



Yearlong Objectives

- Express oneself in words and art.
- Work as an ensemble.
- Understand the power and importance of uniqueness.

Essential Questions

- What is special and unique about me?
- Why should I plan out my work before I do it?
- How can I effectively plan a work of art?

Lesson Objectives

- Complete a simple book binding.
- Follow multipart directions.
- Work at an individualized pace to complete drawings and layout in a manga-style comic book.

National Arts Standards

- Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. *(VA:Cr2.1.6a)*
- Identify and interpret works of art or design that reveal how people live around the world and what they value. *(VA:Re.7.1.6a)*
- Generate a collection of ideas reflecting current interests and concerns that could be investigated in art making. *(VA:Cn10.1.6a)*
- Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work. *(TH:Cr2-6.b)*



Materials needed

Folded booklets from Lesson 1.3, storyboarding from Lesson 1.2, cardstock (for covers), needles, thread, rulers or spacers, pencils, black felt-tipped markers, nails or screws, coarse surface (like a thick book, piece of cardboard, or cutting mat) to punch holes on



Time needed

90 minutes



Vocabulary for this lesson

Social-Emotional: *comfortable, uncomfortable, unique*

Visual Arts: *binding*

Theatre: *ensemble*



Warm-Up Phase (15 minutes)

Circle: “Would you rather” question: *Would you rather have a head the size of a tennis ball or the size of a watermelon?*

Optional follow-up question: *Are you feeling comfortable or uncomfortable?*

Team-building game: Name patterns, Level 4 (see *Team-Building Games*)



I Do/ We Do (20 minutes)

Explicitly Teach

- Access prior knowledge. Have students go over what they learned last week, and make predictions about what we need to do next to make the book.
- New material: Define *sewn binding*. Show students examples of different book bindings (use books from the library, or from your classroom).
- Explain that we are going to create a sewn binding, and discuss as a class the implications of using sharp objects in class. *What will we need to keep in mind when we're using needles and nails? Why is this especially important? Can we agree on what it might mean to misuse these materials, and what the best consequence would be for that?*
- Model the binding. (refer to [video](#))
- Distribute materials. Students should do the binding together as a class.

Keep in Mind

- Go over norms for an art space. *Art space needs to be safe, respectful and calm. What needs to happen to ensure everyone feels that way?*
- Go over the different art supplies used and how to use them kindly. *What is the right way to use this object? What is a way to use this object that might not be so kind?*
- *We are working with sharp objects. How can we make sure that objects are not abused? What should happen if a student misuses the objects? Why is it important that we are especially careful with these supplies?*



You Do (55 minutes)

The project, step-by-step

- Fold a piece of cardstock in half and wrap it around the outside of your book. This will be the cover.
- Open the book to the center crease. Mark three evenly spaced dots with a pencil (make sure they're even using a ruler).
- Use a nail or screw to punch holes where the dots have been marked on a safe surface.
- Thread should be about an arm's length long. Thread the needle so there's a two-inch-long tail coming from the eye.
- Begin in the center hole. Follow the simple sewn binding directions in the [video](#).

Extensions: If the binding is completed early, students should return to tasks from last week: sketching the pages of their books and inking their design.

Closure: Review definitions from this day. Ask students which kind of bookbinding they'd most like to complete.

Optional Writing Prompt: Do you prefer open-ended drawing, or following strict directions (like we did with the binding)? There are so many art forms in the world; some are more directions-based, and some are freer. Which do you like better and why?



Big Picture

Next class we will complete our books by adding color, cover art, and extra details.

make 5 evenly spaced holes



start with thread inside middle hole and go to outside





solid = inside book
dotted = outside book