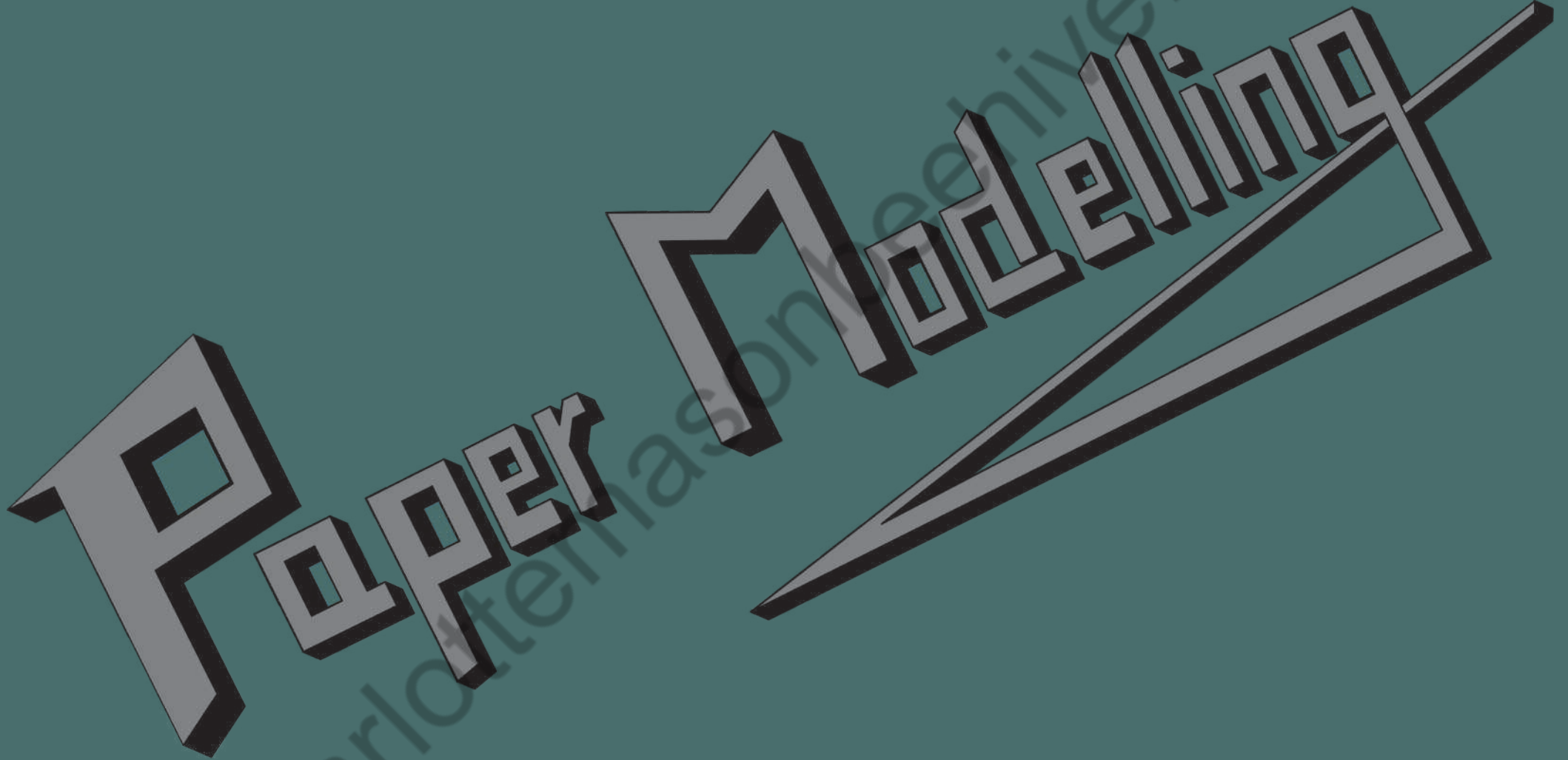


# Paper Modelling



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# Charlotte Mason

## BEEHIVE



## Teacher's Guide and Lesson Plan

### Available Now

Charlotte Mason Beehive is delighted to introduce *A Course in Paper Sloyd for Home Schoolrooms and Educational Establishments*, a complete four-year Paper Sloyd curriculum. This comprehensive course can begin as early as with pupils of around six years of age in their first year of formal schooling, but may be picked up and worked through by older students of any age who want to establish a firm foundation and working knowledge in Paper Sloyd.

The accompanying *Teacher's Guide and Lesson Plan* provides teachers with all the information they need to be able to successfully deliver this course to their students. Inside you will not only find lessons which use our three assigned lesson books, you will also find Skills Lessons and Alternative Design Lessons.

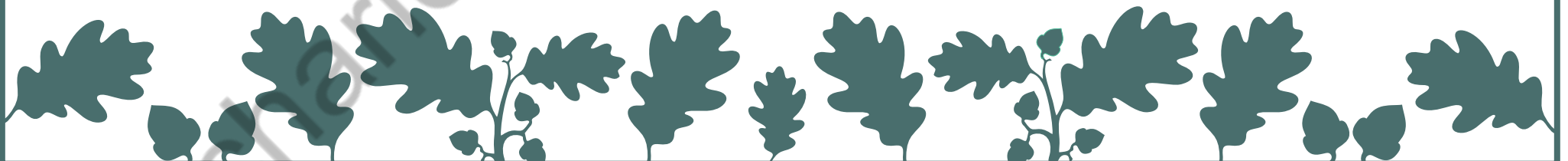


## Family Run Business

Charlotte Mason Beehive is a small family-run business founded upon the methodology of Victorian educator Charlotte Mason and the work of the Parents' National Education Union.

Located in the heart of rural England we provide content and educational resources with a view to enabling parents and educators to deliver an authentic, and simplified living education in their homes and schoolrooms.

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A COURSE OF PAPER SLOYD  
FOR HOME SCHOOLROOMS AND EDUCATIONAL ESTABLISHMENTS

PART III

# PAPER MODELLING

A COMBINATION OF  
PAPER FOLDING, PAPER CUTTING & GLUEING AND RULER DRAWING

BY  
M. SWANNELL

*2025 EDITION—REVISED AND UPDATED BY RACHEL & JAMES NORTH  
METRIC CONVERSION, UPDATED DIAGRAMS, COLOUR PHOTOGRAPHS, DIGITALLY ENHANCED.*



CHARLOTTE MASON BEEHIVE, MELTON MOWBRAY, LEICESTERSHIRE, U.K.

**Paper Modelling**  
**2024 Edition**

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This edition of 'Paper Modelling' is a brand new transcription,  
prepared and edited by Rachel & James North for Charlotte Mason Beehive.  
It is based off original scans of the twentieth century publication by M. Swannell,  
which has now entered the public domain.

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Written content by Rachel & James North

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Charlotte Mason Beehive  
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# INTRODUCTION TO THE NEW EDITION

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THE ongoing resurgence of interest in Paper Sloyd among home educating families has been so encouraging to see, and our family, too, has been enlivened by this incredibly versatile handicraft. As with all new things, however, the learning curve can be steep and, at times, overwhelming. Our main purpose, therefore, in establishing *A Course in Paper Sloyd for Home Schoolrooms and Educational Establishments*, and furthermore publishing updated colour editions of classic Paper Sloyd volumes of work, is to make this handicraft even more accessible to families following the Charlotte Mason method of education. In the new updated editions of these wonderful, yet scarce, and hitherto inaccessible books, we hope to bridge the gap between “I *want* to try this”, “I *will* try this”, and “I not only *can* try this”, but “I can *do* this”. Because Paper Sloyd is *beneficial* to all and it is worthy of our time, and therefore it should be accessible to all.

The benefits of Sloyd, a Swedish word meaning handicraft, cannot be overstated. In fact, countries such as Sweden, Denmark, Norway, and Finland still teach Sloyd as a compulsory subject. The students in these countries mainly work with wood, metal, and textiles, but Miss Mason favoured paper and cardboard in her schools, making this one of the most affordable and simplest handicrafts to get started with.

But apart from its accessibility, there is much value to be gained by incorporating Paper Sloyd into your home lessons. Miss Mason is described as saying that “Sloyd [is] the most valuable and most educative of all the handicrafts” and that it educates the whole person. Quite apart from there being much technical value gained from working with ones hands in this way, there is much educational, and even moral, value to be gained as well.<sup>1</sup>

The head, the hand, and the heart are all employed in the workings of Paper Sloyd, and as the student develops a steady hand and perfects his hand-eye coordination, as he learns about angles, obtains the ability to create a perfect square, and is able to cut along a straight line without a ruler or guide of any kind, and as he understands the beauty of using the hand to create something useful and something beautiful, he finds his character developing too.

\*\*\*

*Paper Modelling*, by Mildred Swannell is an updated edition to the Paper Sloyd book Miss Mason used in Form IA, and although Miss Mason assigned it for students as young as seven years of age, we personally consider it an intermediate resource into the discipline, and recommend students begin with *Paper Folding* and *Paper Tearing*, both by H. G. Paterson, before tackling the models in this book. Although this book originally stood as our second Paper Sloyd publication before the inclusion of *Paper Tearing*, it now forms the third title—and second half— of our complete four-year Paper Sloyd programme of work, *A Course in Paper Sloyd for Home Schoolrooms and Educational Establishments*, and we believe that its current standing is where it is most appropriate for it to be.

In this book, students will be drawing, measuring, folding, glueing, and cutting with a craft knife. Accuracy is essential to build the models correctly and so practice and perseverance will need to be exercised.

<sup>1</sup>For more information on the principles and benefits of Paper Sloyd, please see ‘The Living Principles of Sloyd’ by Brittney McGann (July 2017), available at [charlottemasonpoetry.org](http://charlottemasonpoetry.org).

The book begins with tutorials on drawing, cutting, and folding. These tutorials are accompanied by photographs showing the process step by step. All models throughout the book include step-by-step photographs in the same way, along with clear instructions written in plain English and refined for today's audience. We are committed to making Paper Sloyd accessible to all and aim to eliminate ambiguity completely, and so for this reason, the steps and photographs are numbered to correspond with each other and each step has a picture associated with it. The diagrams have been redrawn clearly and the measurements expanded throughout the book—it now uses the metric system. The size of all models have been adjusted so that they can be cut to size from a standard A4 piece of paper (297mm x 210mm). Any errors present in the original book have also been fixed.

The models are designed to build upon one another and the book has a clear progression as you work through it. Early models include far more detailed information on how to make certain marks, cuts, and folds, but as you move further along in the book, you will find that less is said but more is expected, i.e. you will be expected to use skills you've already learnt without being expressly told to do so. We do let you know you can refer back to previous models when necessary.

As in the original publication, space is provided at the end of the book for writing notes and for making drawings of alternative models.

Miss Mason scheduled Paper Sloyd about once a week and used this book across the second and third years of Form I when the children were around seven and eight years old. As far as we know she never completed a rotation of the entire book in those two years, but rather just kept moving on from where they left off the term before. In our Paper Sloyd course we've assigned *Paper Modelling* to be used across two years starting in the third year of Form I and crossing over into the first year of Form II. By following our suggested schedule for *A Course in Paper Sloyd for Home Schoolrooms and Educational Establishments*, the children will therefore be around the ages of eight and nine. The schedule we have laid out for the full Paper Sloyd series is as follows:

	<b>Term I</b>	<b>Term II</b>	<b>Term III</b>
<b>Form IB</b> (6-7 years old)	Paper Folding Nos. I-VIII	Paper Folding Nos. IX-XVI	Paper Folding Nos. XVII-XXIII
<b>Form IA (Lower)</b> (7-8 years old)	Paper Tearing Nos. I-X	Paper Tearing Nos. XI-XXII	Paper Tearing Nos. XXIII-XXXII
<b>Form IA (Upper)</b> (8-9 years old)	Paper Modelling Series I, Nos. I-VIII	Paper Modelling Series I, Nos. IX-X Series II, Nos. I-V	Paper Modelling Series II, Nos. VI-XII
<b>Form IIB</b> (9-10 years old)	Paper Modelling Series II, Nos. XIII-XIX	Paper Modelling Series II, Nos. XX-XXIII Series III, Nos. I-III	Paper Modelling Series III, Nos. IV-XI

In Form IB, when students were assigned *Paper Folding*, by H. G. Paterson, Miss Mason also specified that students should make “two other original models on the same lines” each term. In our complete four-year Paper Sloyd course we’ve extended that to include all twelve terms covered by our programme, and we encourage you to employ the same attitude regarding this. Encouraging students to exercise originality and imagination when working with the paper is an invaluable lesson that cannot be understated. Happily, the books lend well to this kind of treatment as many of the projects contain additional notes or sketches for alternative model designs that can serve as inspiration for your students.

Very few tools and additional material is required to complete the models in this book. A complete set of course materials can be purchased directly from Charlotte Mason Beehive. Purchasing this supply pack will make it even easier to implement Paper Sloyd in your home lessons. In addition to our standard Supply Pack we also offer a Premium Supply Pack which includes an exclusive Instructor’s Diagram Folder. This folder includes templates at a scale of 1:1 for every project in the book, which will be a great help and support to teachers and students alike. The templates not only serve as a time saver for teachers in learning the models and preparing for a new lesson, but they also take much of the guesswork out of teaching the subject. The instructions will be more clearly understood and any mistakes made will be more readily ascertained. The templates will also enable younger or less abled children to build the models successfully.

We really hope that you find this new edition of *Paper Modelling* helpful and easy to use. May you have a truly wonderful and fruitful school year learning new skills with your family. Please share your completed models with us on social media.

RACHEL NORTH  
*March 2025*

# INTRODUCTION TO THE ORIGINAL EDITION

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PAPER MODELLING is one of the best forms of Handwork for young children, in whom the constructive impulse is remarkably strong. The materials are readily obtainable in even the poorest homes, where the children can carry out in play what they have been helped to do in school.

It is a good plan to let children bring odd pieces of paper, such as sugar paper, brown paper in which parcels have been wrapped, bits of wallpaper, even newspaper. They can all be utilized, and the collection of this material will in itself prove of interest.

Where paper folding squares are exclusively used, children are apt to think that because they cannot find these at home, they are therefore unable to make the things that gave them so much pleasure at school.

It should be remembered that while the constructive impulse is stimulated by *suggestion*, it is easily inhibited by over direction. As soon as possible, imitation should give way to original effort. The best means of making an object, should, from the earliest, be talked over with the children, and the finishings—decoration or cutting of edges—should be left to individual taste.

In all cases it is possible to get some original work; *e.g.*, a class of 50 children, who were beginning this constructive work in paper, made the little basket, No. 2. They examined a large model, which was then opened to show the plan. After comparing with their own papers, a few directions enabled the children to make their baskets. Then each child filled it differently; some cut out and coloured tiny vegetables, others cut flowers, eggs, medicine bottles, groceries, etc. To each, the basket represented some different idea.

The objects given in this book are not intended as a “Course,” but are merely suggestions which have been found useful in helping children in their play.

Almost every plan is capable of modification. In all cases where it is desirable to show a model, the plain, undecorated one should be chosen, and the children invited to suggest alterations or decoration. About the age of six children begin to use the ruler, and in many schools ruler drawing is taught with no end in view save to get the children proficient in drawing and measuring accurate lines. In this case the lessons are dull, mechanical, lacking in interest, because there is no purpose in the activity.

If children learn to use the ruler in the construction of some desirable object, they will be helped by interest to become more skilful and accurate, while increase in skill will be rewarded by a sense of power and more satisfactory results.

In the later objects, especially in connection with the construction of boxes, the children must learn, incidentally, a considerable amount of Geometry, which will not be forgotten, since it is seen to have practical value.

M. SWANNELL (1905)



# PAPER MODELLING

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## MATERIALS REQUIRED FOR THIS COURSE

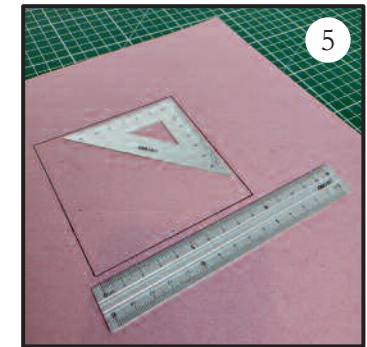
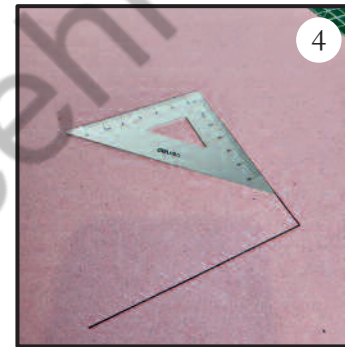
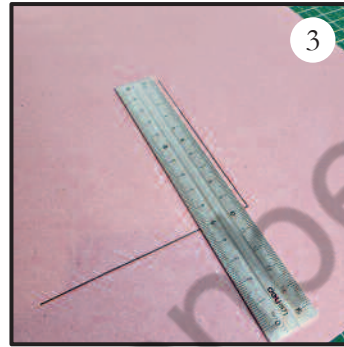
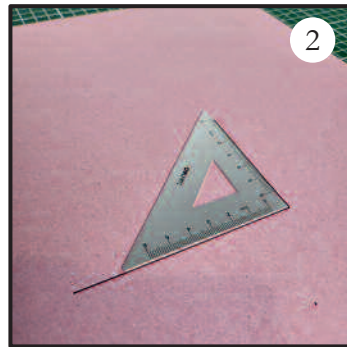
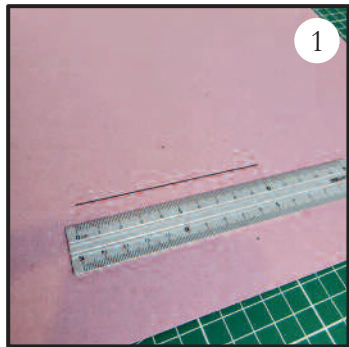
May be obtained through Charlotte Mason Beehive, or through leading suppliers of paper and stationery products.

1. **Paper.**— For this occupation we recommend sugar paper at a weight of no less than 100gsm.
2. **Craft / Utility Knife.**— A craft knife is required to make neat cuts in the paper. Younger children should be supervised by an adult when working with any form of sharp blade.
3. **Cutting Mat.**
4. **300mm Ruler.**
5. **Pencils.**
6. **Glue Stick.**
7. **Protractor.**
8. **Set Square.**
9. **Mathematical Compass.**
10. **Cotton.** (*Series II, No. 1 | Series II, No. 23*)
11. **Ribbon.** (*Series II, No. 1 | Series III, No. 6*)
12. **Card.**— This is to reinforce various models in the book (*Series I, Nos. 7 & 10 | Series II, No. 1*)

## DIRECTIONS FOR DRAWING, CUTTING AND FOLDING.

**DRAWING.** Most models in this book are made from a square or rectangle. In most cases students are expected to draw this to size themselves, and as such it is imperative this step is completed with care, accuracy, and precision. Models made from imperfect squares or rectangles cannot be perfectly executed and will lead to disappointment and frustration. To produce an accurate square or rectangle you must have perfect  $90^\circ$  right angles at each corner, and one of the primary reasons people struggle with this is because they are not using the best equipment for the job.

In the following tutorials we are going to be drawing a 100mm x 100mm square.



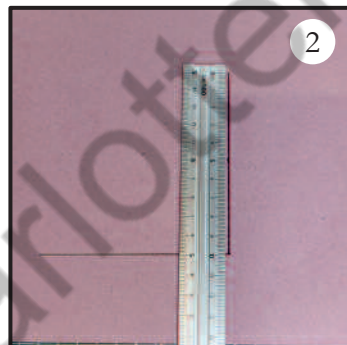
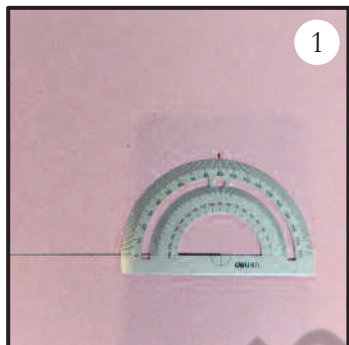
**Using a Set Square.** The only tools you require to achieve this are a pencil, a ruler and a set square.

To begin, make your first 100mm line with a ruler and pencil.<sup>1</sup> Now, take your set square and place it against the line you have just drawn so that the right angled point meets the end point of the line. Now, draw the first corner of the square by marking another line along the  $90^\circ$  angle of the set square.<sup>2</sup>

Now that you have a perfect right angle take your ruler and continue to draw the line to 100mm to form the second side of the square.<sup>3</sup>

Take up the set square again to mark out the second  $90^\circ$  corner in the same way.<sup>4</sup>

Continue this until the Square is complete.<sup>5</sup>



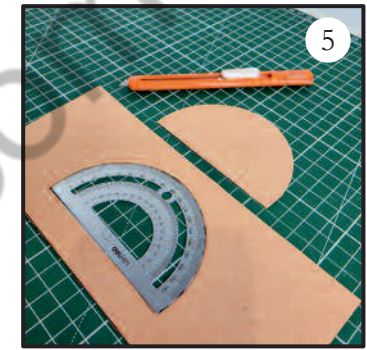
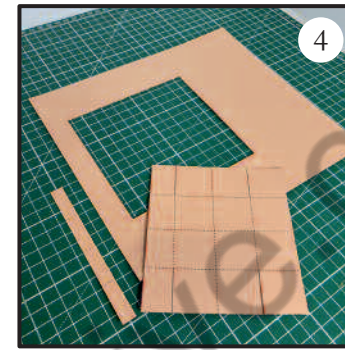
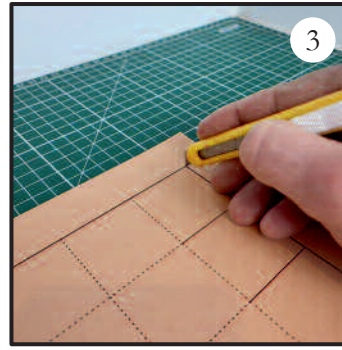
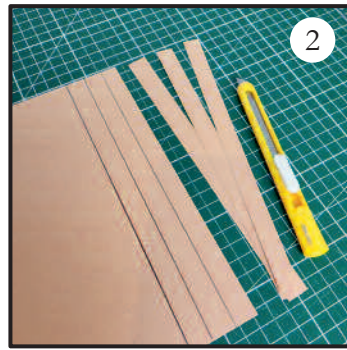
**Using a Protractor.** The only tools you require to achieve this are a pencil, a ruler and a protractor.

To begin, make your first 100mm line with a ruler and pencil—this will form the base of the square.<sup>1</sup> Now, take your protractor and place it against the line you have just drawn so that the middle point of the instrument meets the end point of the line. Adjust the protractor so it lies straight against the line and make a pencil mark at  $90^\circ$ .<sup>1</sup>

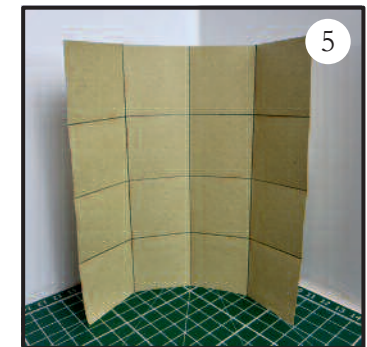
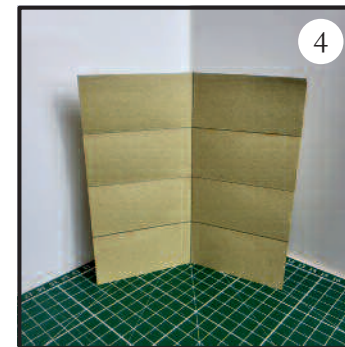
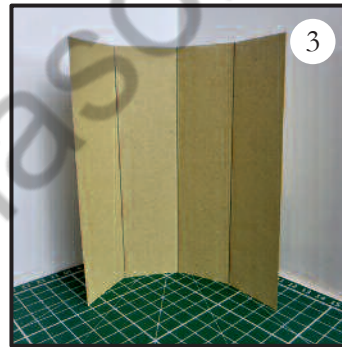
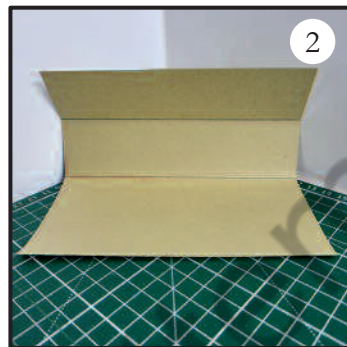
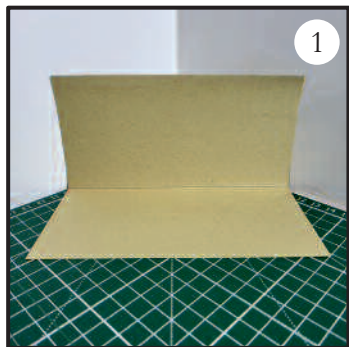
Take your ruler and line it up against the end of the 100mm line and the  $90^\circ$  mark. Draw a line to connect them and thus form the second side to the square.<sup>2</sup>

Repeat on the other side.

Now that you have two right angled corners and three sides, draw the final line to connect them together and complete the square.



**CUTTING.** All cuts throughout this book are indicated by solid lines in the diagrams. All cutting action is undertaken using a craft knife / utility knife<sup>1</sup> with a sharp blade. Care must be taken whenever using any form of bladed tool. Young children should not use any kind of knife without adult supervision. Lines are to be cut freehand, without any form of aid or crutch, such as a ruler. The student is expected to develop a keen eye and a steady hand so that he can cut his paper with accuracy. This is not as hard as it sounds but may take quite a bit of practice to get right, particularly for younger children. Rest the paper on a cutting mat and begin by drawing the lines where you wish to make a cut.<sup>2</sup> Now, hold the paper steady with one hand and place the point of the blade on the start of the line.<sup>3</sup> Hold the knife between the finger tips, as you would when holding a pencil, and begin following the line with the blade (be careful not to pull the blade directly towards you in case it slips). Take it slow and steady, and don't put too much pressure on the knife or it may tear the paper. When you wish to change direction in your cutting, make sure you turn the paper and not the knife. Keep practising and once you are comfortable with cutting straight lines<sup>4</sup> you should practice on an arched model.<sup>5</sup>



**FOLDING.** All folds throughout this book are indicated by dotted lines in the diagrams. Most models begin with folding along the lines in order to prepare the paper to be folded into shape when instructed to do so. Initially you just want to *score* the fold lines so that the paper is easier to work with and will produce neat folds. You can achieve this by holding your ruler in position and folding the paper against it. For clarity and means of illustration, the folds present on the photographs throughout the book are marked with a clear pencil line, and you may do the same should you find it helpful. Every project in Series I is made from a square piece of paper and begins with the same basic folding technique regardless of the size. This exercise will produce a square folded into sixteen equal parts, which forms the basis of the models to be made. To begin, fold your square in half.<sup>1</sup> Then, fold one half in half again.<sup>2</sup> Repeat with the other half.<sup>3</sup> Turn the paper around 90° and fold that side in half.<sup>4</sup> Finally, fold each half in half again as you did previously.<sup>5</sup>

[charlottesmasonbeehive.com](http://charlottesmasonbeehive.com)

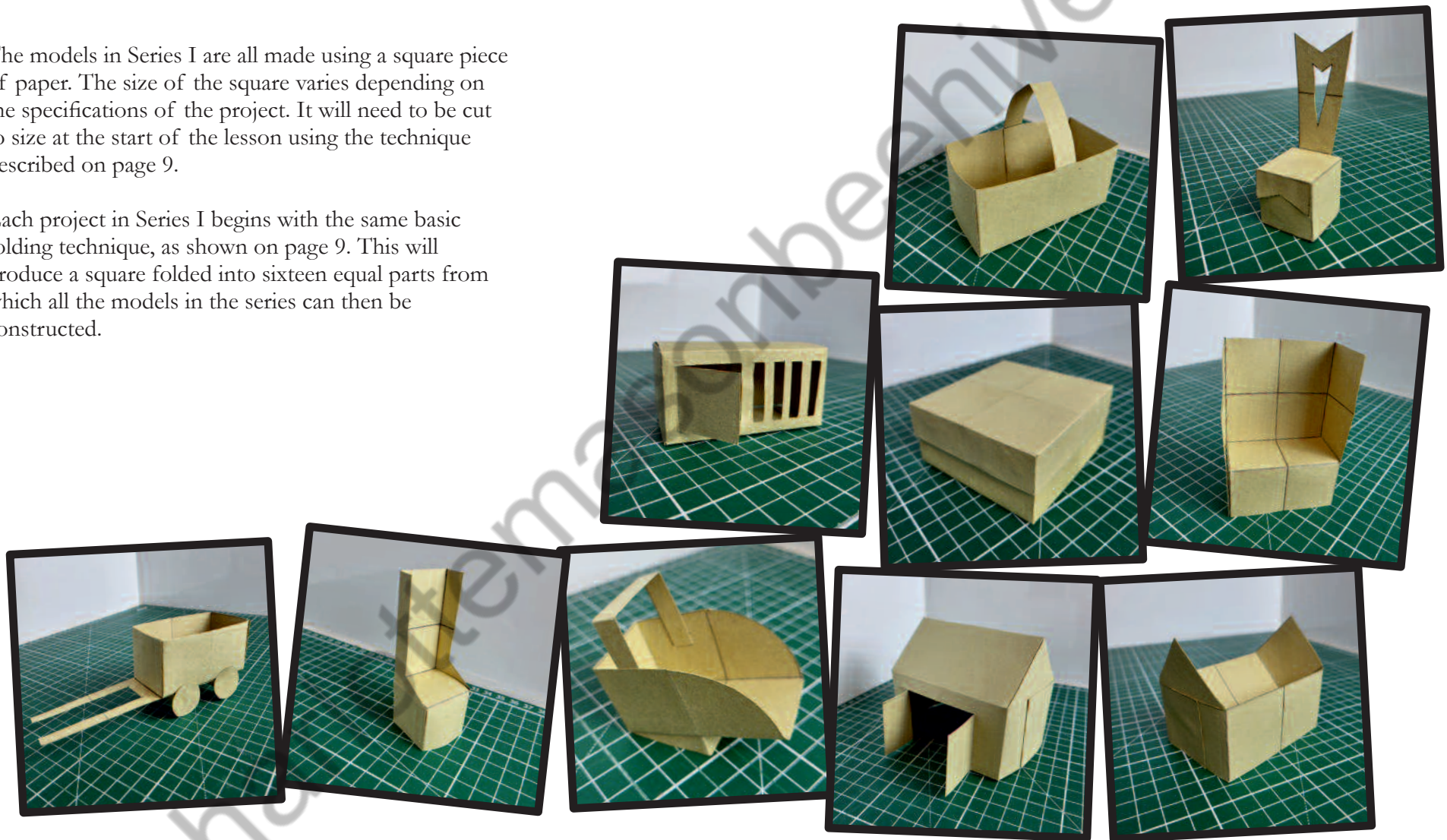
# SERIES I.—FROM THE SQUARE—MODELS I-X

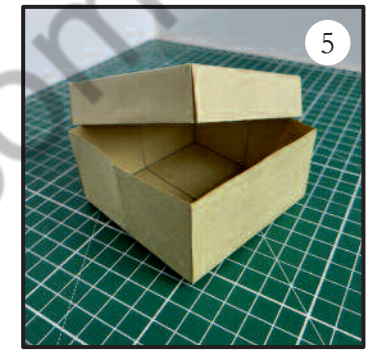
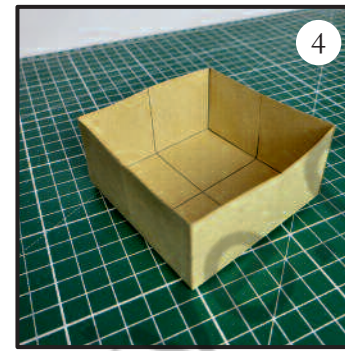
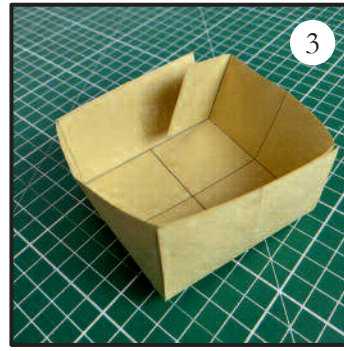
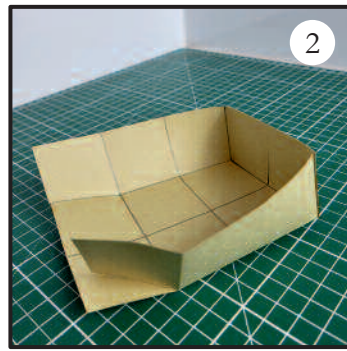
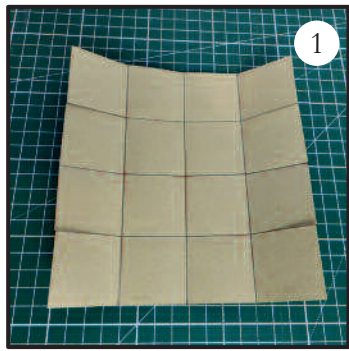
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BOX AND LID | BASKET | COAL SCUTTLE | BARN | RABBIT HUTCH | TROUGH  
HIGH BACK CHAIR | ARM CHAIR | SETTLE / DRESSER | CART

The models in Series I are all made using a square piece of paper. The size of the square varies depending on the specifications of the project. It will need to be cut to size at the start of the lesson using the technique described on page 9.

Each project in Series I begins with the same basic folding technique, as shown on page 9. This will produce a square folded into sixteen equal parts from which all the models in the series can then be constructed.

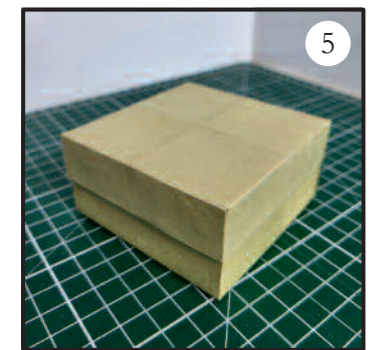
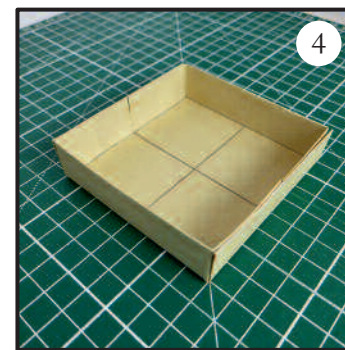
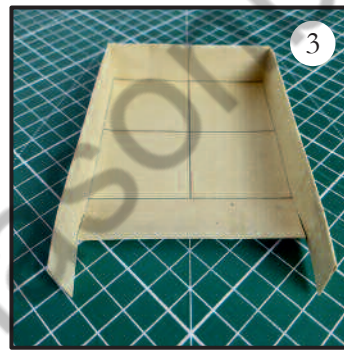
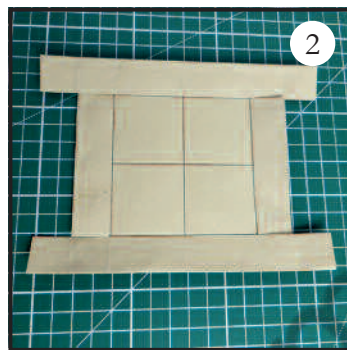
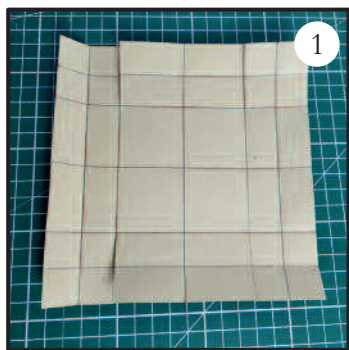




**I.—Box.** Take a sheet of paper and draw a 120mm x 120mm square (other size squares will also work). Mark the cut and fold lines, as shown in Diagram 1 on the opposite page

Using a craft knife, carefully cut the square out, fold where indicated, and proceed to cut the solid lines between A and E, I and M, D and H, and L and P.<sup>1</sup> Fold up the outer rows of the square to form the sides of the box.<sup>2</sup> Glue squares A and M inside the rectangle EI.<sup>3</sup> Now repeat on the other side by glueing D and P inside HL.<sup>4</sup>

The box can be decorated in any style you wish and used to present small gifts.<sup>5</sup>



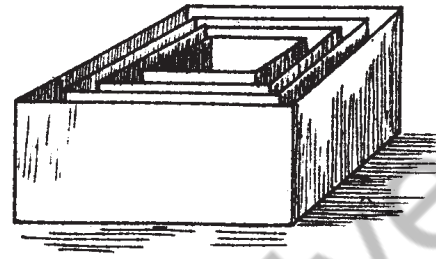
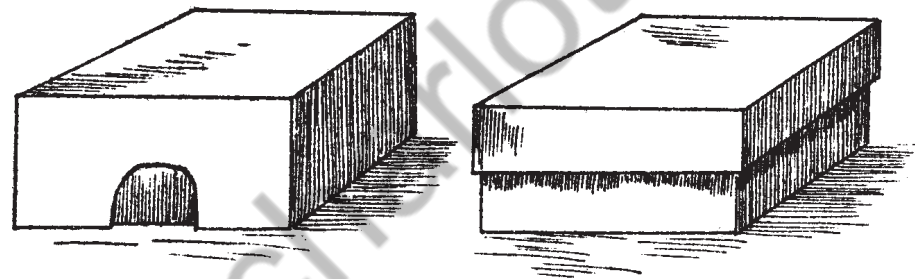
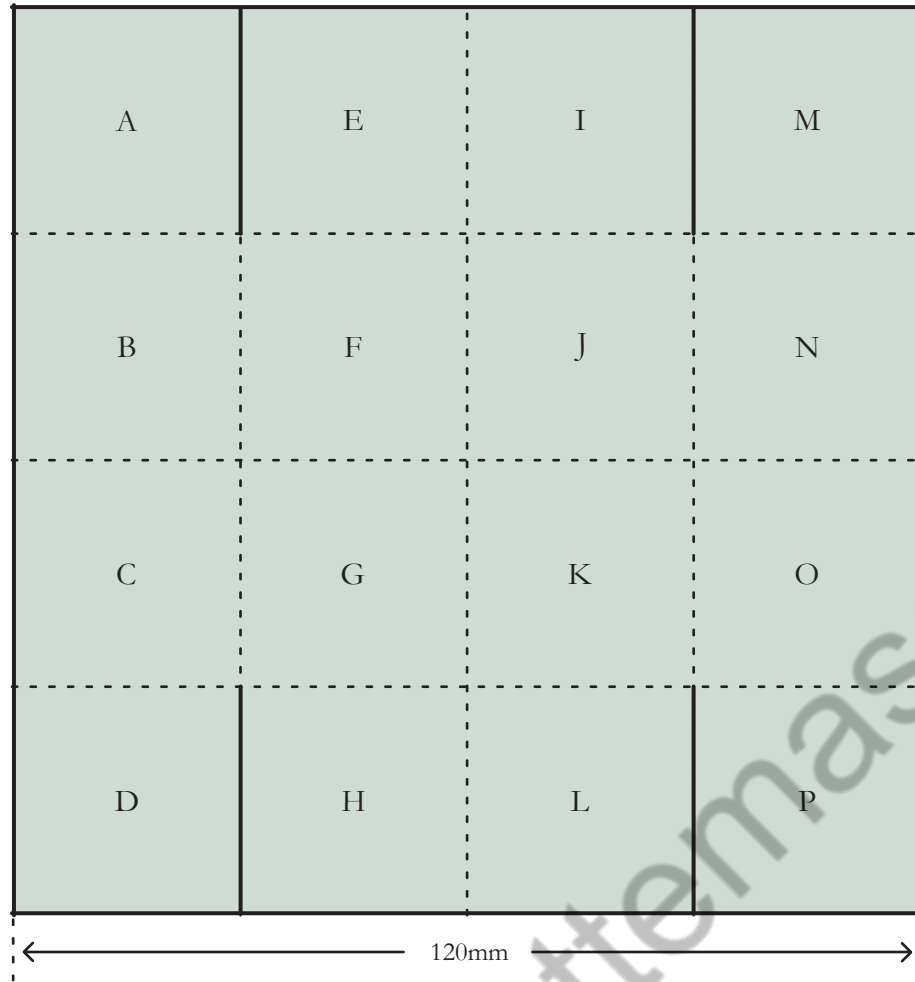
**Ib.—Box Lid.** Take a sheet of paper and draw a 130mm x 130mm square (*i.e.* a square about 10mm larger than that forming the box—very large boxes may require a bigger clearance for the lid). Mark the cut and fold lines, as shown in Diagram 2 on the opposite page, noting the extra fold in the outer rows. This extra fold is required to add strength to the box and to ensure the lid is not too deep.

Using a craft knife, carefully cut the square out, fold where indicated, and then proceed to cut the solid lines in exactly the same way as you did when constructing the box.<sup>1</sup>

Fold the outer rows in half inwards and secure with glue.<sup>2</sup> Now, glue the flaps A and M inside EI<sup>3</sup> and D and P inside HL.<sup>4</sup> The lid should close on the box with a snug fit.<sup>5</sup>

This design can be modified in several ways, for example the lid may be left as deep as the box, the edges cut in various ways, or a handle added to create a square basket. Additionally, small boxes, made on the same plan, might be fitted inside each other. Examples of these alternations can be seen on the opposite page. The box can be decorated in any way you wish.

Diagram 1: Square Box  
Scale 1:1 120mm x 120mm



I.—SQUARE BOX

Diagram 2: Box Lid  
Scale 1:1 130mm x 130mm

