

# Origami Village Diorama

(art + history; art + social studies; art + geography)

Villages in different countries have many important functions in common. They provide areas of communication, food, shelter, and recreation for small groups of people. Each depends on an organized structure influenced by weather, geography and the availability of science and technology.

While origami makes one think of Asian culture, this lesson plan can be adapted to other cultures (see variations at the end of the lesson plan). The simple origami house can be made in various sizes and types of paper. Houses can be stacked or used as single buildings, stores or religious dwellings. Changing the size and position in the diorama depicts depth and visually illustrates simple perspective. Larger buildings are placed in the front of the diorama and become smaller and smaller as they recede into the mountains.

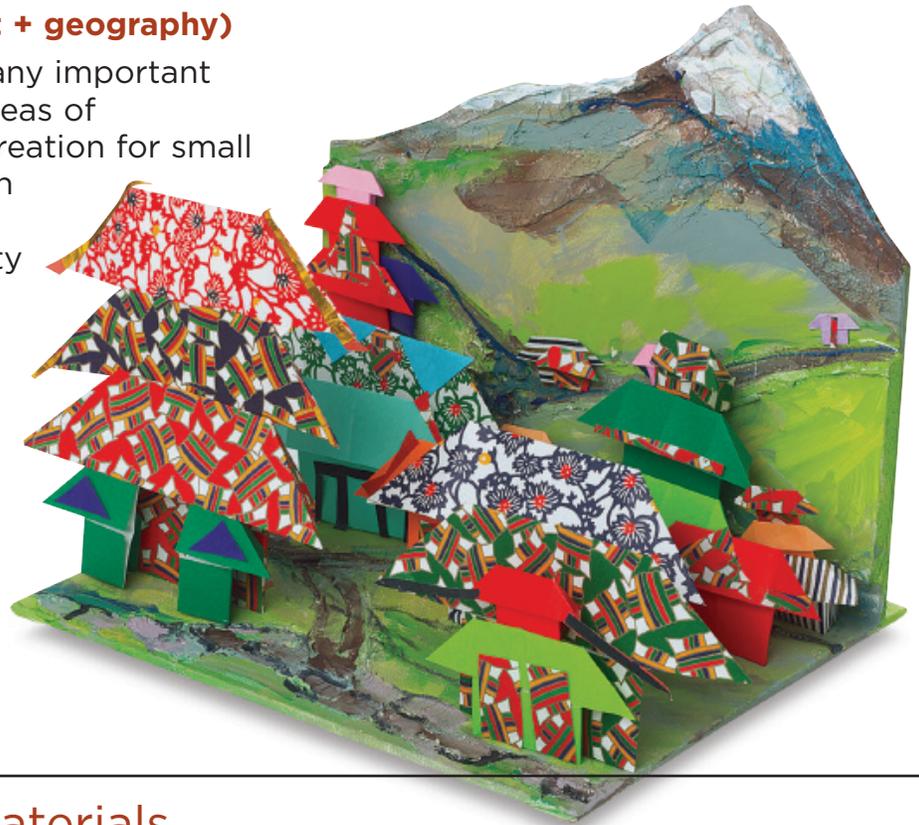
Classroom discussion must involve a knowledge of the land, weather, and people of the village. Discuss products and services available and needed for life in the area. This project is an excellent chance to have students work in pairs or groups. Adjust the size of the village according to the size of the group.

## Grade Levels 5-8

*Note: instructions and materials based on a class of 25 students. Adjust as needed.*

## Process

1. Draw a mountain on the 8" x 12" foam board. Keep the top of the mountain as tall as possible. Make the mountainside slope down to the lower third of the foam board. Use break off cutter to cut out the mountain. Set aside.



## Materials

**Blick Canvas Panel** (07008-0912), 9" x 12", need one per student

**Bienfang® Foamboard** 20" x 30" (13202-1023), 10 sheet package, cut to 8" x 12" pieces (40 per package), need one piece per student

**Yasutomo® Yuzen Origami Paper** (11245-1010), share one 24-sheet package between eight students

**Origami Paper Assortment** (11206-1559), share one 55-sheet package between eight students

**Weldbond® Universal Glue** (23819-1105) share one 8-oz bottle between four students

**Blick Scholastic Golden Taklon Round**, size 6 (05858-1006), need one per student

**Blick Scholastic Golden Taklon Flat Foot Brush** (05860-4012), size 1/2", need one per student

**Blickrylic Student Acrylics** assorted colors (00711-), share at least six pints across the classroom

**Plastic Painting Knife** (03105-0020), need one per student

**Alvin® Break-Off Blade Cutter** (57514-1100), share one between two students

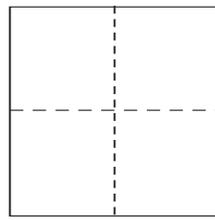
**Blick Studio Artists Colored Pencils** (22063-0249), share five 24-color sets across classroom

**Bone Folder** (12964-0001), need one per student

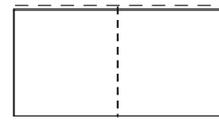
**Golden® Crackle Paste** (00681-1006), share two 16-oz jars across classroom

## Process, continued

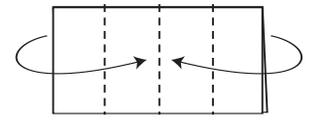
2. Use the painting knife to apply crackle paste approximately 1/4" thick to the top of the mountain. Apply more crackle paste to look like a road, one-half way down the mountain from one side to the other. The paste must be thick so when it dries it will crackle and look like land forms.



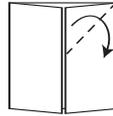
1.



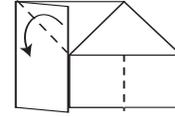
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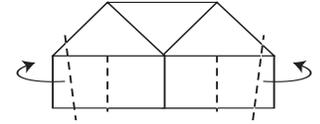
3.



4.



5.



6.

The canvas board will be the bottom ground of the village. Pick up a dime-sized blob of crackle paste to create rocks on the road. Make them smaller as they follow the road to the back of the village. Do not place them in all areas as the ground needs to be level for the houses.

3. Place a bead of Weldbond glue along the bottom front of the mountain background. Attach background perpendicular to the top of the ground (canvas board), creating an L-shape diorama. Hold until glue sets a little, then set aside to dry.

4. Follow the origami pattern above for a house. Make as many sizes as possible from 6" x 6" squares and smaller. Students love to see how small they can make them. A bone folder used on all folds results in stronger houses. Vary pattern and colors.

5. Vary the appearance of the houses. A two-story house can be created by placing a small house on top of a larger house. The origami paper is too fragile to use paint so colored pencils are perfect for drawing and decorating. The larger house can be placed with the "U" shape to the front to create a door. Create a garden or place furniture inside of the house.

6. Paint the landscape with Blickrylic. Add details to the mountain terrain and the ground of the village. Avoid painting over the crackle on the mountain tops with white paint, as it may fill in the cracks. Touch up the edges of the foam board if needed.

7. Plan the placement of the houses. Remember, the smaller houses are used in the back and larger ones in the front. Upon deciding placement, mark the location with a pencil. Squeeze a quarter-sized drop of glue on a scrap piece of

## Process, continued

paper. Lightly touch the backs of the smallest house with glue and then put in place on the mountain. Touch the bottoms of the larger house lightly with glue and put in place on the ground. It will be easier to work from the smallest to the largest. Spread side wings of the houses so they can give support and balance.

8. When finished, the diorama gives the visual effect of depth and perspective. Using gray and less detail design in the distance will create further depth.

## Options

- Design a Swiss chalet village. Use white paper for houses; use colored pencils to design flower boxes, windows and dark wood boards for the exterior; add stone and rocks around the base of the houses or make a fence. High mountains would be white, gray and blue. Ground could be white or light green.

- Design an African village. Use various shades of brown paper for houses.

- Design the house with different shades of brown and bright colors. Add texture for the walls. Roofs would be tin or wood. Darken the windows according to whether they are open or closed. The road and ground can be gray and brown with rocks. The mountain would be flatter, greener and without snow.

## National Standards

**Content Standard #1** — Understanding and applying media, techniques and processes

**5-8** Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

**Content Standard #3** — Choosing and evaluating a range of subject matter, symbols, and ideas

**5-8** Students use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks

**Content Standard #4** — Understanding the visual arts in relation to history and cultures

**5-8** Students know and compare the characteristics of artworks in various eras and cultures

**Content Standard #6** — Making connections between visual arts and other disciplines

**5-8** Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts