

Name:	Ash Seraphin
Lesson Title:	Star-Book
Grade Level:	9th-12th

Vocab, Art History, Interdisciplinary Connections

Artist/Culture/Movement Connections Various artists/movements (chosen by students), art history	Interdisciplinary Connections History, literature
Art Vocabulary: composition, biography, book binding, collage	Elements/Principles of Art form, texture, unity
Media and Materials needed: heavy chipboard, ribbon, paper scraps, cover papers, collage materials (images, text, found objects)	

Anchor Standard 1:

Prof.MA:Cr1: Use identified generative methods to formulate multiple ideas, develop artistic goals, and problem solve in media arts creation processes.

Anchor Standard 4:

Acc.MA:Pr4: Integrate various arts, media arts forms, and academic content into unified media arts productions, such as transmedia productions, that retain thematic integrity and stylistic consistency

Anchor Standard 8:

Prof.MA:Re8: Analyze the intent, meanings, and reception of a variety of media artworks, focusing on personal and cultural contexts.

Learning Objectives

1. Students will learn about a famous artist and how to write a biography about them.
2. Students will craft and compose their book from scratch with well-defined craftsmanship.
3. Students will carefully and intentionally pay attention to good composition within the collage.

Anticipatory Set:

Students will be given their materials to create the book. They will be able to choose an artist they want to write a biography about and we will begin to discuss the construction of the book. They will also be viewing a powerpoint with images of examples of finished books, specifically one on Vincent van Gogh so they can get inspiration for their final project right from the beginning of the lesson. They will also view a video about van Gogh and the style of his works

(https://www.youtube.com/watch?v=GzMkLvPOTrc&ab_channel=VanGoghMuseum).

Big Idea:

Students will learn about a new artist and the art movement they were part of. Students will be able to choose for themselves so they can find an artist and style they enjoy either aesthetically or find interesting to write about. They will also understand the cross between art history and its application in their personal artwork. I want to stress the idea of using collage and found objects to not only create a beautiful, aesthetic, well composed piece of art, but to also create a practical, educational, engaging work.

Essential Question:

What is the importance of art history in our own personal artwork and how does context and our knowledge of this history influence our artistic decisions?

Objective/Purpose:

By the end of the lesson, students should be able to create their own star book from scratch (with the materials provided) containing compositions with collage, found objects, and text pertaining to the artist they chose to write a biography about. Students will also understand the history of the artistic movement their chosen artist belongs to.

Students should understand the complexity of the creation of the star book and how to construct one while paying attention to their careful craftsmanship in order to make the book look neat. The most important aspects of construction they will learn are how to correctly and precisely fold and glue the pages needed to make the book look like a uniform star.

Model:

The first thing I would model is proper, safe cutting techniques in order to cut some of the papers to size. This would lower the risk of students injuring themselves during the project. Second, I would demonstrate the correct way to fold the paper both around the cardboard for the covers and in order for pages to lay flat. Third, I would show different ways of gluing to ensure the pages are strong and show neat craftsmanship along with the rest of the book. Finally, I would show examples of ways to construct the content of the book such as different compositions of collage and found objects in order to give the students an idea of what the expectations will be.

Check for Understanding:

When the students start the lesson I would have them do a group discussion on what artists they would like to choose. If they are struggling, I would have a list available for them to pick from. I would also observe the construction of their books and make sure everything is neat with careful craftsmanship.

Throughout the lesson I would monitor the progress of both the book and the artist biography. I would also look at students' compositions as they begin to assemble the collages with their found objects.

Finally, at the end of the lesson, I would check for overall construction and sturdiness of not only the book but the attachments of the found objects and make sure each student's book has a completed artist biography.

Step by Step Instruction of Lesson

Instructional Strategies	Student Activities
<p>Day 1</p> <p>I will have a powerpoint up with images of finished star books as the students walk in the room. They will watch the video on Vincent van Gogh (https://www.youtube.com/watch?v=GzMkLvPOTrc&ab_channel=VanGoghMuseum) to understand how a biography should be written and get interested in the project. I will begin explaining a brief overview of what the project is, how it works, and what is going to be on the inside. Students will be divided into groups of 4-5 to discuss and brainstorm different artists and artistic movements they are interested in. Students will show me what artist they want to write about and I will have to approve it. They will begin doing research on their chosen artist on their cellphones or computers.</p> <p>Students will then be given all the materials to construct their star book along with all necessary tools, exacto, glue, scissors, etc. I will give a demonstration on how to properly put the book together and show techniques in order to make the construction of the book as clean and neat as possible. Students will construct their books (minus the completed pages) before class ends and get started on their artist biographies.</p>	<p>Day 1</p> <p>Students will get a good look at what is expected of them for their finished book. They will also see a summary of an artist's life so they can see how their biography should be structured. They will understand the general idea of the project from beginning to end after an explanation. They will then be able to discuss amongst themselves artists and movements they are personally interested in. This will expose students to more choices and other artists they did not know about. They will take brief notes on their chosen artist after it is approved and they begin their research.</p> <p>Students will be given hands-on time with the materials while observing the demonstration. They are also able to ask questions or for clarification if they are confused. Then, students will use the rest of the class as studio time and finish the construction of their book.</p>
<p>Day 2</p> <p>I will show them a powerpoint including examples of found object artwork and we will discuss as a class the uses of these materials in the project. They will share in a small group of 3-4 students who they chose for their artist and what materials they could possibly use that best suit what they will be writing about.</p> <p>I will have them finish their artist biographies and start working on the covers</p>	<p>Day 2</p> <p>Students will get ideas regarding what collage materials are at their disposal and start to think about what choices they can make in order to make the pages of the book relevant to the artist. They will have the opportunity to discuss these ideas with a group of classmates and get outside opinions of their thoughts.</p> <p>Students will take a portion of class time to finish their biographies and then take the rest</p>

of the book, taking into account what we focused on in class and thinking about the relevance of objects in conjunction with the art movement they discussed in their biography.	of the class as studio time to work on the front and back covers of their books paying attention to what aesthetic choices they want to make in order to unify the book.
<p>Day 3</p> <p>The focus of the last day will be to complete the pages of their books and glue them in, finishing the project. I will show them examples of pages from a completed book that has no similarity to any artist they chose so they can get inspiration but not copy the pages exactly.</p> <p>Today's focus would be the composition of the pages and how they should bring unity to the book with consistency of page style aesthetics. Students will use the collage and found object materials provided or bring their own if they wish.</p> <p>Once their pages are finished I will show them how to glue them into the book and the project is complete.</p>	<p>Day 3</p> <p>Students will see examples of completed pages that will give them inspiration for their own. They will not have an opportunity to copy them exactly because I will make sure they will have no relevance to the students' chosen artists.</p> <p>Students will take the rest of class as studio time in order to finish these pages with all of their chosen collage materials, either from the materials provided or their own objects, and their completed artist biographies. When they are finished they will glue them in and complete their books.</p>

<p>Critique/Discussion: Students will have a blind gallery walk. All works will be anonymous and students will have a chance to view all of the books. They will have sticky notes as they walk around and will be required to anonymously write one positive thing they liked about the book (critically thought through, not "good job!"), and one piece of constructive criticism. They will do this for every single book so they have a chance to view and comment on each individually. This way, each student will also have multiple pieces of both compliments and constructive criticism so they know how they can improve. Finally, no longer anonymously, students will give a brief explanation to the class on how their chosen artist and art movement influenced the design of their book for extra credit. The students will not be forced to speak in class if they do not want to, but they also will have the option of recording a video of just the book and having a voiceover about their project so they do not have to show their face.</p>
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Assessment/Scoring Rubric

Criteria	4	3	2	1
Biography	Artist biography is detailed and pays special attention to the artist's influence and impact on the art world.	Artist biography is somewhat detailed but lacking some important information, pays attention to the artist's influence but does not fully grasp the artistic movement.	Artist biography contains general overviews of artist's life and little to no information about the art movement.	Artist biography is incomplete or contains no information about the art movement.
Craftsmanship	Star book is sturdy, pages are folded and glued properly, overall construction is neat and clean.	Star book is somewhat sturdy, folded and glued down, overall construction is acceptable.	Star book is assembled but visibly poorly constructed.	Star book is extremely poorly constructed, little to no attention to instructions on how to build the book.
Collage	The collage and found objects within the book are versatile, utilized aesthetically, balanced, and well composed.	The collage and found objects are aesthetic and well composed but lack proper composition.	Few collage materials or objects, no composition.	No collage or found objects, no composition.
Unity	Book has an overall sense of unity and togetherness, the aesthetic and composition flows well from page to page.	Book has some unity, some minor details appear to be irrelevant or out of place.	Book is aesthetically and compositionally disjointed and does not flow.	Book has no sense of unity, poor composition, too much juxtaposition between pages.