

Lesson Title: Visual Journaling

Appropriate Grades: Middle School & High School

Introduction to Bookmaking and Artful Learning and experimentation, with emphasis on science and observation* (this subject can change based on the teacher's emphasis or needs)

Lesson Serves as: Reinforcement alongside subjects already taught in (English, natural sciences or social studies.)



Big Idea:

How do students react to observing their subject by using arts concepts, while using simple observational techniques mixed with drawing? How does the use of "observation" before the "hypothesis" help with the overall science experience/experiment?



Essential Questions:

Making book (Session 1-3): What are the tools used to make a hard bound book? Why is it so important to listen to each instruction to make the book?

Observational Visual Journaling (Session 4-5): When looking at a photo of a specimen (fish, plant, etc), what are some of the features noticed from drawing the specimen? What did you already know? After drawing the specimen, what new things did you notice? Does what you notice raise any questions that you would want answered?

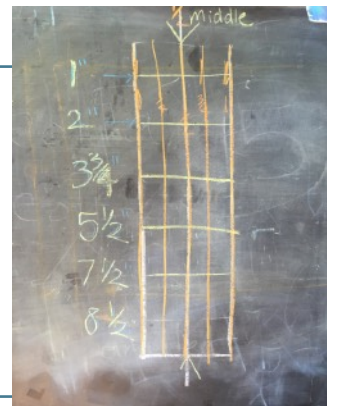


Learning Goals:

- I. Student will create a hand bound book from beginning to finish.
- II. Student will use traditional tools in bookbinding: bone folder, glue brush and straight edge.
- III. Student will use traditional materials to understand the longevity of the artistic object: PVA glue, archival papers and book board.
- IV. Students will be able to discuss their books using descriptive review, and decide what they would do different if they made the book again.
- V. The educational standard (Science, Social Studies or Literature) will be covered with the use of the journal.
- VI. One or more of the following skills will be achieved in the final days of the residency:
 - A. Record observations or facts having to do with subject.
 - B. Design a unique way of laying out information
 - C. Assess the information gathered allowing for discussion and correction of incorrect information or assumptions.

Evidence of Learning:

- I. Book will be created.
- II. Journal will be used to begin the visual journaling concept.
- III. Students will be familiar with the tools of traditional bookbinding.
- IV. Students will be able to see visual journaling and art as a sufficient means of understanding difficult subjects or ideas.



Activities:

Day 1:

Introduction of participants	Play "What are you doing?"	10 minutes
Introduction of book making	Discuss tools, materials history, etc.	15 minutes
Distribute materials	Bookboard, paper, thread, etc.	5 minutes
Decorate cover pages	Using theme of class (fish, plants)	10 minutes

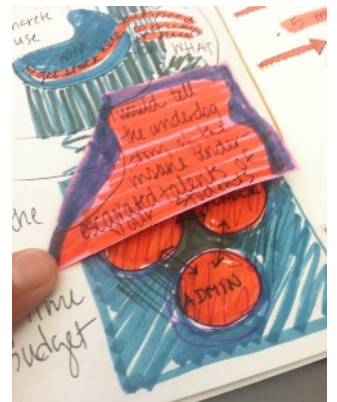
Day 2:

Distribute Glue and brushes	Glue in small dishes	5 minutes
Instruct how to glue papers to board		2 minutes
Gluing		13 minutes
Prep paper for following day	Fold interior & exterior papers	10 minutes
Prep for sewing	Instructor uses Awl to prep holes	10 minutes



Day 3:

Sew books	Sew interior block with linen thread	15 minutes
Glue book together	Glue interior block into book cover	20 minutes
Discuss Procedure	What was hard/easy?	10 minutes
Press book under heavy text books over night.		



Day 4:

Using visual journals discussion	Video available for observation	10 minutes
Begin visual journaling exercise	Draw from projected image	10 minutes
Assess drawings, ask questions	Document the questions	5 minutes
Allow for new observations based on discussion		5 minutes
Discussion about desire to learn more: What do you want to research and where would you get that information?		

Day 5:

If using fish as a subject, watch "Making Nemo" about the Pixar animation studio's use of observation to make their movies. Takes about 15 minutes. Discussion 10 minutes.
Do more observation exercise and reflection 25 minutes.

Reflection/Discussion

Each session will allow for a short overview of the process. Many times the students reflect on the ease of the project: Was it easy or hard? Was it best to assume or listen to the instructions? What do you notice about your work so far? This will allow for the students to understand the importance of craftsmanship and skill development.

When working on the visual journaling, the students will be able to share their drawings, while reflecting on what they noticed, rather than how precise the drawing is.

Measurement

Teachers are asked to assess the change in the student's observation skills. Many times a few students, who have alternative learning behavior, excel at these projects, making it a valuable tool for the future.

Students will be able to self assess whether they completed the book or not. At times, they do not, due to scheduling, sickness or lack of attention. This is part of the process. And we look at those factors as a reality in making art: there's a lot of steps and details involved in making artwork, especially fine craft like book making.

Materials (Based on 30 children)

30 bonefolders
Binding Thread 1 spool
30 Needles
15 sheets of Bookboard (1 sheet per 2 students)
Bookcloth (2 sheets per group)
3 Quarts PVA Glue
60 sheets Poster weight Paper
300 sheets Text weight Paper
30 sheets Decorative interior paper, 8.5x11"

On hand supplies:

Colored Pencils
Scissors (Day 2)
Dishes that serve as glue bin (1 dish per 4 students)

Nice to have:

Projector or smart board
Children in clusters on work tables or desks brought together in groups of 4

Documentation

The steps are documented as needed. The students like to have their final piece documented.

State Standards

Art Standard/benchmark addresses:

Create or make in a variety of contexts in the arts area using the artistic foundations

0.2.1.5.1. : Create original two- and three-dimensional artworks to express ideas, experiences or stories.

0.2.1.5.2 : Revise an artwork based on the feedback of others.

Specific Educational Benchmark this lesson addresses:

Scientific inquiry is a set of interrelated processes incorporating multiple approaches that are used to pose questions about the natural world and investigate phenomena.

3.1.1.2.3 : Maintain a record of observations, procedures and explanations, being careful to distinguish between actual observations and ideas about what was observed.