

All Aglow Chinese Lantern

An origami “Chinese Lantern”
that glows in the dark!

(art + history)

The Chinese Lantern has a very long and diverse history. The Chinese Lantern Festival has taken place since 230 BCE. During this celebration, people gather in the streets after nightfall and raise their lanterns in an attempt to see their deceased loved ones passing over on their journey to the heavens.

During the Han Dynasty, special lanterns were made to alert cities of approaching attackers. These “Flying Lanterns” consisted of a strip of kerosene-soaked cloth or paper that was ignited and placed inside a lantern. The heat made the lantern float upward so it could be seen far away in the night sky. Today, flying lanterns are released on New Year’s Day with wishes to bring good luck and prosperity in the coming year. Over time, Chinese Lanterns have become a sort of folk art. People from the cities and across the countryside continue to string hundreds of lanterns across streets and around their homes, hanging them on doors at night to ward off evil — or to bring good luck.

In this lesson plan, students learn a basic origami technique to make a “lantern” using a thin piece of Dura-Lar that has been decorated with markers and glow-in-the-dark paint. While beautiful during the day, the magic is revealed after dark when the lantern begins to glow.

GRADES 3-12 Note: instructions and materials are based upon a class size of 24 students. Adjust as needed.

Process

1. Turn the top right-hand corner of the sheet of Dura-Lar down to the bottom left edge to form a triangle. Make a crease. Trim off the excess film on the left edge to make a perfect square.
2. Using Sharpie Chisel Tip Markers or other permanent markers, draw a design on the Dura-Lar square. Since the film will be folded, remember that not all of the design will be seen. Leave areas open to accent with glow-in-the-dark paint. Brush on and let the paint dry completely.



Materials

[Grafix Dura-Lar® Clear Acetate Alternative](#), 25-sheet Pad, .003", 19" x 24" (55506-1209); need one sheet per student

[Tri-Art™ Noise Academic Acrylics](#), Glow in the Dark, 33.8-oz (01640-7090)

[Blick® Economy Golden Taklon Brushes](#), Flat, set of 6 (05151-0069); share four sets among class

[Sharpie® Chisel Tip Markers](#), set of 8 colors (21383-0089); share four sets among class

[Roylco® Fabric Prints Craft Sticks](#), package of 50 (60463-1020)

[Fiskars® Hand Punch](#), 1/4" Circle (58923-1003)

[Snippy® Scissors](#), pointed, 5-1/2" long, 1-1/2" cut (57040-2005); need one pair per student

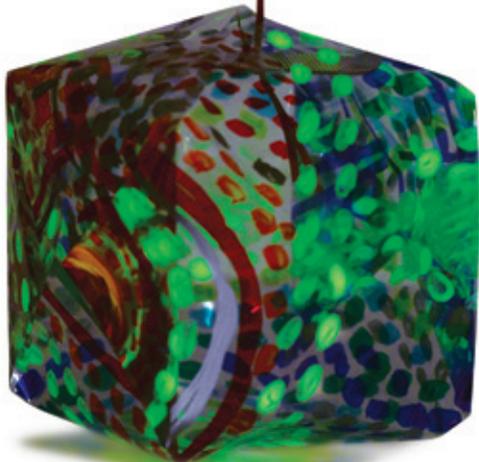
[Ribbon Assortment](#), 40 yards (62100-1040)

Optional Materials

[Blick® White Sulphite Drawing Paper](#), 50-lb, 500 sheets, 9" x 12", (10209-1013)

[Rust-Oleum® Glow-In-The-Dark Brush-on Paint](#), 7-oz (00743-1007); share two among class





Process, continued

- Using the chart on page 3, fold the Dura-Lar film to create a lantern shape. Practicing first with a smaller piece of paper may be helpful. To open the lantern, blow into it through the opening, and pull on opposite corners to help it inflate.
- Select a patterned craft stick to coordinate with the lantern design, and cut it in half. Punch a hole in the middle with a paper punch. Tie a knot on one end of a coordinating ribbon and thread it through the hole. Holding the craft stick vertically, place it through the opening at the top of the lantern. Hang.

Options

- For a more durable paint, substitute Rust-Oleum Glow-In-The-Dark Paint for latex-free Tri-Art Noise.

National Standards for Visual Arts Education

Content Standard #1 — Understanding and applying media, techniques, and processes.

- K-4** Students describe how different materials, techniques, and processes cause different responses.
- 5-8** Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
- 9-12** Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.

Content Standard #4 — Understanding the visual arts in relation to history and cultures

- 5-8** Students describe and place a variety of art objects in historical and cultural contexts.
- 9-12** Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.



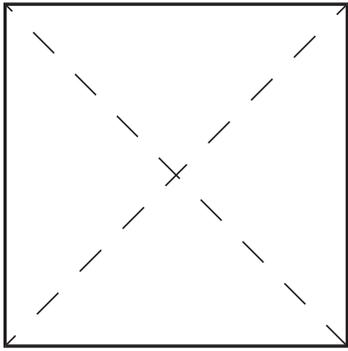
Step 1: Draw a design on the Dura-Lar using permanent markers.



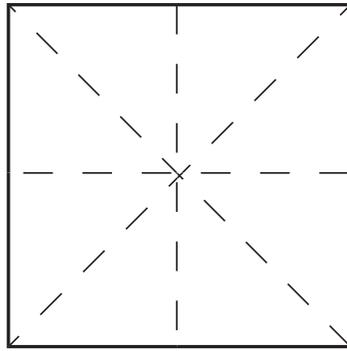
Step 2: Accent the design with Glow-in-the Dark paint.



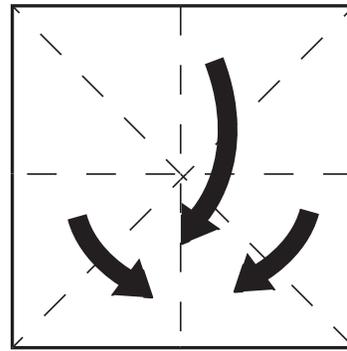
Step 3: Fold, following origami directions. Inflate by pulling on opposite corners.



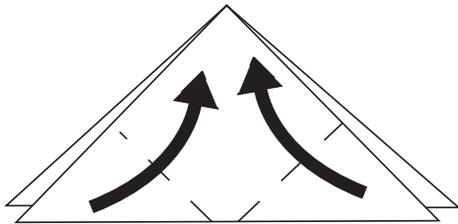
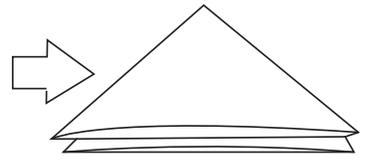
Step 1: Fold diagonals from each corner. Reopen flat again.



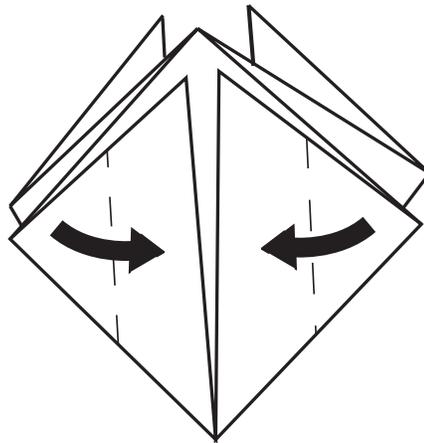
Step 2: Fold in half horizontally, then vertically. Reopen flat again.



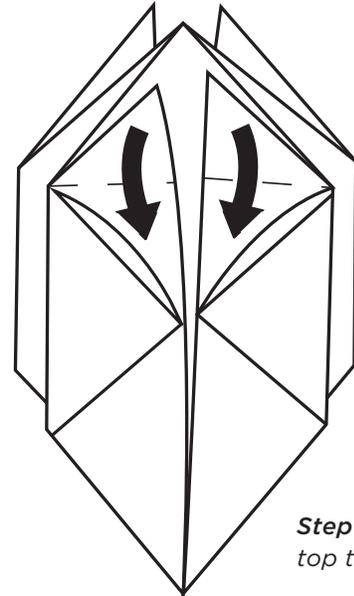
Step 3: Collapse on all folds into triangles.



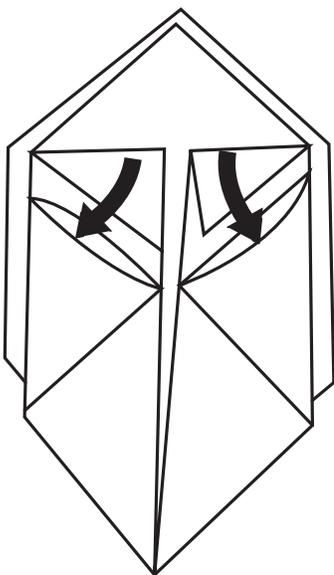
Step 4: Fold tips of triangle in and up to top point.



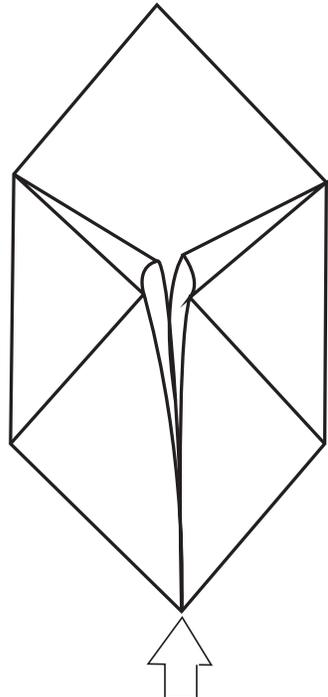
Step 5: Fold sides in to center.



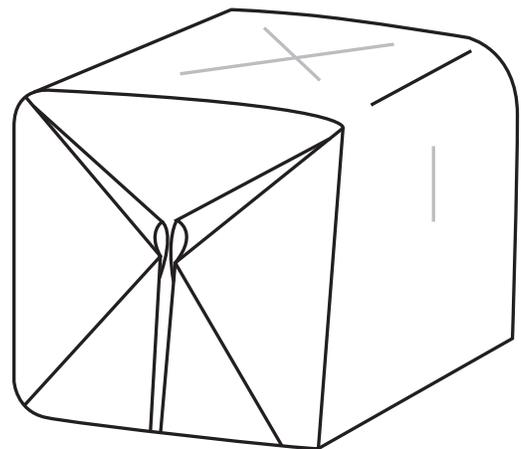
Step 6: Fold top tips down.



Step 7: Tuck tips inside by pressing gently on the edges to open.



Step 8: Blow gently into the bottom point to inflate.



Step 9: As a final step, fold and return top and bottom points to the center to create a symmetrical shape.