

**Tessa Sutton**

**Title:** Sketchbook Mania

**Level or Course:** Elementary, 5th grade

**Time Needed:** 4, 55 minute classes

**Over all Goals: Description & Purpose. Include:**

- **Big Ideas:** Play, Imagination, Language of Domains, Collaboration
- This lesson is important for students to learn that sketchbooks are a tool that artists use to gather ideas, allow themselves to play and make mistakes, and see and record everyday life. They collaboratively brainstorm with their team tables in order to come up with sketch activities that they can choose from.
- Students learn basic bookmaking skills including paste paper making and building the pages and covers. They can experiment with sketchbook ideas and carry them out through drawing and painting using mediums of choice.

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**NAEA Standards:**

**Creating: Anchor standard:** Analyze and complete artistic work. Reflect on whether the artwork conveys the intended meaning and revise accordingly, VA:Cr3.1.6a.

**Connecting: Anchor standard:** Relate artistic ideas and works with societal, cultural and historical contexts to deepen understanding. Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society, VA:Cn11.1.5a.

**Elements of Art:** Student choice for a 2, for a 3 student must write an artist statement describing why they chose what they did (defending your art).

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**Objectives:**

1. TLW create a sketchbook by experimenting with paste paper design for the covers and draw two sketch lessons of choice, checking for meaning mid-process, VA:Cr3.1.6a.
2. TLW observe and discuss in the slides how artists have used sketchbooks over time and how this has affected art practice through a think, share, expand class discussion, VA:Cn11.1.5a.

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**Visuals:** Leonardo Da Vinci, Guno Park, Eugene Delacroix, Albrecht Durer

**Vocabulary:** sketchbook, paste paper, observation, doodling

**Materials:** paper for inside sketchbooks (half sheets), templates for hole punching of half sheets, one pencil for each student to go in sketchbook, rubber bands for each student, heavyweight paper for cover, Elmer's paper mache paste, texture combs and tools, tempera paint to color paste, small sealable containers for paste, bucket to mix paste, newspaper for tables, brushes

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## TEACHING PROCEDURE PLAN

### DAY 1

**A. Launch:** Students come to carpet and get class points. Teacher describes that the unit will be about making sketchbooks but first they are experimenting with paste paper. (5 min.)

**B. Instruction or Demonstration with Problem:** Teacher demonstrates ways to make texture. Students are encouraged to mix one agreed upon color at their tables. Students are asked: how can you experiment with pattern and texture in paste paper for your cover design? Teacher chooses helpers to place paint and paste on tables with brush. (5 min.)

**C. Create:** Students begin by mixing a color as a team at their tables. They are given one paper at a time and asked to put their names on it. They can move around to different tables if they want other colors. They create at least 2

papers. (35 min.)

**D. Closure:** Clean up. Students return to sitting on carpet. (10 min.)

## **DAY 2**

**A. Launch:** Students come to carpet and get class points. Teacher describes that they will be making sketchbooks and assembling them today. They watch a video on Albrecht Durer's sketchbooks and review a short history of sketchbooks. They use think, share, expand to chat about how sketchbooks have changed how people draw and the practice of art (10 min.)

**B. Instruction or Demonstration with Problem:** Teacher demonstrates way to assemble sketchbook with folding and tearing half sheets of paper and hole punching (using a template provided) as well as assembling the rubber band and pencil that holds the band. (5 min.)

**C. Create:** Students begin by getting their paste papers back from teacher and deciding which ones to use for their sketchbook cover and back end. They then cut these to half sheets and use the template to punch holes in a few sheets at a time. They place the rubber band through the back holes to the front and insert their pencil through the band to hold the pages together. (33 min.)

**D. Closure:** Clean up. Students return to sitting on carpet. (7 min.)

## **DAY 3**

**A. Launch:** Students come to carpet and get class points. Teacher describes that they will be drawing two sketchbook lessons for today and two next time (5 min.)

**B. Instruction:** Teacher tells students that they can come up with their own choices for sketch lessons as a team using the visual organizational strategy of the summary mat. Teacher explains that they use one piece of paper in front of them and then combine ideas on another paper in the middle. Students go to seats and make lists and teacher types ideas in Google slides. (10 min.)

**C. Create:** Students begin their sketches and complete one or two. (35 min.)

**D. Closure:** Clean up. Students return to sitting on carpet. (5 min.)

## **DAY 4**

**A. Launch:** Students come to carpet and get class points. Teacher describes that they will be drawing two sketchbook lessons for today. (5 min.)

**B. Instruction:** Teacher tells students that they can come up with their own choices for sketch lessons or use the list provided on the tables. Students go to seats. (3 min.)

**C. Create:** Students begin their sketches and complete one or two. They complete a sentence or two about why they choose the paste paper they did for the cover and back of sketchbook as well as explain their choice of sketches, writing in their sketchbooks. (42 min.)

**D. Closure:** Clean up. Students return to sitting on carpet. (5 min.)

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**E. Rubric/Assessments/Evaluation/Feedback: (Be sure these align with your objectives);**

**Formative:** Informal--Teacher will circulate and listen as students are working and observe to check for understanding as they create. Students or teachers can answer their questions.

**Summative:** A grade of 2 is given if students are able to use Elements of Art of their choice in their paste paper and sketches. A grade of 3 is given if artist statement is included and if their work conveys intended meaning. These are recorded on teacher roster checklist.

#### **F. Accommodations, Enrichments & Extensions**

- **Students who may have difficulty with this lesson:** Some students might have trouble folding or tearing the paper for sketchbook and ask a peer or teacher to assist them. Students might have trouble coming up with sketchbook ideas, but their team members can help them.
- **Advanced Learners:** Can try to figure out how to make a book of a different size. These learners can also come up with more challenging sketchbook ideas for themselves.
- **Students who finish early:** Can create another sketch idea.

#### **G. References:**

<https://www.pinterest.com/pin/495325659010915431/>

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<https://www.instagram.com/p/BlfwpEQgDIB/>

<https://www.villagevoice.com/2017/11/01/500-years-of-drawing-at-the-met-reveals-roots-of-modernism/>

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<https://www.youtube.com/watch?v=zr3eI94OP3Q>

