

# Who am I? Bookmaking

Instructor: Christina Miguel Mullen

**OBJECTIVE:** Students will be able to understand the technique of using mixed media, assemblage and collage to come up with symbols to represent their identity.

**ANTICIPATORY SET:** The students will be able to understand the historical contributions and cultural dimensions of the visual arts in a multicultural society. The bookmaking project can be modified for different age groups. The written content can be changed for the grade based on California State Standards. I chose to concentrate on bookmaking due to the multicultural symbolism represented with the medium. Bookmaking has origins from many different international cultures including Mexican, Mayan, Chinese, Japanese, Polynesian, Filipino, and Irish.

## CALIFORNIA STATE STANDARDS FOR VISUAL ARTS:

- **Historical and Cultural Context**
- **3.1 Role and Development of the Visual Arts-Explain how artists use their work to share experiences or communicate ideas.**
- **3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.** Modernism as a movement in the painting world. Important modern artists and their work.
- **Aesthetic Valuing**
- **4.1 Compare ideas expressed through their work of art with ideas expressed in the work of others.**
- **Connections and Applications**
- **5.3 Identify pictures and sort them out into categories according to expressive qualities and mood.**

## OBJECTIVE AS STATED FOR KIDS:

This is a fun form of concentrating on the theme of identity. Each student will create a book concentrating on making a guessing book for a reader to help identify who the person might be.

## BIG QUESTION:

Big Question: How do artists create self-portraits? How do artists select the medium? Why is the medium important? How does the medium help the viewer understand the person behind the artwork? What differences do you see between the photographs and the drawings? How can one use mixed media or assemblage to evoke mood, or characteristics of identity and community in the artwork? How can art represent identity, culture, gender, and community?

## SUPPLIES:

- 1 piece 12" x 18" paper (paper grocery bags can be used)
- 1 piece of 6" x 18" cover stock or oak tag
- 1 piece 24" yarn
- Glue stick and scrap paper
- Hole punch
- Pony beads (a fun extra) and any other fun material magazines, leaves, macaroni, feathers etc.

orange

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## LESSON PLAN

### PROCESS:

The teacher will start off with a brainstorming session where the students will help create a word map describing themselves using adjectives and nouns. After the word map has been completed a short free write and thumbnail drawing session will follow where students will create images to pair up with their descriptions. Each of the four folded pages has one or two facts. When they are all opened, the center page reveals the identity. They can be used for facts pertaining to personal history, gender, culture and identity. (15 minutes)

### SAMPLES WILL BE PROVIDED.

Bookmaking can be used as an instrument to discuss concepts such as identity and gender as in OCMA's *Girls' Night Out* exhibition and can also be related to the museum's Permanent Collection in regards to the assemblage and collage technique seen in the work of Betye Saar, Joseph Cornell, Bruce Connor as well as Frank Stella, Robert Rauschenberg, and Jim Dine. The book is an exciting hands-on project, which focuses on using art as a tool for expression and dialogue. Using a variety of techniques, from representational to abstract, the students will create collage and assemblage pieces.

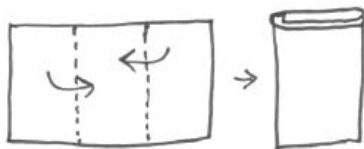
Students may wish to draw back into work or paint on top of collages using transparent medium.

The book will be made ahead of time so that the students can concentrate on the content of the book. The students will be asked to create a book describing four different facts about themselves. The students may want to use loaded text as seen in the *Girls' Night Out* exhibition and in the work using text as seen in the work of Glenn Ligon. The students might choose to draw a favorite place or an activity or just use collage and text to describe themselves to the viewer. They might also choose to draw their friends and family or concentrate on color, shape, and form. It is up to the students to create four facts about themselves and then draw a self-portrait of themselves on the last center folded page of their book.

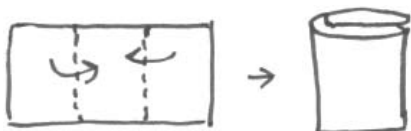
1. Place the large paper sideways so that it is a rectangle.



2. Fold it into thirds. I find the best way is to roll it into a three part tube and then flatten it. This fold can be tricky. If it's not exact, that's okay.



3. Keep it folded and fold it into thirds the other way. Because the paper is smaller, it will be easier this time.

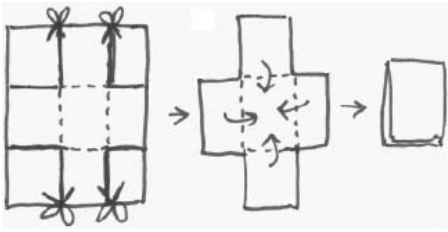


4. Open the paper.
5. Cut out the four corner pieces to make a large plus sign.
6. Fold the pages in. The order doesn't matter.

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## LESSON PLAN

7. Place the folded pages flap side down on a piece of scrap paper. Cover the top surface with glue.



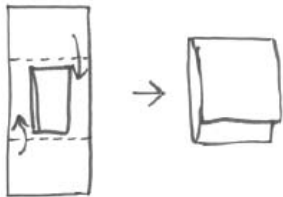
8. Glue the folded pages to the center of the cover.

9. Fold the bottom cover up over the pages and the top down. Be careful not to fold the pages.



10. Punch a hole in the center of the top flap.

11. Thread the yarn through the hole. Pull it over the top of the cover so that there is yarn in the front and back of the book. Make the ends even. Tie the yarn at the bottom with a double knot. Don't make it too tight. The yarn slips on and off for a closure. Add beads to the ends for decoration if you want.



### KEY WORDS/VOCABULARY:

Assemblage, Personal Identity, Mystery, Treasure, Secrecy, Symbolism, Multiculturalism, Mood, Texture, Shape, Form, Line, Color, Primary Colors, Hue, Tone, Representation, Abstract, Mixed Media, Layers, and Composition.

