

# MADAME BUTTERFLY

## GIACOMO PUCCINI

### VISUAL ARTS: Origami: The Japanese Art of Paper Folding

#### Students will

- Read for information
- Create an origami butterfly
- Work with geometric shapes

**Copies for Each Student:** Origami: The Japanese Art of Paper Folding, Origami Butterfly Instruction Sheet\*

**Copies for the Teacher:** Origami: The Japanese Art of Paper Folding, Origami Butterfly Instruction Sheet\*, Completed Origami Butterfly Example Picture

**\*Teacher Instructions:** Please choose the appropriate Origami Butterfly Instruction Sheet(s) according to the ability of your students, time constraints, and grade levels. You may wish to research patterns on your own or choose something from the websites listed below. We have included a sample Origami Butterfly Instruction Sheet in this lesson if you wish to use it.

#### Instructions for Making an Origami Butterfly

- 1) <http://www.origami-fun.com/origami-butterfly.html>
- 2) <http://www.origami-resource-center.com/butterfly.html>

#### Getting Ready

Gather Materials:

- Origami paper or blank paper
- Example of completed origami butterfly
- Pens or pencils
- A selection of crayons, colored pencils, markers, and other decorating art supplies.

**Instructional time:** One 45 minute class period

#### Introduction

Tell students: Today we will be reading information about the ancient art of paper folding. You will get to participate in the culture and artistic heritage of Japan by making your own origami butterflies.

Have students read Origami: Japanese Art of Paper Folding. Clarify any questions students have regarding vocabulary or content. If you have origami paper squares with designs, have students describe the kinds of designs or patterns on the paper. Students can then draw similar designs on the blank papers before making their origami butterflies, or the students can decorate their butterflies after they have made them.

---

## Guided Practice

Emphasize that for hundreds of years, people practiced origami. The art was learned by watching someone demonstrate how to make various shapes and figures. This is what the students will be doing in this lesson. If students are using plain 8 1/2 X 11 inch paper, you will first need to show them how to fold and cut the paper to make a square. If you are using origami paper squares, you can immediately take the students through the folding process to make their butterflies.

## Independent Practice

Have students make another butterfly on their own following the steps. If time allows, have students to take turns with a partner as they use precise directions and demonstrate how to make an origami butterfly. If students are using plain paper, let them decorate their butterflies using markers, crayons, colored pencils, and other art supplies. You may even want to decorate a bulletin board or your classroom with the students' butterflies.

## Evaluation

- Did students read and understand Origami: Japanese Art of Paper Folding?
- Were students successful in making their butterflies?
- Were students able to give precise directions to a partner and show how to make the origami butterfly?

## For Further Study

Students may want to conduct further study of Origami and other Japanese art-forms in their school library or on the computer.

**For more information** on the origins of origami, please have students read "History of Origami" at: <http://www.origami-resource-center.com/history-of-origami.html>

## TEKS – Fine Arts

### Middle School 1

117.202 c. 1 A,B,D Foundations: observation and perception

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: (A) identify and illustrate concepts from direct observation, original sources, personal experiences, and communities such as family, school, cultural, local, regional, national, and international; (B) understand and apply the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using art vocabulary appropriately; (D) discuss the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.

117.202 c. 2 A,C Creative expressions

The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) create original artworks based on direct observations, original sources, personal experiences, and the community; and (C) produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media, using a variety of materials.

117.202 c. 3 B Historical and cultural relevance

The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (B) identify examples of art that convey universal themes such as beliefs, cultural narrative, life cycles, the passage of time, identity, conflict, and cooperation;

117.202 c. 4 A,B,E Critical evaluation and response

The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) create written or oral responses to artwork using appropriate art vocabulary; (B) analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork; (E) understand and demonstrate proper exhibition etiquette.

---

## **Middle School 2**

### 117.203. b. 1 A,B,D Foundations: observation and perception

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: (A) identify and illustrate ideas from direct observation, original sources, imagination, personal experiences, and communities such as family, school, cultural, local, regional, national, and international; (B) compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately; (D) understand and apply the expressive properties of artworks such as appropriation, meaning, narrative, message, and symbol using art vocabulary accurately.

### 117.203. b. 2 A,C Creative expression

The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) create original artworks that express a variety of ideas based on direct observations, original sources, and personal experiences, including memory, identity, imagination, and the community; (C) apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media.

### 117.203 b. 3 C Historical and cultural relevance

The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (C) compare and contrast relationships that exist between a society's art and its music, literature, and architecture.

### 117.203. b. 4 B,E Critical evaluation and response

The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (B) analyze original artworks using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork; (E) demonstrate an understanding of and apply proper exhibition etiquette.

## **Middle School 3**

### 117.204. b. 1 A,B Foundations: observation and perception

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: (A) identify and illustrate concepts from direct observation, original sources, imagination, personal experience, and communities such as family, school, cultural, local, regional, national, and international; (B) evaluate the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately.

### 117.204. b. 2 A,C Creative expression

The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) create original artworks expressing themes found through direct observation; original sources; personal experiences, including memory, identity, and imagination; and the community; (C) create artworks by selecting appropriate art materials, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media.

### 117.204. b. 3 B,C Historical and cultural relevance

The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (B) analyze cultural ideas expressed in artworks relating to social, political, and environmental themes such as environment/nature, conflict and power, relationships to others, and reality/fantasy; (C) evaluate the relationships that exist among a society's art, music, theatre, and dance.

### 117.204. b. B,D Critical evaluation and response

The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (B) analyze original artworks and portfolios using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork; (D) understand and demonstrate proper exhibition etiquette.

---

## **Art, Level I**

### 117.302. c 1 A Foundations: observation and perception

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to: (A) consider concepts and ideas from direct observation, original sources, experiences, and imagination for original artwork.

### 117.302. c. 2 A,D,F Creative expression

The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) use visual solutions to create original artwork by problem solving through direct observation, original sources, experiences, narrations, and imagination; (D) create original artwork to communicate thoughts, feelings, ideas, or impressions; and (F) demonstrate effective use of art media and tools in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, and digital art and media.

### 117.302. c. 3 B Historical and cultural relevance

The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (B) describe general characteristics in artwork from a variety of cultures, which might also include personal identity and heritage.

### 117.302. c. 4 B Critical evaluation and response

The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (B) evaluate and analyze artwork using a verbal or written method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork.

## **Art, Level II**

### 117.303. c. 1 A Foundations: observations and perception

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to: (A) use visual comparisons to illustrate concepts and ideas from direct observation, original sources, experiences, narration, and imagination for original artworks.

### 117.303. c. 2 A,D,F Creative expression

The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) create original artwork using multiple solutions from direct observation, original sources, experiences, and imagination in order to expand personal themes that demonstrate artistic intent; (D) create original artwork to communicate thoughts, feelings, ideas, or impressions; (F) select from a variety of art media and tools to communicate specific ideas in drawing, painting, printmaking, sculpture, ceramics, fiber art, jewelry, mixed media, photography, and digital art and media.

### 117.303. c. 3 B Historical and cultural relevance

The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (B) analyze specific characteristics in artwork from a variety of cultures

### 117.303. c. 4 A,B,C Critical evaluation and response

The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (A) interpret, evaluate, and justify artistic decisions in artwork by self, peers, and other artists such as that in museums, local galleries, art exhibits, and websites; (B) evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork; (C) use responses to artwork critiques to make decisions about future directions in personal work

## **Art, Level III**

### 117.304. c. 1 D Foundations: observation and perception

---

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to: (D) explore the suitability of art media and processes and select those appropriate to express specific ideas such as content, meaning, message, and metaphor relating to visual themes to interpret the expressive qualities of artwork.

117.304. c. 2 A,E Creative expression

The student communicates ideas through original artwork using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) create original artwork using multiple solutions from direct observation, original sources, (E) collaborate to create original works of art

117.304. c. 3 B Historical and cultural relevance

The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (B) distinguish the correlation between specific characteristics and influences of various cultures and contemporary artwork

117.304. c. 4 B,C,D Critical evaluation and response

The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (B) evaluate and analyze artwork using a method of critique such as describing the artwork, analyzing the way it is organized, interpreting the artist's intention, and evaluating the success of the artwork; (C) analyze personal artwork in order to create a written response such as an artist's statement reflecting intent, inspiration, the elements of art and principles of design within the artwork, and measure of uniqueness; (D) use responses to artwork critiques to make decisions about future directions in personal work

**Art, Level IV**

117.305. c. 1 A Foundations: observations and perception

The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artwork. The student is expected to: (A) consider concepts and themes for personal artwork that integrate an extensive range of visual observations, experiences, and imagination.

117.305. c. 2 D,F Creative expression

The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (D) create original artwork to communicate thoughts, feelings, ideas, or impressions; (F) create artwork, singularly and in a series, by selecting from a variety of art materials and tools appropriate to course work in drawing, painting, printmaking, sculpture, ceramics, fiber art, design, digital art and media, photography, jewelry, and mixed media

117.305. c. 3 B Historical and cultural relevance

The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (B) analyze and evaluate the influence of contemporary cultures on artwork

117.305. c. 4 D Critical evaluation and response

The student responds to and analyzes the artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to: (D) use responses to artwork critiques to make decisions about future directions in personal work

**Correlates:** Math

**Gardner's Intelligences:** Verbal-Linguistic, Logical-Mathematical, Bodily-Kinesthetic, Spatial

**Bloom's Taxonomy:** Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation

**Sources:**

- Special gift boxes of origami for children: Trammell & Margaret Crow Asian Museum, Dallas; [www.crowcollection.org](http://www.crowcollection.org)
- Instructions for folding and a monarch butterfly or a kamehameha butterfly to print: <http://www.tammyyee.com/origamibutterfly.html>
- Multiple origami resources and designs: [www.origami-resource-center.com/butterfly.html](http://www.origami-resource-center.com/butterfly.html)
- <https://dl.dropboxusercontent.com/u/11426805/scaffold/scaf05.pdf>

---

*Madame Butterfly*

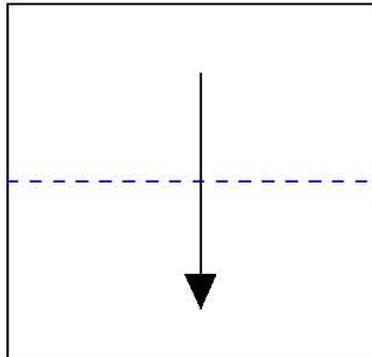
## Origami: Japanese Art of Paper Folding

Origami (pronounced or-i-gah-me) is the Japanese art of paper folding. “Ori” is the Japanese word for folding and “kami” is the Japanese word for paper. Origami first came to Japan from China in the 6th century. Paper was expensive, so this art was something only the wealthy could do. As paper became less expensive, origami became a popular art for everyone. If you wanted to learn origami, you had to have someone teach you. The skill was passed from one generation to the next. This is how origami became part of the cultural heritage of the Japanese people. *How to Fold 1000 Cranes* was published in 1797. It contained the first written instructions for origami. In 1845, *Window on Midwinter* was published. It contained the first collection of origami models. Today there are many ways to learn origami. Friends, books, groups, online videos, and kits can be resources to learn simple to complex origami figures. This traditional art of paper folding has spread around the world.

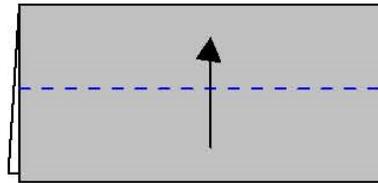
---

# *Madame Butterfly* Origami Butterfly Instruction Sheet

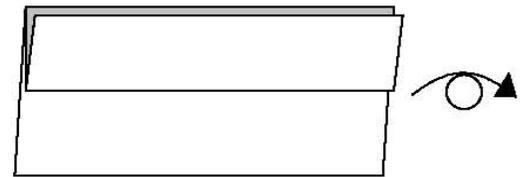
**To Begin:** Start with a 3-inch square of paper with the colored side facing down and follow the instructions below. A 3-inch square will make a 2.5 inch model.



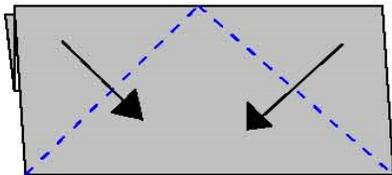
1. Fold in half.



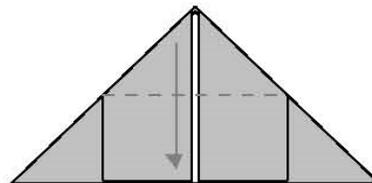
2. Fold bottom edge up.



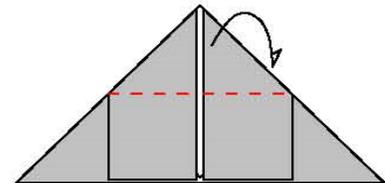
3. Turn over.



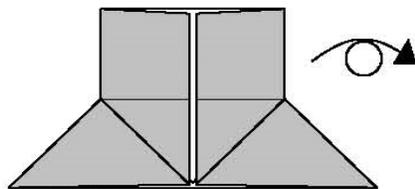
4. Fold corners down.



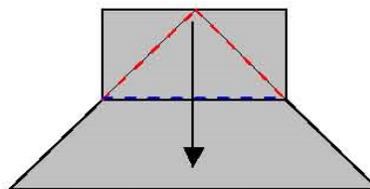
5. Fold internal point down.



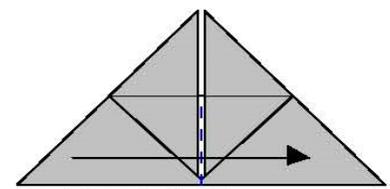
6. Fold point back.



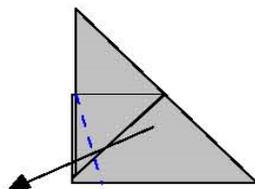
7. Turn over.



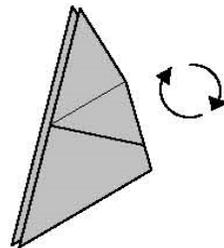
8. Fold top center down.



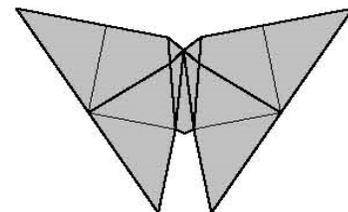
9. Fold in half.



10. Fold wing over.  
Repeat behind.



11. Spread wings then  
turn model upright.



12. The finished butterfly.

*Madame Butterfly*  
Origami Examples



---

*Madame Butterfly*  
**Origami Butterfly Installation**  
**Crow Collection of Asian Art**  
**Dallas, Texas**

