

Painting with tape

Primary: (ages 7 – 11)

Visual arts

Students explore how to repurpose an unconventional material for the generation of an image.

Time allocation 1-2 lesson periods

Subject content Use unconventional material to produce an artwork
Reflect critically on professional artwork and use as inspiration for one's own creation

Creativity and critical thinking This unit has a **creativity** and **critical thinking** focus:

- Generate and play with unusual visual arts ideas
- Identify and question convention and consider several perspectives on a piece of visual art
- Reflect on strengths and limitations of piece of visual art and chosen expressive choices relative to alternatives

Other skills Communication

Key words tape; Jose Paulo Feliciano; unconventional materials; scotch; adhesive; sticky tape

Products and processes to assess

In this activity, students use professional artwork as inspiration for repurposing an unconventional material (tape) for the creation of an artwork. At the highest levels of achievement, their output is imaginative with a high level of personal features and risk taking in its formulation, techniques, composition or content. The output fully meets and goes beyond the requirements of the task and in discussions the student presents a specific personal position and is able to justify it with reference to good evidence. They demonstrate a willingness to explore a variety of ideas, consider several ways of approaching the task and are open to the feedback and critique of others when relevant.

Teaching and Learning plan

This plan suggests potential steps for implementing the activity. Teachers can introduce as many modifications as they see fit to adapt the activity to their teaching context.

Step	Duration	Teacher and student roles	Subject content	Creativity and critical thinking
1	Lesson period 1	Teacher presents painting by Jose Paulo Feliciano and poses questions to students: What is the subject matter? Why do you think tape was chosen? Have you ever made anything with tape? Does the artwork make you feel anything?	Introduction to the work of Paulo Feliciano Learning to interpret artwork	Identifying and questioning assumptions and convention in visual art
2	Lesson period 2	Teacher explains exploration time—students have set amount of time to create as many different ways of painting with tape as they can think of (cut, tear, fold, curl, different line shapes, different line thicknesses)	Technical skills to produce an artwork	Generating and playing with unusual visual arts ideas
3	Lesson period 3	Students are given planning time to envision a work that they will create. Teacher reminds that tape on construction paper is permanent and so cannot be removed and prior envisioning and planning are required before students apply any tape. If time is available, students can be asked to present their work and explain its strengths and limitations and the class can discuss what is unusual, original, or imaginative about each piece.	Planning and using tape as discovered in step 2	Creating visual art that shows expressive qualities or personally novel methods of engagement Explaining strengths and limitations of a piece of visual arts and considering several perspectives
4	Lesson period 4	Students respond, in writing or verbally in class conversation, to the following prompts: <i>The most difficult part of working with tape was...</i> and <i>When I envisioned what I was going to make, I pictured _____, but I had to make the following changes to my work process _____ because _____.</i>	Reflecting on the artistic process	Reflecting on steps taken in creating a piece of visual arts and the chosen expressive choices relative to alternatives

Resources and examples for inspiration

Web and print

- Images from Joao Paulo Feliciano's *Tape Paintings*
- <http://www.joaopaulofeliciano.com/selected-works/tape-paintings>

Other

- Projector for displaying Feliciano works
- 12 x 12 inch construction paper for each student
- rolls of masking (or other) tape

Creativity and critical thinking rubric for visual arts

• Mapping of the different steps of the lesson plan against the OECD rubric to identify the creative and/or critical thinking skills the different parts of the lesson aim to develop

	CREATIVITY Coming up with new ideas and solutions	Steps	CRITICAL THINKING Questioning and evaluating ideas and solutions	Steps
INQUIRING	Make connections to other visual arts concepts and media or to conceptual ideas in other disciplines		Identify and question assumptions and conventional rules in a piece of visual art (content, style, technique, colour, composition, etc.)	1,3
IMAGINING	Play with unusual and radical visual arts ideas when preparing or creating a piece of visual art	2,3	Consider several perspectives on the content, technique or expression of a piece of visual arts	3
DOING	Create visual art that shows expressive qualities or personally novel ways to engage a subject matter	2,3	Explain both strengths and limitations of a piece of visual arts justified by aesthetic, logical and possibly other criteria	3
REFLECTING	Reflect on steps taken in creating a piece of visual art and on its novelty compared to conventions	4	Reflect on the chosen expressive choices of a visual arts piece relative to possible alternatives	4