

## Visual Journals – STEELI lesson plan

1. Title: Visual Journals - binding
2. Grade level: 9-12

3. Content Standards:

*Artistic Perception* – 1.1 Develop perceptual skills and visual arts vocabulary – identify and use the principles of design to discuss, analyze and write about visual aspects in the environment and in works of art, including their own.

*Creative Expression* – 2.4 Skills, processes and tools – review and refine observational drawing skills

*Aesthetic Valuing* – 4.4 Make informed judgment – articulate the process and rationale for refining and reworking one of their own works of art.

4. ELD Standards:

*Beginning* – **Write** simple composition, such as descriptions and comparison and contrast, that has a main idea and some detail.

**Reading** – read aloud simple English words, demonstrate comprehension by using one to two words or simple sentence responses. **Speaking** – produce simple vocabulary to communicate basic needs

*Early Intermediate*– **Write** and increasing number of words and simple sentences appropriate for language arts and other content areas.

**Reading** – pronounce most English words comprehensibly while reading aloud. **Speaking** – identify and follow multiple step directions

*Intermediate* – **Writing** - Narrate a sequence of events and communicate their significance to the audience. **Reading** – derive meaning from literature and text. **Speaking** – understand and explain multiple step directions.

5. Materials :

Watercolor paper, linen thread, awl, needle, decorative paper, bone folder

Resources:

PowerPoint about sketchbooks, visual examples, worksheets

6. Introduction, motivation or accessing background:

Students will be introduced to sketchbooks throughout art history with a short PowerPoint, with examples of different artists that use sketchbooks. Students will be shown a variety of sketchbook forms and pages, and introduced to the concept of keeping a visual journal. Students will follow along with a worksheet to write notes, define terms and identify tools. The teacher will pass around examples that are brightly colored and

collaged, and are in stark contrast to what the conventional sketchbook filled with observational pencil sketches may look like. Many of the books have interactive features like pockets, tags and flaps.

**Vocabulary terms:** bone folder, signature, sketchbook, codex, sewing stations, pamphlet stitch, surgeon's knot, collage, text, wash

ELL learners will receive vocabulary cards for key terms.

## 7. Teaching sequence, guided instruction:

After discussing the long tradition of artists' use of sketchbooks as a way to gather information about the world around us, practice techniques and reflect on their artistic processes, students are informed that instead of going out to purchase a sketchbook, they will be starting from scratch and binding their own book. By creating their own book, they will have a bond with the actual book that they can build upon.

Students will look through a variety of book forms, and then they will be shown the type of book that they will be creating. Students will be given the paper that they will create the pages of their book from, and shown the bone folder tool, with a demonstration of its use. Students will fold the pages of their book, following the technique shown in the demo.

The book binding process will continue with students pairing pages into signatures, and then knocking the book into square. They will mark and then pierce the sewing stations.

Students will be instructed through guided practice the method of lacing the book together through the sewing stations. A large diagram of the process for the two signatures will be on the whiteboard for reference. After the demonstration, students will sew the first two signatures together with a pamphlet stitch, following the diagram and receiving assistance as necessary from the instructor. Students are reminded to keep their stitches tight.

Students will be given a demonstration and a handout with the diagrams for folding the cover from heavy decorative paper.

Students will tint the first spread of their bound journal with an acrylic wash, and will use magazine pictures to create a collage on one of the pages. The collage will include two elements of design and will use one principle of design as a focus. Pencil lines that wind along the edges of the collage are lightly drawn in as a guide for the journal entry. Using a

fine tip marker, students will write responses to the following prompts, keeping the text flowing as a visual element to the composition. Students will use 5 of the vocabulary words in their journal entry.

Writing prompts:

*"In this book, I'd like to create....."*

*"When I was making this book, I found the hardest part to be...."*

*"If I was going to make this book over again, I would change...."*

*"The collage that I created demonstrates the use of .....(elements)... and you can see that I focused on ....(principle)...by the way that I ....."*

8. Evaluation/assessment/independent practice activity (include accommodations if applicable for each proficiency level):

A. Whole Class

Students will complete the book binding and will illustrate one spread of pages in their book. Their binding will be evaluated for tight, even stitches and correct pamphlet stitches. The illustration page will be evaluated for a smooth wash, and the collage will be evaluated for the two elements and one principle that the student has identified. In addition, the writing will be evaluated both as a visual element as well as having expressed complete thoughts about their artistic process. Students will be assessed on their proper use of vocabulary terms in sentences.

B. Beginning ELLs

For students at this level, students will choose one of the first three prompts and write one complete sentence. Students will be assessed on only one of the vocabulary terms in their journal entry. All art techniques will be assessed in the same manner as the rest of the class.

C. Early Intermediate ELLs

Students at this level will write on the first three of the prompts, and will use 3 of the vocabulary terms. All art techniques and processes will be assessed in the same manner as the rest of the class.

D. Intermediate ELLs

Students at this level will write a narrative that describes how they made the book, using the vocabulary words. All art techniques and processes will be assessed in the same manner as the rest of the class.

Scoring Rubric:

	4	3	2	1
Binding	Tight, even stitches, correct pamphlet stitch	Stitches are not entirely tight, pamphlet stitch is correct	Loose stitches, correct pamphlet stitch	Loose stitches, incorrect pamphlet stitch
Illustration	Smooth wash, element and principle are correctly identified	Areas of wash are thicker than others, element and principle identified	Paint is applied thickly, element and principle identification is unclear	Paint is applied thickly, no discernable element or principle identified
Collage	Multiple images on a theme, edges secure, neatly cut out	Multiple images, some edges loose, cut out could be improved	Few images, loose edges, torn/cut out without exhibiting craftsmanship	One/two images, loose edges, poor craftsmanship
Text block	Text flows as a visual element, neat writing	Text is formed as a visual, indecipherable	Text is placed without contributing to composition, indecipherable	No text
Journal entry	Complete sentences, 5 vocabulary terms used correctly, related to artistic process	Mostly complete sentences, 4-5 vocabulary terms used correctly	Sentences may be fragments, 2-3 vocabulary terms used, may be incorrect	Not responsive to prompts, no text, no vocabulary terms used

Beginning ELL Adaptation (first 4 rubric areas will be the same as above)

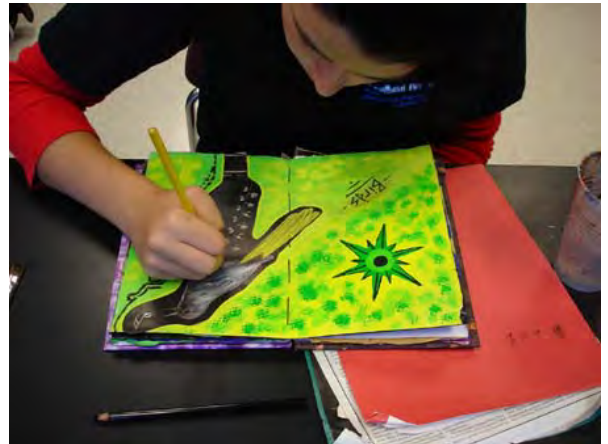
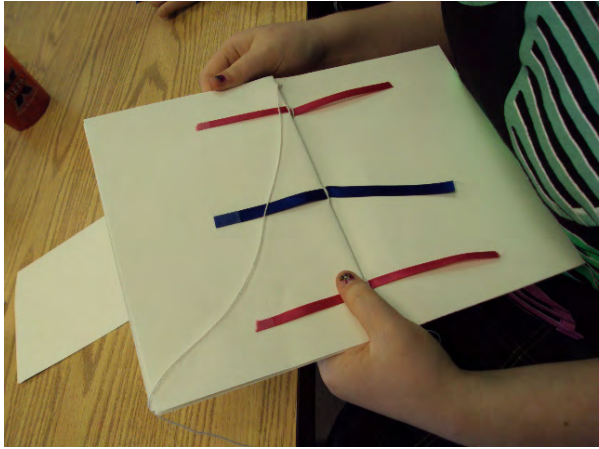
	4	3	2	1
Journal entry	Complete sentence, one vocabulary term used correctly	Mostly complete sentence, vocabulary term is used correctly	Partial sentence, vocabulary term used incorrectly	Not responsive to prompt, no text, no vocabulary term

Early Intermediate ELL (first 4 rubric areas will be the same as above)

	4	3	2	1
Journal entry	3 complete sentences, three vocabulary terms used correctly	2-3 mostly complete sentences, 2-3 vocabulary terms used correctly	1-3 partial sentences, 1-3 vocabulary terms used, may be incorrect	Not responsive to prompt, no text, no vocabulary terms

Intermediate ELL (first 4 rubric areas will be the same as above)

	4	3	2	1
Journal entry	Complete paragraph that addresses the process, 5 vocabulary terms used correctly	Short paragraph that describes process, 3-4 vocabulary terms used correctly	1-2 sentences that describe part of the process, 1-2 vocabulary terms used, may be incorrect	Not responsive to prompt, no text, no vocabulary terms



# PowerPoint over Sketchbooks and Visual Journals

## Sketchbooks



*A tool that artists have used throughout art history*

One of Vincent van Gogh's sketchbooks, 1888-1890

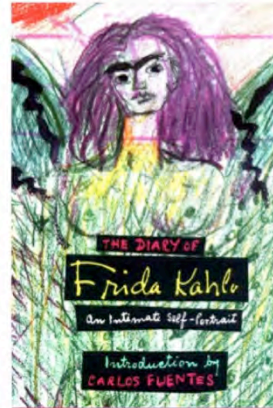
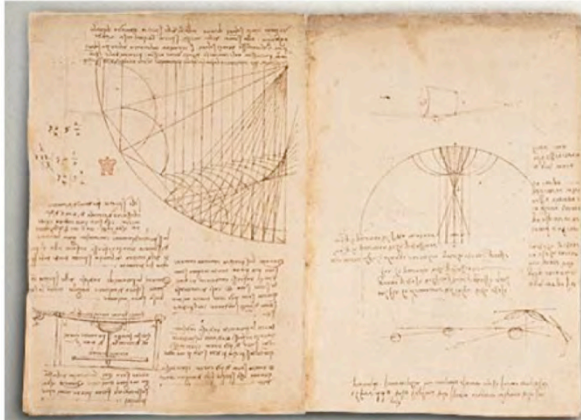


### Leonardo da Vinci

Codex Leicester – sold to Bill Gates for 30.8 million dollars in 1994.

**Codex:** book made of individual pages

- Notes
- Scientific discoveries
- Plans
- Machines/inventions



### Frida Kahlo

- Self portraits
- Colorful drawings
- Personal



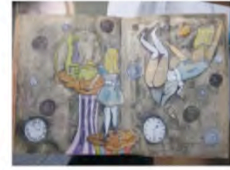
Chinese scrolls have been used for over 2000 years – paper made from a variety of plants and fibers

**Scroll:** roll of paper (often papyrus) used for writing or drawing

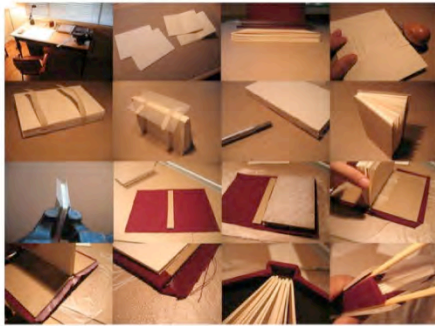


### Altered Books

- Discarded book
- Reworked
- interactive



### Handmade books - bookbinding



### Tools used in binding books



Bone folder  
*Used to fold pages*

Needle and Thread  
*Used to stitch pages together*



Awl  
*Used to pierce paper to prepare for sewing*

# Sketchbooks – information

What are some of the ways that artists use sketchbooks?

What is a **codex**?

How are Frida Kahlo's sketchbooks different than many other artists' sketchbooks?

What is a **scroll**?

What is an altered book?

## Other Bookbinding Terms:

Signature:

Pamphlet Stitch:

Spine:

Sewing Station:

Name of tool:



What it is used for:

Name of tool:



What it is used for:



# Codex

Picture:

Definition:

Sentence:

# Signature

Picture:

Definition:

Sentence:

# Pamphlet Stitch

Picture:

Definition:

Sentence:

# Collage

Picture:

Definition:

Sentence:

# Text

Picture:

Definition:

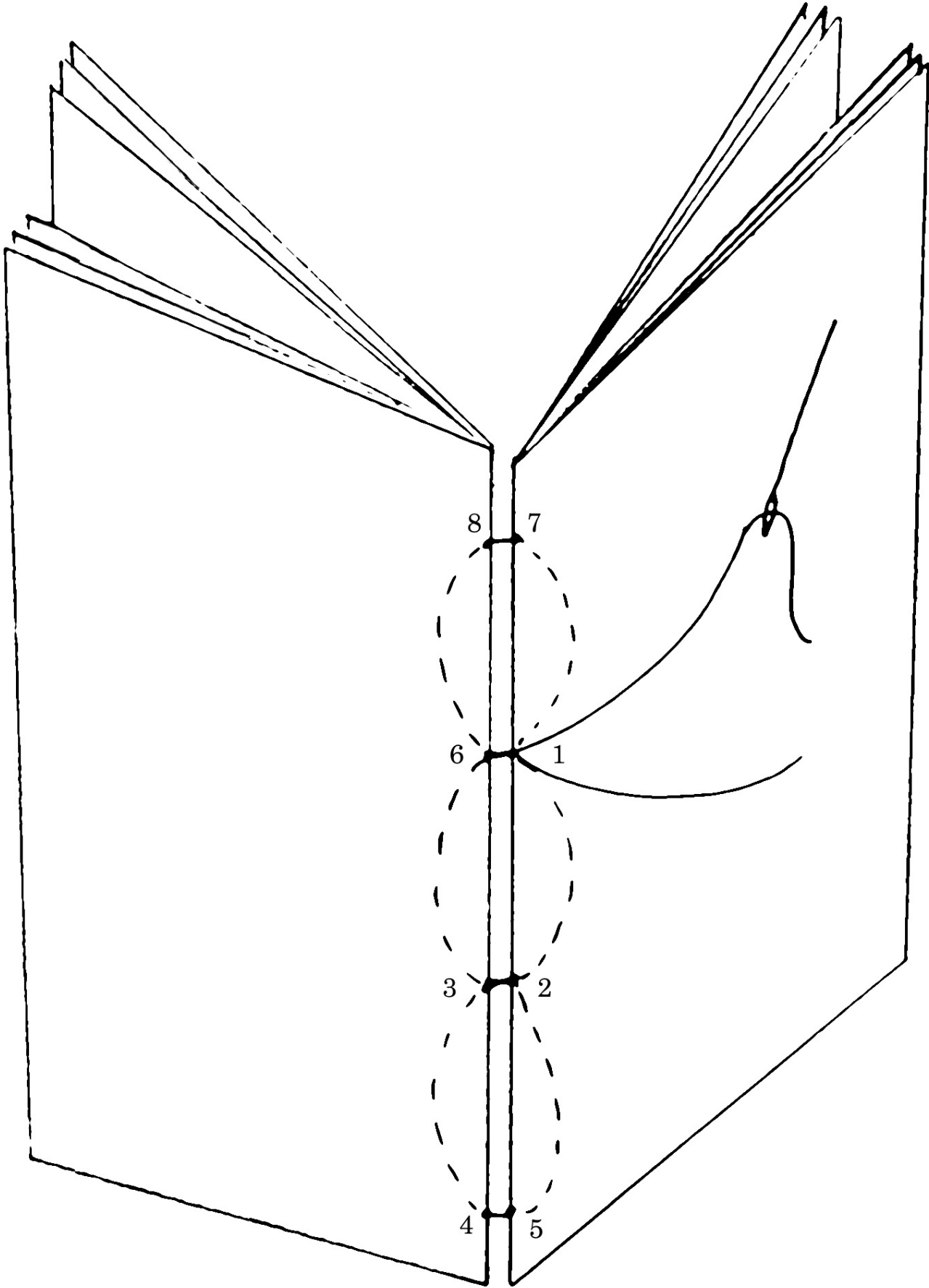
Sentence:

# Sewing Stations

Picture:

Definition:

Sentence:



Pamphlet Stitch