

**Art Lesson: Making Mini-Books**

By Dorothy Smith | 08 November 2018

ART 2222-102 with Assistant Professor Albert Stabler, Ph.D

North Carolina | Watauga County Schools | Cove Creek School | Mr. McAulay | Sixth Grade

<b>Stage 1 Desired Results</b>			
<p>ESTABLISHED GOALS</p> <p>6.V.2 Apply creative and critical thinking skills to artistic expression.</p> <p>6.V.3 Create art using a variety of tools, media, and processes, safely and appropriately.</p> <p>6.CX.2 Understand the interdisciplinary connections and life applications of the visual arts.</p>	<b>Transfer</b>		
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Analyze themselves to come up with several single descriptive words in response to prompting questions in order to come up with a book title from a six-word-story. Students will also be able to independently use their learning to creatively sew the spine of a book, and illustrate the pages based on their six-word-story title.</p>		
	<b>Meaning</b>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>interdisciplinary connections of reading, writing, visual arts, and sewing can be used to create art. Students will also understand the use of various tools and mediums to create artworks.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> <li>1. When prompted with several questions regarding one’s self, use analysis to come up with several single descriptive words.</li> <li>2. Use critical thinking and writing skills to come up with a six-word-story based on descriptive words achieved through the brainstorming activity.</li> </ol> </td> </tr> </table>	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>interdisciplinary connections of reading, writing, visual arts, and sewing can be used to create art. Students will also understand the use of various tools and mediums to create artworks.</p>	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> <li>1. When prompted with several questions regarding one’s self, use analysis to come up with several single descriptive words.</li> <li>2. Use critical thinking and writing skills to come up with a six-word-story based on descriptive words achieved through the brainstorming activity.</li> </ol>
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>interdisciplinary connections of reading, writing, visual arts, and sewing can be used to create art. Students will also understand the use of various tools and mediums to create artworks.</p>	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> <li>1. When prompted with several questions regarding one’s self, use analysis to come up with several single descriptive words.</li> <li>2. Use critical thinking and writing skills to come up with a six-word-story based on descriptive words achieved through the brainstorming activity.</li> </ol>	
<b>Acquisition</b>			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><i>Students will know...</i></p> <p>How to use an awl, blunt needle, and scissors to craft a miniature book.</p> </td> <td style="width: 50%; vertical-align: top;"> <p><i>Students will be skilled at...</i></p> <p>Writing, sewing, folding paper to form a booklet, and illustration.</p> </td> </tr> </table>	<p><i>Students will know...</i></p> <p>How to use an awl, blunt needle, and scissors to craft a miniature book.</p>	<p><i>Students will be skilled at...</i></p> <p>Writing, sewing, folding paper to form a booklet, and illustration.</p>	
<p><i>Students will know...</i></p> <p>How to use an awl, blunt needle, and scissors to craft a miniature book.</p>	<p><i>Students will be skilled at...</i></p> <p>Writing, sewing, folding paper to form a booklet, and illustration.</p>		
<b>Stage 2 - Evidence</b>			
Evaluative Criteria	Assessment Evidence		
Evidence of care and thoughtfulness within the work, holistically.	PERFORMANCE TASK(S): Use of blunt needle to sew book’s spine; Developing content of book including illustration with medium of choice (crayon, marker, pencil, pen, etc.)		

The title is only six words long; the arrangement of words is understandable; there is evidence that the brainstorming was effective and that some descriptive words were used.

**OTHER EVIDENCE:**

Understanding word analysis and use; composition and construction of words to create a six-word story to be used as a title.

**Stage 3 – Learning Plan**

*Summary of Key Learning Events and Instruction*

The students will learn about six-word stories, the book-making process, spine-sewing techniques, and book illustration with various mediums.