**I. OVERVIEW**

**LESSON TITLE**: Binding Yourself & More

**LESSON SUMMARY**: This lesson focuses on the craft art of bookbinding through the work of Maria G. Pisano as examples. Students will experience the art of bookmaking and the many different ways that they can be constructed by creating two separate books. During this exploration, one “standard” book will be made and will focus on the identity of the high school student through their medium of choice on the cover. This first book will be given to students in another school district to create a real-world connection between students. A second book will be constructed for experimentation and for personal student use.

**GRADE LEVEL**: 9th - 12th

**ANTICIPATED CLASS SIZE**: 20 students

**CLASS TIME/DATE** : 1 hour and 20 minutes, 1 day a week, 5 sessions

 A. **BIG IDEA**: Assemblage

 B. **ENDURING UNDERSTANDINGS (UBD**): There is no way to be certain where book crafting originated or when it started. It has always been an evolving art encompassing techniques from a variety of cultures and civilizations. In the last decade or so there has been an upsurge in this craft developing many techniques and binding styles with the development of the interest and social network sharing. The greatest part about book arts is that you don’t have to be an artist to create one. It is a skill you can develope and tinker with only limited by how far your imagination can take it.

 C. **ESSENTIAL QUESTIONS (UBD):**

 **1.** What is bookbinding?

 **2.** How is book arts important to everyday life?

**3.** How is book arts important to visual art making?

 D. **BACKGROUND INFORMATION:** When entering into the classroom the students will be expected to have some understanding of what is required of the standards. The students will be expected to understand what books are, how they function, and have a general knowledge of what they look like. When they are asked to design their covers they are expected to know the basics of how to paint, draw, color, and/or collage different materials they wish.

 E. **MATERIALS/EQUIPMENT, ROOM ARRANGEMENT:**

 **1. ROOM ARRANGEMENT:** The room is arranged with 5 student working tables, with multiple seats located at each table for students to spread out. At the front of the classroom will be the teacher demo table, where the students will relocate to as needed for demonstrations. Supplies will be stored in given storage throughout the classroom and on the back supply tables.

 2. **MATERIALS:**

* Paper: construction, standard xerox white paper for sketching pages, magazine cut outs, etc.
* Glue: elmers and bookbinding archival glue.
* Long thin needles,
* waxed thread,
* cardboard,
* bone folders,
* binding tape,
* 15 x 20 sheets of bookboard,
* pairs of scissors,
* exacto knives,
* large paper cutter,
* awls,
* pens, pencils, assortment of markers, assortment of acrylic paint, rulers etc.
* Additional found materials could be brought in as needed by students or instructors.

F. **VOCABULARY/ REFERENCE SOURCES:**

Maria G. Pisano: New Jersey based artist who has her MFA in book arts and is a director of

her own studio.

 Book: A written or printed work consisting of pages glued or sewn together along one side

and bound in covers.

 Bookbinding: The process of physically assembling a book from a number of folded or

unfolded sheets of paper or other material. It usually involves attaching a book cover to the

resulting text-block.

 Stitching: Like stapling, is the thread that is used to bind the pages together.

Signature: Groups of pages.

Parent Sheet: The large sheet from which you fold into smaller pages.

Folio: parent sheet folded 1 time ( = 4 pages )

Quarto: parent sheet folded 2 times ( = 8 pages)

Octavo: parent sheet folded 3 times ( = 16 pages)

Imposition: The arrangement of printed matter to form a sequence of pages.

Cover: Provides support to the book. Has 3 boards: Front Cover, Back Cover, Spine (narrow strip in between front and back cover, may have the title and writer's name printed on it)

Head: Top of the book.

Tail: Bottom of the book.

Fore Edge: Side opposite of the spine.

Endpapers: The folded sheets of paper placed at the inside of the front and back covers.

Text Block: Contents of the book.

Groove: Where the front and back covers meet the Spine.

**Reference resources:**

[**http://www.centerforbookarts.org/**](http://www.centerforbookarts.org/) **-** this website has a plethera of artists and other valuble information about book arts.

<http://mariagpisano.com/> - the website to the artist who lives and works in Plainsboro NJ.

Cover to Cover: Creative Techniques for Making Beautiful Books, Journals & Albums by Shereen La Plantz

712 More Things to Draw, used as examples for turning the first assembled book into a sketch journal for younger children

<http://www.acherryontop.com/articles/Make-Your-Own-Book---Stitch-Binding-3148> - stich binding process on the outside of the book. It shows the process.

<http://pinterest.com/pin/17662623510896402/> - A diferent tutorial on how to bindbooks with step-by-step visuals

**II. STANDARDS/OBJECTIVES**

A. **STANDARDS:**

 **Visual and Performing Arts Standards**

1.2.12.A.2 - Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

*Once the students understand bookbinding, they will see the impact past innovations as well as recent innovations have on one another.*

1.4.12.B.2 - Evaluate how an artist’s technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

*Evaluating the artists ability to neatly construct their two books and discussing how the creation of the book affects the purpose of the assemblage.*

1.4.12.A.2- Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

*During critique the students will be asked to draw conclusions from clues given within an artwork on what their cover is about. They will be expected to use relevant bookbinding terms as well as principles / elements of art and design terminology.*

**21st Century Learning Skills**

9.1.12.A.1 - Apply critical thinking and problem-solving strategies during structured learning experiences.

*During the book arts process, the student will have to apply problem-solving skills to properly construct their work of art.*

**English Language Arts Standards**

Ela-Literacy.W.11-12.2e - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

*Once the students assemble their book-art to be given to elementary students in a different district, they will be asked to write a short, concise bio**about themselves in a formal style for the other students to read.*

B. **OBJECTIVES**

1. SWBAT demonstrate the ability of bookbinding by successfully and neatly stitching and/or gluing together parent sheets to form a cohesive book.

2. SWBAT create a short paragraph that reflects on the identity of the student by use of proper grammar, formatting, and writing technique.

3. SWBAT design a book cover that reflects on the identity of the student through personal choice of medium and apply their own techniques.

4. SWBAT interpret the work of Maria Pasino and construct an additional book, through bookbinding, by using one of her many examples as a different form of assemblage.

**III. LEARNING EXPERIENCE**

**A. INTRODUCTION - DAY 1**

As the students enter the room, we will ask the students to take their seats. A short powerpoint introducing ourselves to the class will be shown. Then our lesson will be introduced as assemblage of binding books leading straight into a powerpoint about crafting books using Maria Pasino as our main artist.

**B. SEQUENCE OF ACTIVITIES/ORGANIZER**

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| Timing | Teacher/ Questions Actions | Dialogue |
| 1 min | Students settle into the classroom.  | **Good Morning Class! Please take your seats so we can get started.** |
| 14 min | Show the students our teacher introductions.  | **We are going to start today by introducing ourselves to you. My name is Mr. Roselle and My name is Mrs. Seich. Here we have our families and friends. Next we have several of our interest. Lastly you can see here a number of our artworks both from school and personal projects. So now that you know a little more about us we are going to introduce you into the lesson we will be teaching you.** |
| 5 min | Show the students a slide show of what they will being doing with a bookbinding tutorial of how we will bind our first book.  | **As you may see there are books at everybodies table. Can anybody guess what we will be doing for your lesson?***Bookbinding?***Right. I’m glad you remembered we mentioned that the other day. We will get to those books in a few but for now we want to show you a quick slide show tutorial of the process you will go through. (show slide show)** |
| 10 min | Discuss what we will be doing as a lesson with the class. The lesson will teach the high school students how to create their own mini sketchbooks by having them bind books for 4th graders that will have different suggestions of things for them to draw in it. Each high school student is encouraged to make a unique and creative book for the 4th graders. They will be required to create a personal cover on each sketch book that will represent who they are and write a small paragraph telling about themselves on the inside cover. | **So now that you have a very general idea of the steps let me tell you what and why we are going to be doing. As you already know this is a crafts class but the great part about it is that you’re lovely teacher makes it so that everything you craft has a function. Crafting with functions creates meaning and gives your work a better purpose. And the purpose to our bookbinding lesson is to create sketchbooks. AH but not any old sketchbook. You will be creating sketchbooks for a 4th grade class. They will actually get these when you are finished with them. Quick back story for everyone so this makes sense. Miss Seich and I were teaching a lesson at a middle school with 4th and 5th graders last half. At the end of the lesson we got the kids who scored the most points in class according to the teachers point system got prizes. We got them little sketchbooks. (show them which ones). The kids who won one went crazy. Didn’t expect this big of a reaction and even kind of devastated the kids who didn't get them. So our idea is that this class will assemble sketchbooks for a 4th grade class. They are going to freak when they gets these. We will go into more detail about everything so hold your questions but each book is going to have an idenity cover about yourself and a short bio about yourself on the inside cover so that the little 4th grader who gets your sketchbook knows all about you, the author. Also on the inside of each page you are going to write down something for them to draw on that particular page. So like a rolling pin, a robot, a pickle, a water tower, a hammock, a wasp, a safety pin, a kiss, dust bunnies, a boom box, or just a nose are some of the different activities that will be written on each page from you for the 4th graders to draw. Now don’t worry cause once you are done making these books you will have a chance to explore a different binding method and make your own book to keep. Like I said we will go into detail about all this later but to give you a better understand lets first take a look at an artist that knows a lot about bookbinding.**  |
| 15 min | Show a powerpoint of Maria Pasino and examples of her books. | **Ok everyone our artist is Maria Pasino. She has .......... (discuss each slide & bio to the students)** |
| 10 min | Talk about the several different bound books that have been placed at each table. Show our teacher examples and discuss the many different ways to bind a book. Reiterate that they will making 2 books. The first one is for the 4th graders at West-Windsor Plainsboro elementary school that must be stitched all the same way and they then are free to explore and create a 2nd book for themselves in any way they wish to bind. (During this time hand out the parts of a book worksheet) | **Now that you have a better idea what we are talking about lets get to these books on the tables. Everybody graba book and inspect it. Check out not the content but the parts that make it up. See how each one is bound. All of them are in some shape or form different from one another. Most of these are machine processed books. With the exception of several that we have made. (hand out worksheet) We are going to hand out a worksheet that has vocab terms for bookbinding along with the parts of a book. As you can see this is the Head of the book here. (display on a book all of its parts) You will see that we have assembled several books here for this class. This book here will serve as the main example to the first part of our lesson. We want all the sketchbooks to look uniformed for the 4th graders and to be more about them drawing in it and knowing that it is from you. With these other books here will serve as the examples for the second part where you will assemble books for yourself. The first book her is a more traditional book with its stitching and cover. These books are bound differently like so. This one is an accordion style. As you have seen from the power point there are endless possibilities.**  |
| 20 min | Have the students come up to the demo table. Go over the vocab words on the large sheet discussing the parts of a book again and the lingo to bookbinding showing examples where needed. Begin demo for students on how to correctly fold the paper. (During this time hand out the book making tutorial packet.) | **Everybody do me a favor, grab a stool and come gather around the demo table. I am going to teach you here how to begin to assemble your book. First things first. You will need paper. We are going to use plain white paper for our first book. Now each sheet here that you start with pre fold is called a Parent Sheet. Once you start to fold this sheet then the name changes with each fold. Fold it once and you have a folio, which equals 4 pages. Then if you fold it a second time you get a Quarto which equals 8 pages. A third fold called a Octavo gives you 16 pages. Get it? So whats this paper called here?** *a parent sheet?***Good. now a 2 folded parent sheet. Whats that?***a Quarto?***Right. You guys got this. So can anybody tell me what its called when you take several folios and put them together inside one another like so?***it says a signature on the sheet.* **haha. right. And yes when you take any folded parent sheet and nest them into each other it becomes a signature. Now that you have an idea of the lingo let me show you a proper way to fold a piece of paper. Of course I can’t stress enough on how important neatness is with this. Not only are these going to be a gift for somebody and should be cared for as such but once you are messy and miss aline something or get glue all over you are going to have problems. The first problem being that you need to fold a piece of paper evenly or you will be off from the very first step. (demo how to do this, use the mini comic and books as examples)** **Go into this with how many signatures they are going to need to make. If there is time still left over begin to show them how to create the holes for each one.**  |
| 5 min | There will be clean up time for students to voice their questions and concerns about the rest of the project. | **Any questions?***So what are we going to be doing with the cover?***Ah yes. You are going to create some sort of cover that represents who you are to these 4th graders. Lets keep it age appropriate though. But like Rene there, he has a symbol he likes to use. I say go ahead and create that image onto your book cover. I encourage everybody to use their imagination when coming up with these covers. Make em good like if you were a small child and would want to get the coolest one.** *How does the book cover attach to the all the signatures?***Several ways which we will go over when demonstrating how to make a cover but the basic part a lot of times is the binding time or glue. Plus these end sheets on the signature can be glued into the inside cover Art photo.** *Can i make mine using any medium?***Yes, it is up to you on how you create your cover. Use whatever you wish, again being age appropriate.** **Ok well time is up and we will get right into everything again next week. Have a good weekend, stay safe!** |

**C. CLOSING/ CULMINATING EXPERIENCE - Day 1**

Give the students time for question and answer regarding the art making activity, and ask them if they have any ideas for their identity cover that they would like to share with the rest of the class. If time permits, have a small discussion on developing ideas.

**A. INTRODUCTION - Day 2**

Once the students have entered the classroom and are seated, we will discuss the artist’s different ways of assemblage and the vocabulary for parts of a book. The supplies will already be prepared for the demo’s that day.

**B. SEQUENCE OF ACTIVITIES/ORGANIZER**

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| Timing | Teacher/ Questions Actions | Dialogue |
| 1 min | Students settle into the classroom.  | **Good Morning Class! Please take your seats so we can get started.** |
| 5 min | Recap on the technical terms for the bookbinding process as well as general forms of assemblage from the artist, Maria Pisano.  | **Alright, before we get started lets see how much you remember from last week. Can you tell me what this part of a book is called?***The fore edge.***Perfect. How about this?***The tail.***Good. Ok one more. How about all of this?** *The text block***Nice. What about the lingo for bookbinding. What do we call this sheet here?***The Parent sheet.* **Correct. What is it called when i fold it once?***A folio!***Yes. And lastly what do you call it when you have several of these folios nested into one another?***Signature!***Good job all. Now come gather around the demo table. Make sure to grab your book making tutorial worksheet so you can follow along.**  |
|  15 min | Demonstration on the first part of how to create the basic bookbinding technique that they must all use for the 4th grader sketchbooks. Demo Part 1:Take your parent sheets of paper and fold them in half creating the folio. Then create 5 signatures consisting of 4 folios. As they make the signatures, they should a corner, make a small numbering system so they know in which order they were made. Stack the signatures, in number order and mark with a pencil where the holes will be made. Using the awl they will punch the 4 holes the made. Allow the students to go ahead and complete these steps before moving forward, into the binding process. | **Last week we left off folding and creating a single signature. You are all going to assemble 5 signature consisting of 4 different folios. Now can anybody do some math and tell me how many pages that will give us?***20?* **Nope. On the right track but guess again. Think about it. Each folio is worth 4 pages.** *Oh 80!***Yes. Each folio is 4 pages. So you times that by how many folios you will have. In this case 4. So 4x4 is 16 pages in each signature. If you have 5 signatures its 5x16 which equals 80 pages all together. Now you will have endpages from these but this give you the idea behind how to figure it out.** **So you will assemble these 5 signatures like so. (have students help fold papers) Alright now that we have our 5 signatures you will line them up like so. What you will want to do it label the top corner of each signature like this so you can keep track of things. Next we will want to measure and make out where we are going to put our 4 holes to stitch the book. (go and measure things out) What you will do now is mark with a pencil these spots and draw a line down the stack of signatures. Its is important to keep everything in order here. Here we will take the awl and start to poke the holes for the thread. (go ahead and do this with students helping with the other holes too)****Ok any questions so far? No? Ok head back to you tables. We are going to have everybody get this far before we go into the next steps. Grab a stack of papers for the tables and get folding. We will come around to help.** |
| 25 min | Walk around the room and help the students while answering their questions.  | *How did you fold the parent sheet so perfect before?***Here. Take the sheet gently fold it over and pin the top down with your index fingers making sure the corners are lined up perfectly. Then take your thumbs and glide them down the center and out to the edges. Vola! Perfect fold.** *Thank you.**Mr Tim. My holes don't line up.* **Did you label your signatures first?***No......***Ok well there you go. Please everybody make sure you have labeled your signatures. It will make your life way easier. So, now what you are going ot have to do is play a guessing game and keep switching the signatures till you find the best lineup.** *Ugh, alright.* |
| 30 min | Demo Part 2:Once the students are mostly completed with the first stage of the process, gather them around the demo table again to proceed with the demonstration. Take the needle and thread and begin to stitch the first signature. Follow the same pattern and begin to stitch the signatures together one by one. (Being the most difficult part it will be a follow along demo with the students. This will allow for less error so students won’t get as lost or fall behind.) | Ok so now everybody is done making their signatures and with holes? Everything is lined up and ready to move to the next step I hope. For part 2 of the demo you are all going to follow along with me as i do it. Use your tutorial sheets for that will be the best way to not lose your place. Come up and grab your supplies. Get a needle and a long piece of thread about this size. When you get back to your seat thread your needle and knot it off. Please don't stick yourself. A trip to the nurse will not get you out of making this book. Ok everybody set? Good. Follow me here. Take the needle and and insert it into your first signature at the bottom hole........ (continue with the book tutorial for the rest of the stitching process helping the students out as we go. This will be the most difficult process to example and demonstrate which is why it will be a follow along demonstration with several visual and written aids.)Ok great job everybody. That was a little rough at times but you did it. You made you text blocks.  |
| 4 min | Discuss what we will do the following week with making the cover and take any questions they may have. | **So next week we will be moving onto creating your covers. Does anybody have any questions or concerns yet? Maybe people would like to share any ideas they may have?****Yea, do I have to use paper for my cover?****Yes, for the first book we are going to keep it to paper covers for everybody. Once we move to your second personal book you can experiment with other material. Ok?****Cool.****If I wanted to draw a character from a show on the cover can i do that?****Of course. Now what you will have to do is when you write the artist bio about yourself on the inside you are going to have to somehow tell the 4th grader why that is relevant to you and your art.** **Awesome. That will work.****Good. Now be sure to put everything away in its proper place and don't forget to put your name on your stuff. See you all next week.** |

**C. CLOSING/ CULMINATING EXPERIENCE - Day 2**

Everyone will place their materials with their name on it away in their cabinets.Give the students time for question and answer regarding the art making activity, and ask them if they have any further ideas for their identity cover that they would like to share with the rest of the class. If time permits, have a small discussion on developing ideas.

**A. INTRODUCTION - Day 3**

As the students enter the classroom, they will be expected to gather their materials so that we can continue with our binding and take their seats.

**B. SEQUENCE OF ACTIVITIES/ORGANIZER**

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| Timing | Teacher/ Questions Actions | Dialogue |
| 1 min | Students settle into the classroom.  | **Good Morning Class! Please take your seats so we can get started.** |
| 5 min | Recap the previous week and discuss what will be expected from the day. | **Ok. So we left off last week assembling our.......... what do we call this now?***The text block.***Right. Which consist of several.........***Signatures.***Good, which were made up by......***Our folded parent sheets.* **And those are called.......***Folios cause they were only folded once.* **My heart. And here i thought you all didn't care. Alright so today we are going to start our covers. Miss Seich here is going to take the reins and bring you home with this. Gather around the demo table and make sure to have your tutorials with you to take any notes if needed.**  |
| 25 min | Demo Part 3:This demo will consist of making the covers for their books. Cut out the 3 sections of the cover, back, front, and spine. The students will have these 3 sections they cut out along with a larger sheet that they will paste the boards to. After folding the cover properly they will then attach the endpapers the inside covers of the cover. (There will be hand outs with tutorials for the students to follow along the whole way.) Explain that once they are finished they are to begin to design what their identity covers will look like.  | **Ok. We are going to have to measure out on this thick book cover board here so we can get our dimensions right. (measure and cut out the correct pieces in front of the students giving them the right numbers)****Once you have your pieces cut out you will then need to line them up on the larger sheet that will become what you see on your cover. (line these boards up and discuss the proper spacing with the spine. ) Once you are lined up you will then paste these boards down neatly. Be very careful not to budge it once it is settled into the right spot.** **(we will continue along with the cover making process with the tutorial being a visual guide for the students to look at too)****You will have to let the paste dry before you can attach the end papers from the signatures to the cover.** |
| 40 min | Allow the students to head back to their seats and work on their covers or catch up on the stitching. We will walk around the room and help the students while answering their questions. If students finish early or are waiting for anything to dry they will then work on their artist bios.  | **Head back to your seats and get to work on your covers. We will be around to help you out.****(as each student finishes their cover and they are dry we will help them attach it to the endpapers. If enough students finish at once we will bring them up to the demo table to show a larger group how to complete this step.)****(As the students complete the final steps they will be instructed to work on their ideas for the covers. )****If everything is dry and ready to go, feel free to get started on your cover. Sketch out ideas or just go into it if you know what you want. Remember that these are for 4th grade children. Keep it clean and appropriate. If you have to ask yourself if something is appropriate then it most likely is not but ask us please. Keep these neat and clean too. You don't want to make a small child cry because you made a messy book.****If you can’t work on your cover just yet or are drawing a blank then work on your artist bio. Each bio should tell the 4th graders about you. Include who you are, where you are from, how old you are. Any interesting facts but most important make sure to include about your artwork. Talk about what the cover means to you, what you are interested in with art and any goals that you wish to obtain with your art. These child will be very interested in what you have to say about yourself, trust me.**  |
| 9 min | Critique of what everyone has accomplished so far. Explain their covers and any concerns about their books or going into making their second books. | **Ok everybody. Stop what you are doing its time to clean up.** **Before you leave lets show off some of your books with each other. Tell me what yours is all about and what you plan to do.** *Mine is ----------- and its all about ----------.***Good, now don’t forget to include in your bio about that ok? Anybody else?***Mine is ----------- and its all about ----------.***Excellent. I like that. Now think over the week about what you are going to want to put on the inside of the pages for the kids to draw. Have a great one.** |

**C. CLOSING/ CULMINATING EXPERIENCE - Day 3**

The students will clean up their tables and we will go around and have an open class self critique of their books. They will explain what their covers are about and what they might want to do for their own books the next week.

**A. INTRODUCTION - Day 4**

As the students enter the classroom, they will be expected to gather their materials so that we can continue with our binding and take their seats.

**B. SEQUENCE OF ACTIVITIES/ORGANIZER**

|  |  |  |
| --- | --- | --- |
| Timing | Teacher/ Questions Actions | Dialogue |
| 1 min | Students settle into the classroom.  | **Good Morning Class! Please take your seats so we can get started.** |
| 5 min | Recap the previous week and discuss what will be expected from the day. | **Ok so its been awhile. Can anybody remember the artist’s name we looked at before?***Maria G. Pisano.***Nice. And where is she from?***Jersey! Represent!* **Yes, yes. Word to your mother and all. So last week some people started to get started on their covers and/ or writing their bios. We are going to continue with this today and should be finished with at least the book and its cover by days end. For those of you who are fully done and ready to write on the inside we have several refferancs for you up at the front. This book 712 things to draw is amazing. Take a look through it and get as many ideas as you want. Feel free to make up your own or use thiers. Again remember these are small children and they are not going to know how to draw advanced things. Keep it simple and lite. You dont have to write something on every page. You can leave a number open for just free draw or even start a drawing and tell the student to finish it off. Be creative but respectful. Alright get to work. We will be around to help if you need it.** |
| 64 min | The students will continue to finish up their first books. Once everything is finished they will go straight to writing their artist bio that is to be pasted into the inside of their covers. Their last step will be to write on each page something age appropriate for the 4th graders to draw. We will show examples of this with our books and others. Once the students are all finished with their first book they will brainstorm and get approval for their second book. These sketchbooks are to be for them and are encouraged to be something different then they have already created. Using the artist, Maria Pisano as reference, they can use any way they wish to create their own personal books. | **(the students will work independently for the rest of the time asking anything they may need help with)** |
| 10 min | For those that have not shown their identity covers to the class we will self critique outloud and then everyone will discuss what they wish to do for their second books.  | **By this time everybody should be done with their first books. Lets go around and see what everybody has.****(students show off what they have done)****Great job everybody. Next week we can finish up on the inside and start on our second personal books.**  |

**C. CLOSING/ CULMINATING EXPERIENCE - Day 4**

The students will clean up their tables and we will go around and have an open class self critique of their books for those that have not done it yet. They will explain what their covers are about and discuss what they want to do for their second books.

**A. INTRODUCTION - Day 5**

As the students enter the classroom, they will be expected to gather their materials so that we can continue with our binding and take their seats. This will be our final day and they must make sure they are fully completed with the sketchbooks for the 4th graders.

**B. SEQUENCE OF ACTIVITIES/ORGANIZER**

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| --- | --- | --- |
| **Timing** | **Teacher/ Questions Actions** | **Dialogue** |
| **1 min** | **Students settle into the classroom.**  | **Good Morning Class! Please take your seats so we can get started.** |
| **5 min** | **Recap the previous week and discuss what will be expected from the day.** | **Ok so lets hear from some people that we did not hear from last week about their books. Get any suggestions in there or positive advice.** **(hear from several students about their books)****That was good. I hope that was helpful to you. Now for those of you who are not done with the inside of you book that is your goal today. This is our last day here, please hold the tears back i know, and we must take these books with us at the end. If you are completely finished then lets get started on your second book. Based off of the artist, Maria G. Pisano and some of her assemblage books we want you to come up with a creative way to make your own personal sketchbook. We have her book and our examples up on the front desk for you to look through for ideas if you need. If you are stuck we will be around to help you out. Alright get to work everybody.** |
|  | **The students will be told to make sure that by the end of the class everything is fully finished for the 4th grader sketchbooks. They will continue to work on their own 2nd individual books and we will help where needed.**  | **(the students will finish up their first books fully and have started on their second personal books at this time)****I’m stuck. I’m not too sure what I want to do.****Well you saw the one that Miss Seich did right? That was an accordion style book. You could always try to work with that idea. It is very basic but interesting looking. Have a go at it and see what comes up. Just start folding some paper and see what interest you.** |
| **25 min** | **Final critique where we will discuss the 1st books with everyone. Go over how well the book was done and what is the most successful parts of it. They will also discuss the 2nd book and what technique they chose to assemble their own book and possible future plans with it if any.**  | **Ok everybody let's stop what you are doing. We are going to have a final critique of everybodies work. I want you to show off your book, explain about it and yourself. Then we as a class will discuss what you did and why it was successful and what could be improved on again if you were to do this exact thing. Lets start here.** *Hi, I’m --------- and my book is --------.* **Ok great. Now question, what did you find to be the most difficult part about this?***Well, -----------.***Ok so does anybody have any suggestions on how she can improve upon that next time?***Yea --------***Great idea. I like that. Ok so now did you start on your second book yet?***A little but not much.* **Give us a quick idea of what you are trying to do.** *Well--------***Very cool. I hope some of you can take from that or even help her out later on if anybody else has any ideas. Ok lets move on. You’re next.** **(so on and so on with the rest of class)****Well that great. I really hope that everybody enjoyed themselves. We has a great time with you guys while you did this and I have to say I know we learned a lot while watch you guys do these. We are going ot head to the middle school soon and drop this off to the child. We can’t wait to see their reactions. We will be sure to keep everybody up to date on how they are doing with them and their progress. We shall send photos to your teachers emails periodically for the rest of the school year. Again thank you everybody its been great and im sure we will stop in soon to see how all of your second books came out. We can’t wait to see. BYE!** |

**C. CLOSING/ CULMINATING EXPERIENCE - Day 5**

**The final day will consist of multiple critiques. We will discuss each student's first book and how it was put together while talking about their covers and the contents of their text block. Several student may still be working on their 2nd book but they will have at least started them enough so that they can tell us which style they are going to assemble their new books with and getting any helpful feedback from students and teachers.**

**D. ADAPTATIONS/MODIFICATIONS**

**Emotional and Behavioral Disorders** - For students with emotional disorders we will focus on the positive behaviors of the student and not the negative, we want to build their confidence as an artist. This will help reinforce that they are in an environment without harsh judgements. We will give the student(s) more general options when working on the project. We will also always have a backup plan for the student(s) if they are having a difficult day by giving them an alternative assignment to focus on so they can calm down and begin to focus again.

**Learning Disabilities** - For students with learning disabilities it would be best to modify vocabulary when instructing the class so they will have the ability to better grasp their lesson. If necessary the complexity of this lesson could be modified for the students; the lesson instructions could be broken down into smaller parts so the students are able to follow along and ask questions as necessary. We will also supplement the learning with additional informational handouts on process with visuals so the students could also follow along independently if they get lost. Finally, we can put in checkpoints to check the students to make sure they are comprehending and completing their assignment.