

## THE POP-UP PROJECT

(ROMEO AND JULIET AS AN EXAMPLE)



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# Project Overview

## Objective:

To learn how to create pop-up scenes using a number of different methods and use these pop-up scenes in conjunction with student writing to produce a book or display. To combine different techniques to produce pop-ups with several elements in them.

## Goals

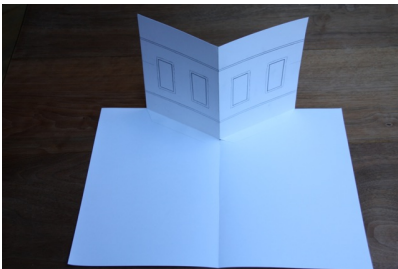
Students would be best to start with a synopsis of the play which identifies what happens in each scene and where the scene takes place. In this way students would be able to choose what pop-up to make from a number of different scenes.

They will be able to identify the characters in their scene, appropriate props or furniture and the setting. This would form the basis for their pop-up design.

Depending on the timeframe, students might make one or two pop-up to be used alongside a piece of writing, or make a number of pop-ups that might be turned into a book.

Three distinct techniques are used to create pop-up features. These can be learnt separately and then used individually or together to make a composite scene. The pop-up techniques require accuracy with measurement, understanding of symmetry and angles and some degree of resilience when things don't quite work out as expected. Most people (myself included) find it very difficult to conceptualise the pop-up and it is only by doing the activities that some of the understanding will become embedded.

Students should be able to make the three types of pop-up independently by the end of the project, using all the skills and techniques taught and should be encouraged to do so.



The basic V-Fold pop-up



The parallelogram pop-up



The angled V-fold

## Time Frame and Outcomes

The project could be as long as you wanted, but should be a minimum of 4 sessions (of at least 90 minutes). The longer the time given, the more extensive, detailed and high quality the outcome could be, but there should still be 'milestones' where the students must finish one aspect of the project and move onto the next stage. The project breaks down into three distinct skills:

- 1: The basic V-Fold pop-up
- 2: The Parallelogram pop-up
- 3: The angled V-Fold pop-up
- 4: The combination pop-up

## Detailed Project Timings

The following should be used as a guide - some elements might be left out or adapted, while others might be extended and deepened, depending on the time available, the ability and motivation of the classes and individual students.

| SESSION | OBJECTIVE  | SKILLS   | RESOURCES   | OUTCOMES   |
|---------|--|--|---|--|
| 1       | To learn the V-Fold and create a pop-up background.  | Folding accurately in half - both the base page and the pop-up.<br><br>Marking and folding accurately.<br><br>Measuring an angle and marking a symmetrical one.<br><br>Gluing tabs in place. | Card of 160-180gsm (for practice) card of 200-220gsm for finished pieces.<br><br>Ruler, scissors, glue, protractor, finished (or broken) biro (for scoring).<br><br>(Optional: cutting mat and craft knife) | To create a basic right angled V-fold pop-up to use as a practice piece.<br><br>A right angled V-fold pop-up that has been decorated and cut out.  |
| 2       | To learn the parallelogram pop-up and create either a book or a display pop-up of an urban or rural setting. | Folding accurately in half.<br><br>Marking and folding accurately.<br><br>Measuring distances and marking the same distances on the parallelogram.<br><br>Gluing tabs in place.              | As above.   | To create a display type pop-up using the parallelogram to use as a practice piece.<br><br>A display type pop-up using parallelograms that shows the town of Verona or else the Orchard Scene. |
| 3       | To learn the angled V-fold pop-up and create a character pop-up.   | As session 1 and 2.  | As above.   | To create an angled V-fold pop-up to use as a practice piece.<br><br>An angled V-fold pop-up that is a portrait of one of the characters from Romeo and Juliet.                                |

| SESSION   | OBJECTIVE  | SKILLS              | RESOURCES | OUTCOMES  |
|-----------|--|---------------------|-----------|---|
| 4         | To combine all three techniques to create a scene from the play.   | As session 1 and 2. | As above. | <p>To create a right-angled V-fold pop-up with parallelogram attachments and a foreground angled V-fold as a practice piece.</p> <p>A scene from the play incorporating a background with some scenery attached using parallelograms and an angled V-fold pop-up of characters in the foreground.</p> |
| Extension | <p>Some possible ideas to extend the project:</p> <p>Students create a book with two landscape pop-ups, two character pop-ups and two action pop-ups.</p> <p>Students create a number of different scenes from the play using a selection of the taught techniques.</p> <p>Students create a number of display pop-ups following the sequence of the play.</p> |                     |           |   |