

Title: BOOK MAKING-POP UPS GRADE 3-5

The student will be able to create DECORATIVE ARTS BOOK with pop up elements.

Lesson Objective

I can: create DECORATIVE ARTS BOOK with pop up elements.

Critical Information

Vocabulary (CCRL.VAU)

Planning and Preparing Materials

Materials list and prep:

- 12x 18 white drawing paper, 9x12 colored construction paper, glue sticks, scissors, stencils of the cover plates for each student, copies of the book plates for each student, various colors of scrap paper. Videos of each type of pop up.
- http://palmbeachschooltalk.com/stevensonl/Inside_the_Art_Room/Art_Lessons_Podcast/Art_Lessons_Podcast.html

EXAMPLES OF EACH STEP; examples of DECORATIVE ARTS BOOKS, Venn diagram of difference between Fine Arts and Decorative or Applied Arts.

Lesson/Activity

Steps: The teacher will lead a short discussion on the difference between Fine Arts and Decorative or Applied Arts. The teacher will introduce the DECORATIVE ARTS BOOK and give examples. The teacher will demonstrate how to create a DECORATIVE ARTS BOOK and introduce the vocabulary words prior to giving the directions using a power point presentation (see directions below). The student will complete the book by following the instructions on the board.

Part 1

Directions:

1. Fold and cut the 12x18 paper to create the leaves of the book. (Practiced from previous class)
2. Trace the book stencil on the 9x12 paper cover and cut out.
3. Glue the cover on the leaves.
4. Glue in the book plates.

Part 2

Review last lesson instructions and vocabulary. Watch the teacher made video for instructions on how to make a spring, reverse fold and spiral pop up or the teacher will demonstrate each one to the class. The students will have the remainder of the class to complete the pop of books using the various colors of scrap construction paper.

Part 3

Review last lesson instructions and vocabulary. Introduce the new vocabulary words: THEME: the main idea of a book or work of art; and EMPHASIS: Creating one part special, to stand out. The students will complete the pop-ups in their book and write a themed story using the pop-up as emphasis in the story

Lesson Closing

Closing activities or focus: Discuss the Theme of your pop up book with a small group. Students should discuss their pop up books describing the elements and principles that give it a particular feeling.

Tracking Progress/Daily Assessment

Observe students' participation in class discussion using proper vocabulary. Observe students' actively engaged in process. Evaluate completed pop up for craftsmanship and design. Did the student create a decorative arts book with a spring, reverse fold or spiral pop up?

Strategies

Selected keywords:

Use of Visuals, Critical Thinking Skills, Performance-Based Instruction, Questioning techniques, Writing Strategies

CONSTRUCTION, APPLIED ARTS, book VOCABULARY: FOLD-To bend over or double up so that one part lies on another; CREASE-A line made by pressing, folding, or wrinkling ; SPINE-The hinged back of a book; BOOKPLATE-A label bearing the owner's name or other identification that is pasted usually on the inside cover of a book. THEME: the main idea of a book or work of art; and EMPHASIS: Creating one part special, to stand out.

Standards

Arts - Visual Arts (1996) - *Arts - Visual Arts (1996)*

- **Grades 3-5** - *Grades 3-5*
 - **VA.B** - *Strand B: Creation and Communication*
 - **VA.B.1.2** - *Standard 1 VA.B.1.2: The student creates and communicates a range of subject matter, symbols, and ideas using knowledge of structures and functions of visual arts.*

Resources

<http://www.meetmeatthecorner.org/episodes/robert-sabuda-pop-up-books>

Acceleration/Enrichment

www.robertsabuda.com

<http://wp.robertsabuda.com/make-your-own-pop-ups/>