

## CORNERSTONE 2018 RESOURCE

### Making Meaning of Where We Are: Papercut Mizrach *Specialty Track 2*

<b>AUTHOR(S):</b>	Daniel Abramson
<b>SUMMARY:</b>	In this session, participants will learn about the art of papercutting and will make a Mizrach. - <i>Submitted by Daniel Abramson</i>
<b>TOPIC(S):</b>	Ritual, Visual Art, Community
<b>LEARNING OBJECTIVE:</b>	Participants will understand that we all have places to which we are connected.
<b>AUDIENCE:</b>	Because of the sharp knives involved in the work, this program is recommended for campers in 6th-12th grade with this art medium. <i>If the medium is changed to something like drawing, painting, or ceramics, then younger campers could participate, as well.</i>
<b>TIMING:</b>	90 minutes
<b>APPENDICES:</b>	<p>A great video demonstration on cutting paper patterns: <a href="https://www.youtube.com/watch?v=qJGqZ_g_So">https://www.youtube.com/watch?v=qJGqZ_g_So</a></p> <p>A few tips on creating papercut patterns: <a href="https://www.google.ca/search?q=how+to+make+a+papercut+artwork&amp;og=how+to+make+a+papercut+artwork&amp;aqs=chrome..69j57.7454j0j4&amp;sourceid=chrome&amp;ie=UTF-8#kpvalbx=1">https://www.google.ca/search?q=how+to+make+a+papercut+artwork&amp;og=how+to+make+a+papercut+artwork&amp;aqs=chrome..69j57.7454j0j4&amp;sourceid=chrome&amp;ie=UTF-8#kpvalbx=1</a></p> <p>Step-by-step tutorial through a papercut artwork process: <a href="https://www.youtube.com/watch?v=ibeqJf6Bvek">https://www.youtube.com/watch?v=ibeqJf6Bvek</a></p>
<b>MATERIALS NEEDED:</b>	<p>1 exacto knife for each participant            1 cutting board per participant (if the tables need to be protected)            Cardstock paper            Pencils            Erasers  <i>Where the Wild Things Are</i> by Maurice Sendak</p>

**SET-UP  
DETAILS:**

Art room

### SESSION TIMELINE & OUTLINE:

#### **Introduction:**

For this activity, setting a calm tone is important because the activity takes patience and persistence. This is why I recommend starting with reading a story. Because *Where the Wild Things Are* has important themes that campers can think about to create their imagery, it is a good choice.

#### **Read Aloud - 15 minutes**

*Where the Wild Things Are* by Maurice Sendak

Before the story, ask participants to notice Max's feelings about different places. The following are some guiding questions that can be used. You can point out interesting moments during the story or save them until the end:

- How does Max feel about his home? His room? The jungle? The ocean?*
- Do his feelings about these places change through the story?*
- Have you ever been to a place where the Wild Things are?*
- Have you ever felt like you were the King or Queen of a place?*
- Where does Max feel that he is loved most?*

#### **Introducing the idea of home(s) and wilderness (key points) - 5 minutes**

In the story, Max has at least two places where he is part of a family. Sometimes camp feels like a second home to us. Some people also feel part of a bigger family of the entire Jewish people. One way that we can think about our connection to other people is by considering our shared practices, culture, history, and land. In tefillah, we turn to the east and think about Jerusalem as the place where the Jewish people came from before we dispersed around the world. Living in the diaspora, we think about community bonds when we all think about the east "Mizrach" when we pray. Even in far away places we consider the many things that home might mean and traditionally people have created an artwork that reminds us "Mizrach", the east, where we came from.

#### **Creating the artwork**

##### Modelling - 10 minutes

"Today we will create artwork to think about what it means to be in one place and to also hold another place in our hearts. The traditional form contains the word "Mizrach" מזרח, but ours can have this word, other words, or only images. It is up to us as artists."

\*\*My model artwork usually includes the Hebrew word מזרח, to teach about the traditional art form, but I intentionally make space for participants who want to explore the notion of home in other ways.\*\*

- Demonstrate how to create a negative space cut-out, and then how to create a positive space image, but cutting away the negative space.
- Create a border around the whole page where image will connect so that the paper remains in place.
- Sketch the images that you wish to cut around
- Model the proper technique of cutting away the paper to leave your image

##### Practicing - 50 minutes

Participants will work on creating their own images with papercutting. Facilitator supports as needed.

### Sharing our work - 10 minutes

Participants display their work-in-progress or their finished work and are encouraged to find connections between the images or ideas that they see in each others' work.

### ADDITIONAL NOTES FOR BRINGING IT BACK TO CAMP:

Here are some samples of participant work as reference.



Samples of finished Mizrach projects