.

While students are working, pass out a long 3"x12" strip and string to each student. Students need to have the **opposite color of their background color.**

To make the banner hanger, fold the strip in half the long way. Place the string along the fold and glue the edges together.

Next, glue this strip to the top of the artwork. **Banners hang vertically.** Make sure folded edge is at the top. Tie a knot in the string and sign your name with a pencil in the lower right hand corner.

CLOSE:

Teacher administered assessment tool

| DN | OK | UP | Lesson_____ Teacher_____ |
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| | | | Grade_____ Date_____ Number of Students_____ |
| | | | Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement) |
| | | | 1. Can you tell about one of the Six Flags of Tolerance? (K) |
| | | | 2. Can you explain about the Japanese cutting technique called Notan? (K) |
| | | | 3. Did you create a positive/negative Notan design? (S) |
| | | | 4. Does your design show one of the tolerance themes? (S) |
| | | | 5. Did you add an imaginative touch to your art? (C) |
| | | | 6. Did you actively listen and follow directions?(A) |
| | | | 7. Did you do your best during this lesson?(E) |
| | | | |
| | | | <u>Teacher self-critique</u> |
| | | | 8. My teaching of this lesson: <div style="display: flex; justify-content: space-between; width: 100%;"> 12345678910 </div> <div style="display: flex; justify-content: space-between; width: 100%; font-size: small;"> needed improvementwas highly successful </div> |
| | | | 9. What would I do differently next time? |

ALIGNMENT:

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| <p>Alignment of Standards: Art: A1,2,3; B4; C2b,5;D1. English: C2,3,4. Math: B4. Science: C2,3. Geography: E</p> | <p>Alignment of GLE's: Reading: R1.4, R1.6, R1.7. Math: M5.1.6, M5.1.7. Science: SC1, SC3</p> |
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CREDITS:

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Tolerance Banners

Today in art we looked at the Six Flags of Tolerance commissioned by the United Nations. The tolerance flags were designed by six different artists from around the world, each representing their idea of what tolerance means to them. Tolerance can be about people, beliefs, culture, the environment or our planet. To make our artwork, we learned about the Japanese paper cutting technique called “Notan” meaning light and dark. Notans are designs made with positive and negative shapes. We designed our banners with a theme about tolerance, using cut shapes and arranging them in the style of a Notan.

Hope you had fun in art today!

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