

Name:	Kevin Mao
Lesson Title:	Accordion Sketchbook
Grade Level:	Middle School to High School

Vocab, Art History, Interdisciplinary Connections

Artist/Culture/Movement Connections Artist's books, Lyric Videos, Text Diptych/Triptych, Memento	Interdisciplinary Connections Literature, Music
Art Vocabulary: Accordion Book, Bookbinding, Typography, Composition, Spreads	Elements/Principles of Art Color, Balance, Emphasis,
Media and Materials needed: Chipboard, Decorative Paper, Bookbinding Cloth, Watercolor paper/Paper of Choice, Watercolor/Painting/Drawing medium of choice, Artist's Tape, Glue, Scissors, Plastic Knife/Bone Folder, Paint Brushes	

Content Standards

Anchor Standard 2:

2.1: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.

Anchor Standard 7:

7.1: Hypothesize ways in which art influences perception and understanding of human experiences.

Anchor Standard 11:

11: Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary, local, and global contexts.

Learning Objectives

1. Students will be able to understand the process of brainstorming and experimentation in the process of art making in order to interpret a theme or preexisting media through their own artistic lens.
2. Students will be able to connect other human experiences to their own, and look at how their art can reflect this connection/response.
3. Students will be able to make a book that connects to a meaningful theme that also relates to their own societal, cultural, and historical contexts.

Anticipatory Set: Share powerpoint on Accordion Bookbinding, then bring out my own books and show them to the class. I will show them how you can make an accordion book in 2 different ways. Afterwards, I will let them look through the books themselves so that they can get a closer look. Finally, I'll let students experiment with folding a piece of copy paper to get the feel of what it's like to make an accordion book

<p>Big Idea: Student’s will create a book that is inspired by a written piece of media. This can range from lyrics to a favorite song, a book they have read, or even a quote from someone that inspires them.</p>
<p>Essential Question: How can one be inspired by consuming a variety of media, and does it reflect in their own art?</p>
<p>Objective/Purpose: Students will understand how to represent a certain theme, feeling, etc., using their visual vocabulary. This accordion book binding project will help them understand how they can achieve this by translating text to an image through their own artistic lens.</p>
<p>Model: I will demonstrate to students how to cut their paper to size and make clean creases with a bone folder/plastic knife. I will also demonstrate how to glue on book covers and assemble the spine of a book properly. If students want to make an accordion book doing another method using just tape, I will show them that too.</p>
<p>Check for Understanding: At the beginning, I will go around and ask students if they have any ideas or sketches to share. This is a check for an understanding of the theme of the project.</p> <p>At the midpoint, I would like to see students’ progress on their pages/spines. I would like for them to do a mini gallery walk to see how their peers are doing because I think that could help them if they would like inspiration on how to handle visual balance and emphasis.</p> <p>At the end, students will do one final gallery walk around the classroom to see everyone’s finished projects. If students are willing, they can also look through each other’s books. Then, they will write a short paragraph about their own book, talking about what they like about their own book and maybe about what they think they can do better, based on looking at everyone else’s pieces.</p>

Step by Step Instruction of Lesson

Instructional Strategies	Activities
<p>Day 1</p> <p>Begin with the powerpoint presentation on accordion bookbinding. After the powerpoint presentation, I will show students examples of books I have done in the past, and let them look through them as well. I will show them two ways how to create an accordion book using copy/cardstock paper. The first way using a really long strip of paper and folding each spread. The second way using separate pages and taping it on the back.</p>	<p>Day 1</p> <p>Students will start by brainstorming ideas and think of what piece of external media they would like to interpret into their own book. I will give them pieces of copy paper and tape to let them experiment with the process and see how pages can interact with each other.</p>

<p>Day 2</p> <p>I will talk to students about composition and show them spreads from books that have both illustration and text on them so that they know to be mindful of that element when they are planning the pages of their book. I will also touch on typography as a design element for a little bit and go over any questions they may have about painting.</p>	<p>Day 2</p> <p>Students will come back with a more refined idea and sketches. I will go over with them about what I think is working or not working in their sketches. After that, students will get started on their pages.</p>
<p>Day 3</p> <p>After the gallery walk, I will talk once again about anything I think is working or not working in their compositions.</p>	<p>Day 3</p> <p>Students will begin by doing a short gallery walk to see how their peers are doing. After checking on everyone, they will continue working on their pages.</p>
<p>Day 4</p> <p>I will go around asking students if they have any questions for me</p>	<p>Day 4</p> <p>Students will continue working on their pages and be able to ask me any questions they may have. If they are finished they may begin on their cover and spine</p>
<p>Day 5</p> <p>I will then show them how to put together the spine and covers for their books.</p>	<p>Day 5</p> <p>Students will finish up their pages and begin working on the spine and covers</p>
<p>Day 6</p> <p>I will show students how to glue their pages into their spine and books.</p>	<p>Day 6</p> <p>Students will finish their covers and have assembled their books by the end of class</p>

Critique/Discussion: I would like to hear students talk about their own books, but more informal. I would start critique by going over what I would say, demonstrating with my book (talk about the inspirational source material for background, talk about the process, etc.). Afterwards, I would like for students to start going one by one and show their books at their leisure. They are free to withhold from sharing any pages they would not like others to see. After each student, their classmates are able to make any comments about the book.

Assessment/Scoring Rubric

Criteria	1	2	3	4
Minimum Pages	0-1 pages done, missing a cover	2-3 pages done, with a cover	4-5 pages done with a cover	Minimum 6 pages and a cover
Craftsmanship	Pages are loose in the book, and the spine/covers are not glued together well.	Book can be put together better, pages are not adhered together or to the cover/spine well.	Book is well put together but a few uneven folds are showing, with pages misaligned	Book is well put together with no uneven folds. Book is not flimsy, pages are intact.
Balance	There are many disruptions between pages and lack flow in design sense.	Design of pages can be better. Flow between pages is distracting and could be worked on.	Design between pages flows well, with little disruption. A few incoherencies between pages.	There is a coherent flow in design with little to no abruptions in design.
Theme	Theme is not clear at all.	Theme is ambiguous and can be interpreted in different ways. Generalizes intent/message	Theme is pretty clear with a bit of ambiguity. Overall conveys message of source material	Theme is specific and conveys the artists' intention of the book/interpretation of the original source material.