

Pulling It All Together

How do artists and writers synthesize different components into one work?

How do artists and writers manage their time?

LESSON OVERVIEW

Students will make their artists' books by working on book forms and their various components including images, text, covers, and the layout and assembly of these parts. This lesson is meant to give students time to work on the various parts of their books at their own paces.

LENGTH OF LESSON: Four to six 45-minute periods

KEY IDEAS THAT CONNECT VISUAL ARTS AND WRITING

- Making art requires time to explore and refine ideas and to create or construct the final work.
- An art studio is a place that has the space and tools artists need to create artwork.

INSTRUCTIONAL OBJECTIVES

Students will:

Visual Art and Writing

- Create their book forms
- Make front and back covers, if appropriate
- Create images
- Handwrite or type the text
- Assemble all parts of their books

FOR THE TEACHER

Teachers will need to provide significant individual assistance during these sessions, even if students are very self-directed.

If possible, have a folder, box, or box top where each student can keep his or her book materials separate from others students' materials.

SUPPLIES

- Student journals
- Prototypes and planning materials created by students in previous lessons
- Book making supplies: paper, cardboard for covers (if needed), glue and paste, an assortment of binding supplies based on the book formats students will make
- Illustration materials: watercolors, crayons, collage materials, colored pencils, markers, etc.
- Computer, printer, and colored printer paper for typed stories (optional)
- Rulers
- Scissors



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

Tell students that the next series of classes will run like an artist's studio; they will be in charge of managing the creation and assembly of their books. Making an artist's book is complicated and they will probably run into a few problems. Ask them to try to come up with a way to solve problems on their own or with another student before asking for help. Suggest that students help each other and raise their hands whenever they need your assistance.

Observe: Look and Discuss

At the beginning and/or end of each class, ask a few students to show where they are in the process of making their books. Ask the students to share any problems they had and how they resolved them and ask the class for feedback if they have questions.

Create: Pulling it All Together

There are five basic steps for putting the books together. While the steps progress in order, some book forms may require the student to work in a different order, for example completing the images and text on each page before they create the book structure.

1. Gather materials
2. Create the structure
3. Create the images
4. Prepare the text
5. Assemble the book

1. Gather materials

Have students gather all the paper and other materials they need to make the structure of their books.

- If a student is making an accordion book, for example, he or she needs a piece of paper long enough to fold into four or eight squares. The student needs to determine how many pages will be in the book, how big each page will be, and what size paper is needed. For example, if the book has eight pages and each page is seven inches square, the student needs two 7" x 28" sheets.
- The student may want to make a cover with cardboard or heavy paper. Covers should be $\frac{1}{4}$ or $\frac{1}{2}$ inch larger on all sides than the paper in the book.
- Other book formats might be sewn or bound with brass fasteners or other materials; all binding supplies should be gathered.

2. Create the structure

To create the structure, students follow the same procedures they used to create the prototypes, making any changes they determined to be necessary. Once the book structure has been made, have students check to see how many pages there are in their books.



3. Create the images

There are several ways students can incorporate their images into their books: by making them directly onto the pages of the bound book; by making them onto the pages that will eventually be bound together to create the book; or by making the illustrations on separate sheets of paper that will be glued to the pages of the book.

- Working directly in the book:

If students are working directly in the book, tell them to be sure each page is dry (glue or watercolor) before closing the book or turning the page to work on another illustration or to use wax paper to slip between the pages to keep them from sticking together.

- Working on separate sheets to be bound together:

If the book will be bound on the side, students may need to leave a margin (about one inch) on any bound side so the binding does not hide any part of the illustration.

- Working on separate sheets to be glued onto pages in the book:

Students can work on paper that is the same size as the pages in the books, or they can trim their images to the page size or smaller before gluing them into the books. If working with collage, make sure the paper is heavy enough to support the weight of the collage.

4. Prepare the text

Students can prepare the text in several ways: it can be typed on a computer and printed on paper to be glued in the book; it can be handwritten on paper and glued in the book; or it can be handwritten directly into the book.

- Computer:

If students are typing the story, have them leave at least two inches of space between each section that was circled on the draft in order to leave a margin around the text after it is cut from the printer paper. For example, type the sentences for page 1, and then hit “enter” about eight times before typing the sentences for page 2, and so on.

Set the width margins on the computer to be at least one inch smaller than the width of the book pages so there can be some space between the writing and the edge of the paper. For example, if the book page is seven inches wide, the computer page margin should be set for a six-inch width. If it is a side-bound book, leave extra space to be sure the binding does not hide any of the text.

Students might want to experiment with different fonts and font sizes to find one that has the right look and feel for the text.

- Handwritten on separate paper:

Have students measure the pages of their books and write the text on paper that is the same width or smaller. Students may want to experiment with different kinds of paper and different colors to see what looks best in the book.



- Handwritten directly in book:
Suggest that students write first with pencil and then go back over the pencil with a marker or a pen.
Be sure the marker does not bleed through the other side of the paper.

5. Assemble the book

Ask students to work carefully when assembling their books, especially when gluing and pasting in text and illustrations. Remind them to ask for help whenever they are unsure about how to do something.

Reflect

At the end of each session, have students review what they accomplished during the class and make plans for what they will do in the next class. At the beginning of the next class, have students check their journals to remind them what they need to do first.

Have students respond to any of the following prompts in their journals:

- The best thing about my work today was _____.
- I'm having trouble with _____.
- What I want to work on next is _____.
- I'm excited about _____.