Rebecca Brittain
Student Teaching

Altered Book Unit

Grade level: High school 9-12

Materials: Laptop and projector for presentation. Computer lab for research days. Students will bring in a book to alter. Teacher will provide other supplies: collage materials, such as various papers and paper types, magazines, newspapers, fabrics, string, matte and gloss mediums, gel medium, x-acto knives, cutting pads, scissors. Any available arts supply in the room: acrylic paints, brushes, palettes, water containers, pencils, colored pencils, pastels, oil pastels, crayons, sharpies, watercolors, et cetera.

Vocabulary: altered book, collage, acrylic lift

Essential Questions:
-What has been the purpose of our hemp and tie dye units? Can crafts have a purpose beyond function? What are the different functions of books? What are the different functions of art? What is an altered book? What changes would you like to see in the world? What is an important issue that is meaningful to you? How can you influence/inspire people viewing your artwork/book? How can your artwork/book change the world?
-What are the most vital concerns associated with your topic? How and for what purposes are contemporary artists altering books? What are some techniques that artists use to help communicate their message?
-What is an acrylic lift? How can you plan your first spread so it can most effectively communicate your message?
-What is collage? How can using collage in your book effectively communicate your message?
-How can cutting techniques enhance your book? What functions could a window or a door serve?
-How can you take the knowledge of everything we have discussed and translate it into a meaningful book? Is your first spread successful? Does it communicate your message? Is your voice present in the spread and it is simply not just stating an issue?

Supporting standards:
Objective 1:
9.2.A Context of Works in the Arts
9.2.B Chronology of Works in the Arts
9.2.C Styles and Genre in the Arts
9.2.D Historical and Cultural Perspectives
9.2.G Geographic regions in the arts
9.2.K Traditions within works in the arts
9.4.A Philosophical Studies
9.4.B Aesthetic Interpretation
Objective 2:
9.1.J Technologies in the Arts
9.1.K Technologies in the Humanities
9.2.A Context of Works in the Arts
9.2.D Historical and Cultural Perspectives
9.2.E Historical and Cultural Impact on Works in the Arts
9.3.A Critical Processes
9.4.A Philosophical Studies
9.4.B Aesthetic Interpretation
9.4.D Artistic Choices

Objective 3-5:
9.1.A Elements and Principles in each Art Form
9.1.B Demonstration of Dance, Music, Theatre and Visual Arts
9.1.C Vocabulary Within each Art Form
9.1.E Themes in Art Forms
9.1.H Safety Issues in the Arts
9.1.J Technologies in the Arts

Objective 6:
9.1.A Elements and Principles in each Art Form
9.1.B Demonstration of Dance, Music, Theatre and Visual Arts
9.1.C Vocabulary Within each Art Form
9.1.E Themes in Art Forms
9.1.H Safety Issues in the Arts
9.1.J Technologies in the Arts
9.4.A Philosophical Studies
9.4.B Aesthetic Interpretation
9.4.D Artistic Choices

Where:
This is a lesson about how students’ art can change the world. Students will discover how both books and art can persuade people’s thinking. Students will explore how their altered book can combine the powerful aspects of books and art to create an altered book on an issue they feel passionate about to try to change the world.

Objective 1: Students will be able to learn about altered books and how their art can change the world.

Standards:
9.2.A Context of Works in the Arts
9.2.B Chronology of Works in the Arts
9.2.C Styles and Genre in the Arts
9.2.D Historical and Cultural Perspectives
9.2.G Geographic regions in the arts
9.2.K Traditions within works in the arts
9.4.A Philosophical Studies
9.4.B Aesthetic Interpretation
9.4.D Artistic Choices

**Essential Questions:**
What has been the purpose of our hemp and tie dye units? Can crafts have a purpose beyond function? What are the different functions of books? What are the different functions of art? What is an altered book? What changes would you like to see in the world? What is an important issue that is meaningful to you? How can you influence/inspire people viewing your artwork/book? How can your artwork/book change the world?

**Hook:** You can change the world with your altered books!

**Explore:** Teacher will start the class with a PowerPoint on the altered book unit. Teacher will discuss each slide with the students and ask students follow-up questions. Students will respectfully listen to the presentation and actively participate in the discussion. Teacher will hand out the assignment sheet for the altered book unit. Teacher will go over the handout and each of the requirements by asking students to read the sections out loud to the class. Students will volunteer to read a section and when not reading will listen to the other students. Teacher will elaborate on each section of the handout. Teacher will then ask students to brainstorm their topic for their altered book and what changes they would like to see in the world on the back of their assignment handout. When they have decided on an issue that is important to them, they will brainstorm and choose three sub issues within their topic for their three spreads. Students will quietly brainstorm on the back of their handouts ideas for their altered books. Teacher will then ask students to share their ideas with their table and get feedback. Students will have a group brainstorm with their table. Teacher will ask students to decide on their topic for the next class.

**Reflect:** Students will continue to brainstorm outside of class about how their art can influence others and how their altered book can change the world.

**Assessment:** Teacher observation of student understanding, participation in discussion, participation in brainstorming activity.

**Objective 2: Students will be able to learn about and research their topics, contemporary altered book artists, and techniques.**

**Standards:**
9.1.J Technologies in the Arts
9.1.K Technologies in the Humanities
9.2.A Context of Works in the Arts
9.2.D Historical and Cultural Perspectives
9.2.E Historical and Cultural Impact on Works in the Arts
9.3.A  Critical Processes  
9.4.A  Philosophical Studies  
9.4.B  Aesthetic Interpretation  
9.4.D  Artistic Choices

**Essential Questions:** What are the most vital concerns associated with your topic? How and for what purposes are contemporary artists altering books? What are some techniques that artists use to help communicate their message?

**Hook:** Researching your topic and contemporary artists will help make your own artwork stronger and more successful.

**Explore:** Teacher will bring the class to the computer lab. Teacher will instruct the students that it is a research day and that they should be looking up on the Internet concerns associated with their topic, including all aspects and points of view, contemporary artists and altered books as well as Tom Phillips and *The Humument*, and techniques artists use to alter books. Teacher will ask students to take notes on their findings and ideas. Students will listen to directions and conduct the research on their computer and take notes. Teacher will walk around the room talking to each student about their chosen topic. Teacher will ask students to make sure they have a book to alter for the next class and to have finalized not only their topic, but their three subtopics.

**Reflect:** Teacher will ask students to think about how artists express their ideas and how the students could successfully communicate their message through their altered book.

**Assessment:** Teacher observations, including talking to each student during class to help them further develop their topics.

**Objective 3: Students will be able to make an acrylic lift, explore available materials, and begin planning and creating their altered book.**

**Standards:**
9.1.A  Elements and Principles in each Art Form  
9.1.B  Demonstration of Dance, Music, Theatre and Visual Arts  
9.1.C  Vocabulary Within each Art Form  
9.1.E  Themes in Art Forms  
9.1.H  Safety Issues in the Arts  
9.1.J  Technologies in the Arts

**Essential Questions:** What is an acrylic lift? How can you plan your first spread so it can most effectively communicate your message?

**Hook:** Today you can start to create your art that will change the world!
**Explore:** Teacher will begin the class by explaining that it is a studio day and they will learn an acrylic lift and will be shown where all the materials are in the room. Teacher reminds students that if there is a material that is not in the room that they should look at home and explore other resources. Students will listen to teacher introduction. Teacher will then give an explanation of an acrylic lift and why it is a valuable technique and demonstrate all of the steps for the students. Students will watch and listen carefully to the demonstration. Teacher will instruct students to begin to plan their first spread and when ready they can begin to create it. Students will plan their first spread and begin making their books.

**Reflect:** Students will be able to utilize what they learned from their research day to plan their first spread.

**Assessment:** Teacher observation, including listening carefully to the acrylic lift instructions and talking to each student to make sure their topics are well thought out.

**Objective 4: Students will be able to make a collage and continue to create their altered book.**

**Standards:**
9.1.A Elements and Principles in each Art Form  
9.1.B Demonstration of Dance, Music, Theatre and Visual Arts  
9.1.C Vocabulary Within each Art Form  
9.1.E Themes in Art Forms  
9.1.H Safety Issues in the Arts  
9.1.J Technologies in the Arts

**Essential Questions:** What is collage? How can using collage in your book effectively communicate your message?

**Hook:** Henri Matisse said, "Collage is drawing with scissors." What is collage?

**Explore:** Teacher will begin the class by discussing collage. Students will actively participate in the discussion. Teacher will go over the importance of decision making when arranging a collage, such as choice of images, paper types, edges (straight, curved, zigzag, patterned, frayed, ripped, etc.), colors, overlapping, etc. Teacher will demonstrate how to plan and arrange a collage and then Mod Podge it down. Students will listen carefully to the collage demonstration. Teacher will then instruct students that the rest of the period is studio time. Students will work on their books.

**Reflect:** Students will be able to incorporate collage into their spread to help communicate their message.

**Assessment:** Teacher observation, including listening carefully to the collage instructions and walking around the room and talking to each student about their first spread.
Objective 5: Students will be able to use a variety of cutting techniques to enhance their altered book.

Standards:
9.1.A Elements and Principles in each Art Form
9.1.B Demonstration of Dance, Music, Theatre and Visual Arts
9.1.C Vocabulary Within each Art Form
9.1.E Themes in Art Forms
9.1.H Safety Issues in the Arts
9.1.J Technologies in the Arts

Essential Questions: How can cutting techniques enhance your book? What functions could a window or a door serve?

Hook: How can cutting techniques enhance your book and help you to get across your message?

Explore: Teacher will begin the period by discussing and showing examples of cutting techniques in altered books. Students will actively participate in the discussion. Teacher will give a demonstration on how to cut different types of windows, doors, and niches. Teacher will emphasize safety procedures. Students will listen carefully. Teacher will let students know that the rest of the period is studio time. Students will work on their books.

Reflect: Students will be able to incorporate cutting techniques into their spread to help communicate their message.

Assessment: Teacher observation, including listening carefully to the cutting demonstration and safety instructions and walking around the room and talking to each student about their first spread.

Objective 6: Student will be able create their first spread of their altered book.

Standards:
9.1.A Elements and Principles in each Art Form
9.1.B Demonstration of Dance, Music, Theatre and Visual Arts
9.1.C Vocabulary Within each Art Form
9.1.E Themes in Art Forms
9.1.H Safety Issues in the Arts
9.1.J Technologies in the Arts
9.4.A Philosophical Studies
9.4.B  Aesthetic Interpretation

9.4.D  Artistic Choices

**Essential Questions:** How can you take the knowledge of everything we have discussed and translate it into a meaningful book? Is your first spread successful? Does it communicate your message? Is your voice present in the spread and it is simply not just stating an issue?

**Hook:** How can you take the knowledge of everything we have discussed and translate it into a meaningful book?

**Explore:** Teacher will begin the period by going over the rubric for the first spread. Teacher will ask students to volunteer to read out loud the criteria. Students will volunteer to read parts of the rubric out loud and when not participating will listen respectfully to the other students. Teacher will elaborate on each criterion. Teacher and students will discuss any questions. Teacher will pair up students with someone not at their table and instruct them to do a “proof read” of their partner’s first spread without talking to the artist. Students will “proof read” the spread and share their findings and give suggestions to each other. Teacher will then instruct students that the rest of the period is studio time. Students will work on their altered books.

Studio time will then continue for as many periods as necessary to complete their first spread.

**Reflect:** Students will try to incorporate the feedback they received from their partner into their book.

**Assessment:** Teacher observation, including listening carefully and active participation, and use of a rubric for their first spread. Students will fill out the rubric for their self-evaluation. Teacher will then evaluate their spread on the same rubric.
## Altered Book Rubric: First Spread

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<thead>
<tr>
<th></th>
<th>0</th>
<th>1-2</th>
<th>3-4</th>
<th>5</th>
<th>Self Evaluation</th>
<th>Teacher Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your spread honors the fact that it is a book and you used at least one word per page</td>
<td>You did not honor the fact that your artwork is a book. You did not use any words from the book in your spread.</td>
<td>You did an okay job honoring the fact that your artwork is a book. You included words, but they did not promote the message you were trying to communicate.</td>
<td>You honored the fact that your artwork is a book. Your words did a satisfactory job promoting the message you were trying to communicate.</td>
<td>You honored the fact that your artwork is a book. Your words did an excellent job promoting the message you were trying to communicate.</td>
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<tr>
<td>It is thoughtful art where you are purposefully using materials towards a message and not scrapbooky where your materials are just used to be pretty</td>
<td>Your spread appears random and scrapbooky.</td>
<td>Your spread is somewhat scrapbooky and does not come across as art.</td>
<td>Your spread is somewhat artistic and thoughtful.</td>
<td>Your spread is very thoughtful and artistically done.</td>
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<tr>
<td>Fluidity between pages within the spread with nice composition</td>
<td>There is no unity or fluidity between your pages and there is a poor composition.</td>
<td>There is poor fluidity and a poor composition.</td>
<td>There is some fluidity and a decent composition.</td>
<td>There is fluidity and a strong composition.</td>
<td></td>
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<tr>
<td>Your spread is not just stating an issue, but commenting on it</td>
<td>Your point of view is not evident.</td>
<td>Your point of view is barely evident.</td>
<td>Your point of view is evident.</td>
<td>Your point of view is strong and clear.</td>
<td></td>
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<tr>
<td><strong>TOTAL (Out of 20)</strong></td>
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**Reminder:** You need one acrylic lift, cutting example, and collage somewhere in your book.
## Authentic Assessment

<table>
<thead>
<tr>
<th>Task</th>
<th>Assessment</th>
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| Task 1- Students will be able to learn about altered books and how their art can change the world | Teacher observation:  
- Check for understanding during discussion  
- Participation during discussion  
- Participation during brainstorming activity |
| Task 2- Students will be able to learn about and research their topics, contemporary altered book artists, and techniques | Teacher observation:  
- Check each student has a topic  
- Talking with each student about their topic  
- Observation that each student is staying on task and researching effectively |
| Task 3- Students will be able to make an acrylic lift, explore available materials, and begin planning and creating their altered book | Teacher observation:  
- Participation during discussion  
- Listening during demonstration and checking for understanding  
- Check each student has 3 subtopics  
- Taking to each student about their topic  
- Working diligently on their first spread |
| Task 4- Students will be able to make a collage and continue to create their altered book | Teacher observation:  
- Participation during discussion  
- Listening during demonstration and checking for understanding  
- Talking to each student about their first spread  
- Working diligently on their first spread |
| Task 5- Students will be able to use a variety of cutting techniques to enhance their altered book | Teacher observation:  
- Participation during discussion  
- Listening during demonstration and checking for understanding  
- Talking to each student about their first spread  
- Working diligently on their first spread |
| Task 6- Student will be able create their first spread of their altered book | Teacher observation:  
- Participation during proof reading activity  
- Working diligently on their first spread  
- Rubric for their first spread |
ALTERED BOOK ASSIGNMENT
CHANGE THE WORLD WITH YOUR BOOK

Books and art have various functions. What are the different functions of books? What are the different functions of art? One thing that they have in common is that they both can change people and thus can change the world. Altering a book into art can be a powerful move towards change.

THEME

Choose an issue that you feel strongly about, such as environmental awareness. Then choose 3 subtopics that you also are passionate about, such as pollution, habitat loss, and recycling. Make sure your topic is meaningful to you.

The spine, front, and back cover of your book should demonstrate your issue and overall theme. Inside your book you will need 3 spreads (the 2 pages when the book is open), each spread dedicated to a subtopic. Make sure your cover and 3 spreads show continuity and a fluid connection to each of the following spreads.

You should not just be stating an issue, but commenting on it. What are you trying to say? Your point of view and the change you want to see should be evident. Also, respect the fact that you are altering a book. Let the qualities of the book enhance your theme.

RESEARCH

You will need to research altered books other artists have made, techniques to use with your altered book, and information on your issue. We will have one day in the computer lab to do research. The rest of your research you will have to do on your own.

REQUIREMENTS

Alter spine, front, and back cover, and 3 spreads
Use of the 2 techniques that were taught in class (acrylic lift and cutting a window, door, foldout, niche, etc.)
Use of collage, including thinking about layering and edges
Use and incorporation of at least one word on a page from your book

REMEMBER:

Your overall theme should be evident throughout the book!
Honor the fact that it is still a book!
Make it meaningful to you!
Change the world!
ALTED BOOK UNIT

MY EXAMPLE

STUDENT WORK