

## LESSON OVERVIEW

Students are introduced to the Art, Books, and Creativity (ABC) curriculum. The art form known as artists' books will be introduced, as will the main concepts of the curriculum. During this lesson students will make journals, either to use throughout the year or to save for end-of-the-year reflections, and folders in which to keep the artwork they create in class.

**LENGTH OF LESSON:** Two 45-minute periods

## KEY IDEAS THAT CONNECT VISUAL ART AND WRITING

- Artists and writers have tools they use to create works of art and writing.
- Visual art and writing have parallel processes that enrich communication.
- Observation and reflection are part of the creative process used by artists and writers.
- The tools and methods used by artists and writers to create works of art can also be used to interpret works of art and writing.
- A journal is a place to record and keep observations and reflections.

## INSTRUCTIONAL OBJECTIVES

Students will:

- Understand they are embarking on a project through which they will learn about visual arts and writing
- Be introduced to the art form artists' books
- Be introduced to artists' and writers' tools and methods
- Understand they will create their own artists' books during the curriculum
- Create or receive journals to use throughout the project
- Create folders to hold their project-related work

## FOR THE TEACHER

Read the [Introduction to the ABC Curriculum](#) to familiarize yourself with the curriculum's main concepts. Look at examples of artists' books made by artists and students on the [ABC website](#) website before teaching this lesson so that you can lead a discussion about artists' books and the tools artists and writers use to make them. Share examples of artists' books with students, by showing them the ABC website, printing images on transparency paper and displaying them with an overhead projector, or by displaying them with a classroom television, digital projector, or interactive whiteboard.

Read about student journals in the [Introduction to the ABC Curriculum](#). If funds are available to provide journals to all students, hand them out during this lesson; the rubber-band journals students make in this session may be saved for end-of-the-year reflections. Otherwise the rubber-band journals should be used for the writing activities in the curriculum (students may make additional journals as needed). →

Students will learn about artists' books in depth in Lesson 8; this lesson will serve as an introduction to the art form. Some things to notice about artists' books:

- An artist's book has elements of traditional book forms combined with elements of art.
- An artist's book can have both words and images, but might have only words or only images.
- Artists sometimes use unusual materials and structures when creating artists' books.
- The materials and form of a book are part of its message.

### SUPPLIES

- Examples of artists' books from the [ABC website](#)
- For the rubber-band journal:
  - 8½" x 14" copy paper, 5 to 10 sheets per student
  - 9" x 15" construction, drawing, or watercolor paper for cover, 1 sheet per student
  - 1 stick (6" to 8" long) per student (or use pencils, twigs, chopsticks, straws filled with pipe cleaners, etc.)
  - 1 rubber band, at least 3" inches long, per student
  - hole punches or scissors
  - paper clips
- For the work folder:
  - 12" x 18" construction paper or poster board, 2 sheets per student
  - 2"-wide masking tape
  - Staplers
- Art supplies for decorating journal covers and folders (optional)

### VOCABULARY

**Observation** is a process of gathering information through the senses—hearing, sight, smell, taste, or touch—and then analyzing the information.

**Reflection** is an activity in which an experience is remembered, thought about, and evaluated.

**Interpretation** is the process of constructing the meaning of an object, work of art, or writing through observation and reflection.

**Elements of art** are color, line, shape, form, space, and texture. Artists use these tools to create visual art—representational, abstract, and non-representational. (See Vocabulary list for definitions of individual elements of art.)

**Traits of writing** are ideas, voice, word choice, organization, sentence fluency, and conventions. Written works are created using the traits of writing.

An **artist's book** is an art form that uses elements of traditional book forms in combination with the elements of art.



**INSTRUCTIONAL PLAN: OBSERVE, CREATE, AND REFLECT****Introduction**

Tell students they are beginning a yearlong project in which they will look at, talk about, and make different kinds of art and investigate the similarities between making art and writing. They will learn about the tools artists and writers use and will use those tools in their own artwork and writing. Students will create several simple book forms during the project and one final artist's book in which they will integrate their own writing and images.

One goal of ABC is to build students' awareness of women's contributions to the arts; therefore all of the artwork included in the curriculum was created by women artists. Students will learn about professional women artists from the 1600s to the present.

Tell students they will keep journals during the project. The journals provide a place for each student to reflect, keep notes, jot down ideas, and make sketches—a place to keep records of the project and how they feel about it. Teachers will read the journals occasionally for assessment, but the journals will not be graded. Students will keep their journals at the end of the project.

Observation is an important tool used by artists and writers. Introduce observation to students and ask them if they can come up with a definition. What is the difference between seeing and observing? Students will use this tool to learn about artists' books in this lesson.

**Observe: Look and Discuss**

Look at examples of artists' books with students and choose one to use for demonstration. Ask students to observe and describe what they see. Use some of the following questions to start your discussion:

- What shape is the book?
- What color is it?
- What materials were used to make it?
- Are there any words in the book?
- How would you hold it? How would you read it?
- What are some differences between this and a book from the library? What are some similarities?
- How would you describe this artist's book to someone who can't see it?

Show another artist's book to students and ask the same questions. Compare the two books, noting similarities and differences between them; then compare artists' books and regular books.

Show students a few more examples of artists' books made by artists and by students to help them understand the variety of the art form and the many possibilities they will have when they create their own artists' books.



Summarize by noting that students used their observational skills to investigate and describe various artists' books. They will use observation throughout the project to help them learn about and create visual art and writing.

### Create: Rubber-band Journal and Student Portfolio

#### 1. Rubber-band Journal

Download instructions for the [Rubber-band Journal](#) and lead students through the process of creating this book form. Have students write their names on their journals.

#### 2. Student Work Portfolio

The student work portfolio is a simple folder created by stapling and/or taping two sheets of heavy paper together on three sides, leaving one long side open.

- Give each student two sheets of 12" x 18" paper.
- Have students line up the sheets on top of each other and, working with a partner, staple the paper together along one long side and two short sides of the paper. Place the staples about half an inch from the edge of the paper, about two inches apart.
- Cut three pieces of 2"-wide tape the length of the three stapled edges. Place a piece of tape along one side of the folder, leaving one inch to fold under, covering the staples on both sides of the folder. Repeat until all three sides of the folder are taped.
- Have students write their names on their folders.

### Reflect

Ask students to think about what they have learned in this lesson and write a few sentences about it in their journals. Use one or more of the following prompts:

- How do you think you will like this project?
- What questions do you have about the project?
- Looking at artists' books makes me wonder \_\_\_\_\_.

### LESSON EXTENSIONS

#### Visual Arts and Writing

- Have students personalize their journals and/or portfolios by decorating, drawing, and/or writing on the front and back covers.
- Students can make a sketch or write a description of an artist's book they might want to create.
- Ask students to describe another time when they used observation to explain or solve something.