

PAPEL PICADO II

STANDARDS AND BENCHMARKS:

National Standards for Arts Education, Visual Arts Content Standards 1 -5
New Mexico Standards for Visual Arts 1, 2, 3, 4, 5, 6, 7, 8

MATERIALS

Multi-colored tissue or Foil paper or double-sided, contrasting colored or madras tissue paper
Scissors
String
Glue Stick

GOAL

To teach students about *Día de los Muertos* through the art of *papel picado*.

STUDENT LEARNING

Students produce *papel picado* with the demonstrated techniques, develop fine motor skills, design, create complex patterns, and apply knowledge of symmetry, lines, and negative and positive spaces.

PROCEDURE

Version I (Easiest)

Procedure: Version I, II, and III—the multiple versions here all begin and end with the same steps, but the paper is folded differently creating a different end product.

1. Give each student a 9 x 12 piece of tissue paper. If you are using double-sided or madras paper discuss the concepts of contrasting colors and color value.
2. Position the paper so the long edges are at the top and bottom. Fold the top edge over about an inch. This is what is called the string fold where the *papel picado* will be attached to ribbon or string. Do not cut on this fold.
3. Next, fold the paper in half from left to right, bringing the two short edges together.

VOCABULARY

Papel Picado
Fold
Cut
Line of symmetry
Negative and Positive Space
Contrasting color
Color Value

Version I

4. Fold the paper in half from top to bottom.
5. Students can either begin cutting a design on to the two folded edges (the left and the bottom) or they can draw in a design and then cut. If the design is somewhat complex, students can shade in the region they plan on cutting out. This region is called the negative space. The positive space is the area where the paper remains that has not been cut and removed. Remind students that they are drawing and/or cutting only half of the image—the two folded edges create lines of symmetry. The full image will appear when the paper is unfolded. Discuss with students the idea of negative and positive space. Remind students not to cut the string fold.
6. When the piece is complete, gently unfold it. Put glue on the back of the string fold and fold it over the string that the banner will be hung with. Press the string fold onto the back of the paper picado so that it is firmly adhered to the string.

Version II

4. Fold the paper in half again, from left to right. You should be left with a long and narrow column. This will produce columns of patterns that go from top to bottom.
5. Students can either begin cutting a design on to the two folded edges (the left and the bottom) or they can draw in a design and then cut. If the design is somewhat complex, students can shade in the region they plan on cutting out. This region is called the negative space. The positive space is the area where the paper remains that has not been cut and removed. Remind students that they are drawing and/or cutting only half of the image—the two folded edges create lines of symmetry. The full image will appear when the paper is unfolded. Discuss with students the idea of negative and positive space. Remind students not to cut the string fold.
6. When the piece is complete, gently unfold it. Put glue on the back of the string fold and fold it over the string that the banner will be hung with. Press the string fold onto the back of the paper picado so that it is firmly adhered to the string.

(Version III on next page...)

Version III

4. Fold the paper in half from top to bottom.
5. Next, make a diagonal fold bringing the bottom right corner to the top left corner.
6. Optional: fold in half diagonally one more time—creating a narrow triangle to create a design.
7. Students can either begin cutting a design on to the two folded edges (the left and the bottom) or they can draw in a design and then cut. If the design is somewhat complex, students can shade in the region they plan on cutting out. This region is called the negative space. The positive space is the area where the paper remains that has not been cut and removed. Remind students that they are drawing and/or cutting only half of the image—the two folded edges create lines of symmetry. The full image will appear when the paper is unfolded. Discuss with students the idea of negative and positive space. Remind students not to cut the string fold.
8. When the piece is complete, gently unfold it. Put glue on the back of the string fold and fold it over the string that the banner will be hung with. Press the string fold onto the back of the *papel picado* so that it is firmly adhered to the string.

Another fabulous resource for papel picado exercises is:
Lomas Garza, Carmen. *Making Magic Windows: Creating Papel Picado/Cut Paper Art*
San Francisco: Children's Book Press/Libros Para Niños, 1999.

SUGGESTED FORMS OF ASSESSMENT

Observe student work
Artwork produced by students