

**UNIT:** Visual Journaling  
**LESSON:** Fold over Journal Construction  
**GRADE LEVEL:** 6<sup>th</sup> grade  
**CREATED BY:** Danielle Penney

Journal constructed by 6<sup>th</sup> grade student, Brandy, 210-2011



Outside journal

Inside journal

**OBJECTIVES:**

- Students will learn about book making and learn related vocabulary
- Students will understand how to how to fold and assemble accordion style paper
- Students will become skilled at creating a fold over journal cover using mat board, wall paper, Uhu glue, and a bone folder

**MATERIALS**

*The following is needed for each student.*

2- 6" x 8" pieces of mat board (covers)

1- 3/4" x 8" piece of mat board (spine)

4- Pieces of paper 22" x 7 1/2" (paper inside book)

1 piece of wall paper 10" x 15" (for outside cover)

1 piece of wall paper 9" x 7 3/4" (cover up inside)

1 piece of wall paper 5 1/2" x 7 1/2" (to put over end of folded paper in back cover)

Uhu glue stick

Bone folder (I use counter top tile sampled from home depot)

Scissors

Rulers

Ribbon (about 18")

Fold over accordion journal directions (nice to give students while they construct the journal) - see other attachments.

## **PROCEDURES**

### Class Session 1 (45 minutes)

- Teacher will give a brief overview of the construction of journals and show several examples of the fold over accordion journals.
- Teacher will select a couple students to distribute the pre-cut mat board pieces to each student. The students will place the mat board in their individual storage boxes.
- Students will select their 3 pieces of wall paper from the available piles of paper.
- Students will then use the paper cutters and/or ruler and scissors to cut their three pieces of wall paper to the given dimensions.
- Students will clean up all tools and materials and place cut wall paper (writing their name on the backside of each piece of paper) in the 6<sup>th</sup> grade flat file drawer.

### Class Session 2 (45 minutes)

- Teacher will demonstrate how to trace the three pieces of mat board on the wall paper so that there is about a  $\frac{1}{2}$ " boarder all the way around the mat board pieces. Leaving a gap a  $\frac{1}{4}$ " between the first cover and the spine and  $\frac{1}{16}$ " gap between the other side of the spine and the second cover.
- Students will return to their seats and execute this procedure
- Teacher will show student how to insert a piece of ribbon into the face of their book.
- Students will cut space to insert ribbon into their book if desired
- Teacher will demonstrate how to glue front cover, back cover, and spine to the pre- traced spaces on the wall paper. The teacher will show how to use a bone folder on the reverse side to permanently stick the paper to the cover.
- Students will depart to their seats to perform this third task
- Teacher will instruct the students how to glue the 9" x 7  $\frac{3}{4}$ " piece of wall paper over the front cover and the spine of the book. The instructor will also show students how to use a bone folder to press the paper into the creases of the book.
- Students will carry out this task.
- Teacher will show students how to trim all the corners of the wall paper surrounding the journal, being careful to not cut too close to the mat board. The teacher will demonstrate how to fold over all the excess paper using a bone folder to push it tightly to the edge. This will allow students to judge whether or not their paper will need to be trimmed further.
- Students will go back to their seats to cut and fold their edges
- Students will watch the teacher demonstrate how to glue down the edges around the book cover
- Students will glue their edges down and press them securely to the mat board using a bone folder.

- Teacher will show students how to glue 9" x 7 3/4" piece of wall paper to the front inside cover of the book.
- Students will complete this task at their tables.
- Students will return supplies to their proper locations and set journals (with their names on them) to dry in the drying rack

### Class Session 3 (45 minutes)

- Teacher will briefly review yesterday's construction process.
- Students will finish up any missed steps from yesterday's lesson.
- Teacher will have selected students pass out the four pieces of paper for the interior of the book.
- Teacher will show students how to fold each piece of paper in half and then fold each side of the paper in the opposite direction, like an accordion. The end result should be an "M" or "W" form.
- Students will return to their seats to fold their paper
- Teacher will show the students how to use a glue stick and a bone folder to stick them together (unfolded edge to folded edge) so that they create a long accordion of paper.
- Students will assemble their papers using the "mountain/ valley/ mountain/ valley" process.
- Teacher will demonstrate how to glue their paper onto the back cover of the book and how to glue the remaining piece of wall paper over the white paper to assist in holding the paper onto the back cover.
- Students will complete this task at their seats.
- Students who are completed will assist classmates that are in need of extra help.
- Students will place completed journals in their boxes, writing their name on the front cover prior to placing it in the box.
- Students will clean up all supplies and work areas.

NOTE: Some students may take longer than 3 class periods.

### **VOCABULARY:**

Bone folder: is a dull edged device used to crease material in book arts and any other craft where a sharp crease is needed. Originally they were made from leg bones of a cow, deer, or similar animal. Today there are synthetic alternatives available made from plastic.

Mountain: In book arts this refers to paper that forms a "mountain" like peak formed when the paper is folded and the tip is pointing up. This could be explained as the high points on the paper signature.

Valley: A term used in book arts to describe the space between two “mountain” points in a fold of paper. This can be described as the low points in the paper signature.

Signature: the joining together of a number of leaves or folios of paper parchment within covers to form a book.

### **ASSESSMENT:**

Did the student leave the proper amount of spacing between the front cover and spine? (1/4” between the first cover and the spine)

Did the student leave the proper amount of spacing between the back cover and spine? (1/16” between the other side of the spine and the second cover.)

Did the student cut the corners close enough on the journal edges? (The corners meet up nicely on the inside of the book, but matt board does not protrude through the wall paper.)

Did the student place the 9” x 7 3/4” piece of wall paper over the spine?

Did the student fold the 4- pieces of paper 22” x 7 1/2” paper inside book for the inside of the book, using accordion style folding?

Did the student paste the 5 1/2” x 7 1/2” piece of wall paper over the end of folded paper in back cover?

### **INSTRUCTIONAL RESOURCES:**

This journal was inspired by accordion journals I learned about during a course titled *Visual Journaling: Reading and Writing Across the Curriculum*, instructed by Professor Karen Horan of UW-Eau-Claire, retired and Dr. Tamara Lindsey of UW-Eau Claire.

### **Wisconsin Art & Design Standards**

#### **By the end of grade 8 students will:**

A.8.2 Learn appropriate vocabulary related to their study of art

C.8.2 Understand what makes quality design

C.8.6 Develop the craft and skills to produce quality art

D.8.6 Know about problem-solving strategies that promote fluency, flexibility, elaboration, and originality



**UNIT:** Visual Journaling  
**LESSON:** Daily Journaling  
**GRADE LEVEL:** 6<sup>th</sup> grade  
**CREATED BY:** Danielle Penney



“From another World” by Mickayla, 6<sup>th</sup> grade student, 2010-11

**OBJECTIVES:**

- Students will spend the first 5 to 7 minutes of class working on their weekly journal topic, focusing their energy prior to the studio activity.
- Students will use assorted two-dimensional materials to create drawings related to each week’s subject.
- Student will utilize various materials such as magazine images and assorted supplies from the junk box to create collages for each week’s theme.
- Students will use their written and verbal skills by composing at least two weekly sentences about their aesthetic choices for each weekly journal topic
- Students will learn to organize their journal by labeling their weekly entries with the appropriate topic.

**MATERIALS:**

Constructed fold over accordion  
6<sup>th</sup> grade journal handout (see attachment)  
Sharpie markers  
Scissors  
Magazines for collage  
Paint (watercolor & acrylic)  
Oil pastels  
Chalk pastels  
Greeting & b-day cards  
Old photos  
Ribbon and fibers  
Glue sticks  
Glue

Glitter  
Stencils  
Assorted scrap paper  
Anything else flat and interesting  
Junk Mail

## **PROCEDURES**

### **Week 1 All about me: Class Sessions 1-5** (5-7 minutes per class meeting)

Students are to include the following for this week's topic: drawing, collage, 2 sentences that describe the topic, and write the week's topic in a unique way. They may choose which day of the week to complete each task.

I suggested the following ideas on the student handout. *What do you like to do in your free time? What kind of clothes do you like to wear? What is your greatest fear? What are your family and friends like? What is important to you?*

### **Week 2 Beach Bum: Class Sessions 6-10** (5-7 minutes per class meeting)

Students are to include the following for this week's topic: drawing, collage, 2 sentences that describe the topic, and write the week's topic in a unique way. They may choose which day of the week to complete each task.

I suggested the following ideas on the student handout. *What is in your beach scene? A gigantic sandcastle, your cool new shades, sea monster ready to swallow beach bums, a towel to sun bathe on, a fishing boat, or maybe a sassy new swim suit with sandals to match?*

### **Week 3 Just Eat It: Class Sessions 11-15** (5-7 minutes per class meeting)

Students are to include the following for this week's topic: drawing, collage, 2 sentences that describe the topic, and write the week's topic in a unique way. They may choose which day of the week to complete each task.

I suggested the following ideas on the student handout. *What kind of food do you like? Salty? Sweet? Healthy? Home cooked? Fast food? German? Italian? French? Mexican? Chinese? Japanese? African? Or another kind?*

### **Week 4 From Another World: Class Sessions 16-20** (5-7 minutes per class meeting)

Students are to include the following for this week's topic: drawing, collage, 2 sentences that describe the topic, and write the week's topic in a unique way. They may choose which day of the week to complete each task.

I suggested the following ideas on the student handout. *Create an entry from another world! A scene on another planet and include another kind of being? What a spaceship commander would see on his video screen. Maybe a group of aliens with a UFO on Jupiter or something unusual that flies?*

**Week 5 Creepy Crawlly: Class Sessions 21-25** (5-7 minutes per class meeting)

Students are to include the following for this week's topic: drawing, collage, 2 sentences that describe the topic, and write the week's topic in a unique way. They may choose which day of the week to complete each task.

I suggested the following ideas on the student handout. *Draw yourself with wings, a self portrait as an insect. The trail of an imaginary insect? A view under a magnifying glass (including the magnifying glass) Draw a hybrid insect (combine 2 or more insects) Or design a rare butterfly?*

**Week 6 Rock it Out: Class Sessions 26-30**(5-7 minutes per class meeting)

Students are to include the following for this week's topic: drawing, collage, 2 sentences that describe the topic, and write the week's topic in a unique way. They may choose which day of the week to complete each task.

I suggested the following ideas on the student handout. *You could design an ad for your favorite music. Design a costume to wear for 2090. Design a T-shirt with your own logo. Create a new CD cover for your own band. Create an instrument you would like to play*

**Week 7 Animals: Class Sessions 31-35** (5-7 minutes per class meeting)

Students are to include the following for this week's topic: drawing, collage, 2 sentences that describe the topic, and write the week's topic in a unique way. They may choose which day of the week to complete each task.

I suggested the following ideas on the student handout. *If animals could draw, what would their artwork look like? Draw your favorite animal with a human face. Design a dog collar. Draw the world from the point of view of a frog/ toad. Draw a lost dog. Create an entry about your favorite animal.*

**VOCABULARY:**

**Collage:** Refers to both an artistic technique and to the art works which result from the technique. Using small portions of paper or cloth to paste onto a flat surface. Invented by Pablo Picasso and Georges Braque, it is typically associated with Cubism.

**Drawing:** Showing shapes, objects, and forms on a flat surface by using lines. Color and shading may be included.

**Typography:** The art of designing and artistically using alphabet forms.

**ELEMENTS & PRINCIPLES OF DESIGN:** (this journal could hit on all 14 of the elements and principles; these are the three that I try to get students to focus on)

**Texture:** Is perceived by touch and sight. It refers to the way a surface feels to the sense of touch (actual texture) or how it may appear to the sense of sight (simulated texture). Textures are described by words such as rough, silky or pebbly.

- Actual Texture: Can actually be touched and felt, it offers both the look and feel
- Simulated texture: Is implied texture or invented to provide only the appearance of texture

**Movement:** Visual movement is used by artists to direct viewers through their work, often to focal areas. Such movement can be directed along lines, edges, shapes, and colors within works, but moves the eye most easily on the paths of equal value

- Visual Movement: When our eyes are drawn from the foreground to the background, this can be accomplished in a painting when an artist uses one point perspective.

**Unity:** One of the most important aspects of well-designed art and is planned by the artist. It provides the cohesive quality that makes art work feel complete and finished. When all of the elements in a work look as though they belong together, the artist has achieved unity.

## **Wisconsin Art & Design Standards**

### **By the end of grade 8 students will:**

C.8.6 Develop the craft and skills to produce quality art

#### **10 WISCONSIN'S MODEL ACADEMIC STANDARDS**

E.8.4 Communicate complex ideas by producing visual communication forms useful in everyday life, such as, sketches, diagrams, graphs, plans, and models

G.8.1 Know that visual images are important tools for thinking and communicating

K.8.1 Connect their knowledge and skills in art to other areas, such as the humanities, sciences, social studies, and technology

L.8.1 Use their knowledge, intuition, and experiences to develop ideas for artwork

## **Common Core State Standards for English Languages Arts**

### **Writing standards Grade 6 (Text Types and Purposes)**

2. Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- f. Provide a concluding statement or section that follows from the information or explanation presented.

### **Language Standards Grade 6 (Conventions of Standard English)**

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Spell correctly

**INSTRUCTIONAL RESOURCES** (Which inspired this assignment and are great resources for students)

Cover to Cover: Creative Techniques for making Beautiful Books, Journals & Albums,  
and Shereen LaPlantz

The Decorated Journal: Creating Beautifully Expressive Journal Pages, Gwen Diehn

Evidence: The art of Candy Jernigan, Foreword by Chuck Close, Chronicle Books

Artists' Journals & Sketchbooks: Exploring and Creating Personal Pages, Lynne Perrella

The Journey is the Destination: The journals of Dan Eldon, Chronicle Books

Artist Trading Cards, Leonie Pujol

Artist Trading Card Workshop, Bernie Berlin

Mixed Media Nature Journals: New Techniques for Exploring Nature, Life, and

Memories, L.K. Ludwig

Making Journals By Hand: 20 Creative Projects for Keeping your Thoughts, Jason  
Thompson