

WHY BUY A SKETCHBOOK?

Objectives (what will students take away from this lesson that they can use in the real world?)

Handcraft and bind a book to serve as a personal sketchbook or visual journal

Basic understanding of DIY crafting

Respond to creative prompts using mixed media ([journal spread examples](#))

- ❖ who am i?
- ❖ where am i going? (in life, in the next five minutes, in the next two weeks...)
- ❖ memory - youth, nostalgia, regret, past
- ❖ dream / nightmare
- ❖ gratitude

(VA.912.F.3.4) Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills.

(VA.912.S.1.1) Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.

(VA.912.H.2.2) Analyze the capacity of the visual arts to fulfill aesthetic needs through artwork and utilitarian objects.

(VA.912.H.3.3) Use materials, ideas, and/or equipment related to other content areas to generate ideas and processes for the creation of works of art.

Essential Questions (what questions can you ask students to get them thinking about the objectives?)

What role do book arts play in the classroom? In the art world? In life?

How does DIY (do-it-yourself) crafting affect us as artists, students, and consumers?

| Factual Knowledge (think) | Procedural Knowledge (make) | Conceptual Knowledge (act) |
|---|--|---|
| <i>What should participants hear, read, view, explore or otherwise encounter?</i> | <i>What knowledge and skills should participants master?</i> | <i>What big ideas and understandings should participants be able to act on?</i> |
| Begin to familiarize oneself with the history of book arts as well as the DIY (do-it-yourself) movement | Know how to make a personalized self-bound book using the coptic binding technique | Utilize knowledge of bookmaking to create an unique visual journal and promote original and accessible hands-on artmaking |

Performance tasks (what will students do and how will I know if students have achieved my desired results from Stage 1?)

| Factual (think) | Procedural (make) | Conceptual (act) |
|--|--|--|
| Comprehend the brief history of book arts, coptic binding, and the DIY (do-it-yourself) movement | Assemble a book of at least ten pages to serve as a visual journal using the three-stitch coptic binding technique | Create a personalized visual journal in order to practice ownership of ones artmaking and reduce the need to consume mass-produced objects |

Evidence of learning (what will I accept as evidence of student understanding and proficiency? DATA)

- Assemblage of a three-stitch journal with no less than 10 pages and a personalized jacket for their hardcover
- Two-page (spread) responses to visual journal prompts which utilize at least two different kinds of media (marker, pen, paint, watercolor, collage, etc.)
 - Students should photograph each entry for recordkeeping
- Artist statement (can be a response to one or both of the essential questions)

STOP...what are some possible problems for the diverse learners I will encounter?

Fine motor skills required for folding, cutting, trimming, glueing, threading
Care and focus must be applied to complete the project in a timely manner

What enabling knowledge (facts, concepts, principles) and skills (processes, procedures, strategies) will students need in order to perform effectively and achieve desired results?

Brief history of book arts and bookbinding, as well as the D.I.Y. movement
Beginning conceptual understand of anti-consumerism and self-sufficiency
How to measure, cut and fold paper, create perforations with an awl, coptic stitching
Respond to conceptual prompts using mixed media, text, and imagery

What activities will equip students with the knowledge and skills? What will need to be taught and how should it be taught in light of performance goals?

Previous lesson on zinemaking
Step-by-step demonstrations of the processes

What materials and resources are best suited to accomplish these goals?

Awls, "bone folder" (popsicle sticks), thread (floss), assorted paper, cardboard or heavy cardstock (for covers), sewing needles, scissors, glue, pencils, (optional: binder clips)

[Handout for students](#)

The Learning Plan (this can be a bulleted list)

Brief description of the learning plan (think of this as how you will scaffold students through the answers to the questions above) - include divisions for days/times as you see fit:

- DAY ONE
 - Pass out [handout](#) on DIY bookmaking. Introduce students to project where they will be making and binding their own books to serve as visual journals for them in the classroom and beyond. DIY bookmaking is a useful skill to have because it allows us to reduce our consumption of mass-produced products and have better ownership of our art practice (self-publishing). DIY crafts are more cost-effective, accessible, and original than store-bought.
 - Begin by showing an in-progress personal example and the materials needed. Students will need to select a piece of cardboard to serve as a hardcover and determine the size of their journal and pages. Students will not be creating a cover for their journal until later in the project, so they don't need to worry about what the cardstock or board looks like. Once a hardcover is chosen students should locate paper to serve as the pages for their journal. These pages do not all need to be the same kind of paper, but should be generally the same size and at least half an inch smaller than their cardboard all the way around. Students should be mindful that the pages of their journal will be the size of the cardstock and papers folded in half. They should reserve one page to use to make a ruler/guide. Students should also be mindful of the spine of their journal, which may need to be accounted for depending on how many pages the journal will have. (15 mins)
 - Show students a sped-up version of the first half of [this video](#) to serve as an early demonstration of the bookbinding process. (5~ minutes)
 - Students should spend the remainder of class looking at their paper and cardstock options from what is available in the classroom, and collect their materials. The goal is that by the end of the class, students have their hardcovers and pages cut to size, margins drawn in pencil, and a guide for making the holes to bind it all together. (25 minutes)
 - At least five minutes before the bell, students should clean up their work area: return materials to where they belong, throw away or recycle scraps of paper, and put away their collected journal materials with their binder on their class shelf. (5 minutes)
- WORK DAY(S)
 - The instructor should briefly review the project before passing out awls and demonstrating how to create holes through their paper and hardcover using the guide they should have made last class. It will also be useful to have [this](#) video on loop in the background as an additional reference for students.

- When each student has created the holes for the stitching, they can obtain a thread of dental floss about the length of their forearm. Once all or most of the class is prepared to stitch the instructor should demonstrate the three-stitch binding technique.
- Students should use the dental floss to bind their pages and hardcover together, then place a dot of glue at the knot of their binding to seal it.
- Remaining class time should be spent planning what materials will be used to make a cover jacket for the hardcover. Students may use any kind of paper, wrapping, print, or fabric for their cover and design it to their liking, so long as it is at least one-inch larger than the hardcover of the journal on every side. Students will cut and fold the edges of their cover over the hardcover, as if wrapping a present, so they should be mindful of the orientation of any imagery or text they want and how it will look when their journal is closed.
- LAST WORK DAY
 - When students have successfully bound a journal, and created and adhered a cover for it, they may write their artist statement for the project directly in their journal if they choose. Because much of the project deals with technique, part of this statement can be a response to one or both of the essential questions: *What role do book arts play in the classroom? In the art world? In life? How does DIY (do-it-yourself) crafting affect us as artists, students, and consumers?*
 - Students should consider talking about their thought process behind the paper they selected and how they designed their cover.
- LOOKING AHEAD...
 - About one week (five days) in class can be spent responding to prompts through visual journal spreads in their books. There will be one prompt introduced each day, but students may choose to spend more or less time on their entries depending on the media they wish to use. Students are advised to use at least two different kinds of media when creating their spreads. Examples of visual journal entries can be shared to show students how they can combine text and imagery to respond to prompts.