FREE TEACHING RESOURCE / 6–8 / 29

Crossroads Cut-Paper Cities

TEACHER GUIDE • lesson design & facilitation

Grade band: 6–8 | 5–7 sessions, 45–60 minutes

Media: drawing, print, collage or approved digital media

The artistic problem

Construct a layered collage showing how several kinds of routes intersect.

Essential question: How can overlap reveal the many systems within one place?

Place-based cultural lens: Analyze crossings of rail, roads, waterways, sidewalks, and neighborhood life.

Learning targets

- Investigate the question: How can overlap reveal the many systems within one place?
- Apply cut-paper perspective, overlapping planes, focal hierarchy in a deliberate original composition.
- Use critique evidence to improve cut-paper perspective and name one next step.

Student-visible success criteria

- The final artwork solves this problem: Construct a layered collage showing how several kinds of routes intersect.
- Artwork includes three route systems and a visibly revised spatial relationship.
- Process evidence shows three different options before selection.
- Visual decisions demonstrate cut-paper perspective and support the intended audience.
- Feedback results in at least one visible revision that the student can explain.

Standards & studio habits

Louisiana 5–8 cluster: VA-CE-M1, VA-CE-M3, VA-CE-M5, VA-AP-M1

Studio Habits of Mind: Observe, Envision, Engage & Persist, Reflect, Understand Art Worlds. These habits are developed interactively, not in a fixed rank or sequence.

Instructional alignment: Louisiana benchmark codes are official broad grade-cluster benchmarks; specific expectations are developed locally. The ten instructional stages come from the supplied Artistic Investigations framework.

Preparation & materials

- Drawing paper or sketchbook for idea studies
- drawing, print, collage or approved digital media
- Samples and images from reliable sources, with attribution
- Tools appropriate to local safety rules and grade level
- Choice of visual, oral, or written reflection tools

10-stage teaching sequence

01 / Engage Present the artistic question: How can overlap reveal the many systems within one place? Give students two contrasting examples that do not dictate a finished product.

02 / Investigate Analyze crossings of rail, roads, waterways, sidewalks, and neighborhood life. Gather visual evidence and note what is observed rather than assumed.

03 / Skill Studio Demonstrate cut-paper perspective, overlapping planes, focal hierarchy. Make thinking visible by testing two alternate solutions and identifying what each communicates.

04 / Generate Develop three possibilities for the challenge: Construct a layered collage showing how several kinds of routes intersect. Change the focal point, material, arrangement or viewer perspective between drafts.

05 / Plan Compare sketches to the success check (three route systems and a visibly revised spatial relationship); choose a direction and state why it better communicates the intention.

06 / Produce Produce an original visual response using cut-paper perspective, overlapping planes, focal hierarchy; conference on one technical choice and one contextual question.

07 / Critique Partners identify where the artwork communicates the intended idea and locate evidence of cut-paper perspective in the work.

08 / Revise Revisit the specific checkpoint: Three route systems and a visibly revised spatial relationship. Make one visible change after critique and preserve the initial view for comparison.

09 / Present Present with a title, medium, one key artistic decision and any needed credit or contextual limitation.

10 / Reflect Reflect: What evidence proves you improved cut-paper perspective? What will you try or investigate next?

Studio sessions & evidence checkpoints

Session	Teaching move	Capture evidence
Day 1	**Frame the question** How can overlap reveal the many systems within one place?; Analyze crossings of rail, roads, waterways, sidewalks, and neighborhood life.	Evidence/interpretation log.
Day 2	**Studio technique** Demonstrate cut-paper perspective, overlapping planes, focal hierarchy. Make thinking visible by testing two alternate solutions and identifying what each communicates.	Practice sheet with labels about choices.
Day 3	**Generate + commit** Sketch three meaningfully different outcomes.	Three proposals and criteria-based choice.
Day 4–5	**Sustained production** Build the work and conference about cut-paper perspective.	Process photos and source annotations.
Day 6	**Interpret + revise** Peer feedback related to Three route systems and a visibly revised spatial relationship.	Annotated first and revised states.
Day 7	**Present + reflect** Curate the work with evidence and ethical source credits.	Final artifact, rubric and next-step statement.

Key technique to model

cut-paper perspective, overlapping planes, focal hierarchy

Access without lowering the artistic goal

Consider people whose experience of a route differs because of access or work. Offer physical samples, captioned images, accessible demonstrations, flexible planning modes, and alternate materials while retaining the common visual learning target.

Teacher coaching questions

- What is the visual problem you are solving?
- Which decision communicates your intended meaning most clearly?
- What does your reference prove, and what are you still imagining?
- What could a viewer misunderstand?
- What visible revision will strengthen your next version?

Cultural care

Use source maps for inquiry, not to reproduce a copyrighted map composition.

Stretch & explore

Add a transparent layer showing routes at another time.

Design provenance: Original Studio Fieldnotes investigation developed for the 50-lesson library; informed by the teacher-supplied ten-stage Artistic Investigations architecture and reflective Studio Habits framework.