

# Elisabeth Herrera-Very

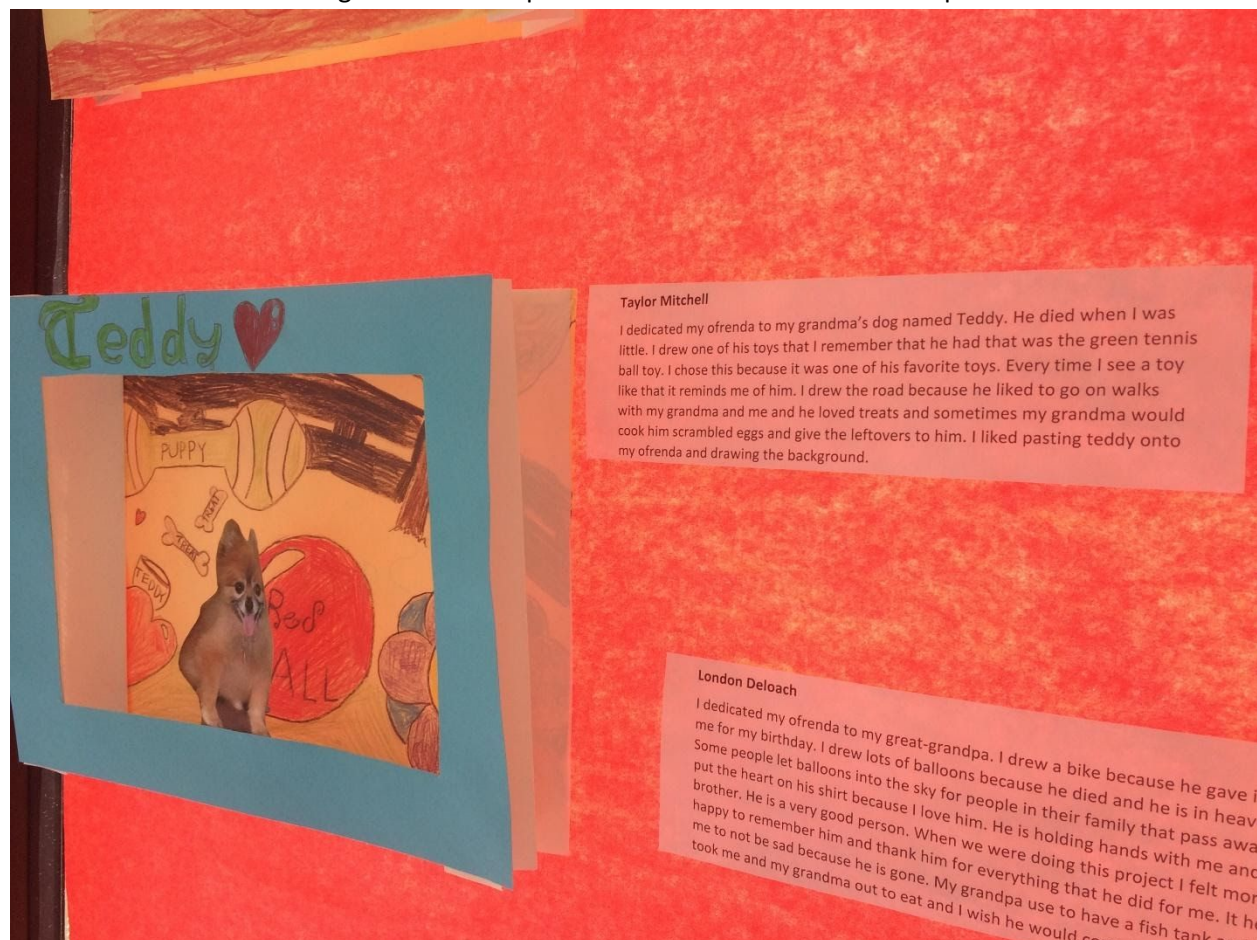
## Example Programs and Lesson Plans

### Programming Example 1: Telling stories with tunnel books

Upper elementary students learn how to create a tunnel book. Readers look through all pages rather than turning pages, and pictures are used to tell the story rather than words. These works can be easily adapted to a variety of learning needs; from biography or historical events, to personal narratives and literacy skills these books are perfect for engaging all learners regardless of skill level.

This lesson is easily adapted for high school through use of more in depth book making procedures. (additional supplies for high school: x-acto knives and cutting mats)

**Elementary Sample:** these tunnel books were created to accompany a cultural studies unit about the Mexican celebration el Dia de los Muertos (The Day of the Dead). Students chose a person or pet to dedicate their ofrenda (altar) and curated images to tell the story of their chosen one. Students created artist statements elaborating on their work process and to share more of their personal narrative.



**High School Sample:** this method involves precise measuring and cutting. Using x-acto knives and double sided tape gives these works a very professional finish. This is a 4 page example demonstrating the depth created by this method.



### **Programming Example 1: Lesson Plans**

Narrative Tunnel Book

Primary Art Form: Mixed Media and Bookmaking

Randolph Elementary School

Grade 3-5:

4 sessions per class: 45 min each

Artist Facilitator: Elisabeth Herrera-Very

### **Visual Arts Standards:**

**VA4.PR.1** Plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist. a. Prepare works of art for exhibition with signature, title, and/or artist statement on finished work. b. Choose works of art to be displayed based on thoughtful reflection

**VA4.RE.1** Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy

**VA4.CR.1** Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. a. Utilize multiple approaches to plan works of art incorporating imaginative ideas, universal themes, and symbolic images. b. Apply available resources, tools, and technologies to investigate personal ideas through the process of making works of art. c. Produce multiple prototypes in the planning stages for a work of art (e.g. sketches, 3D models).

**\*\*can be easily adapted to specifically address standards in Social Studies, ELA, and more.**

**Overall Objective:**

Students create a thoughtful narrative while learning book binding techniques. Students will learn how to create a 3-dimensional tunnel book using mixed media, create a narrative for their work, learning will be aligned to state standards based on schools learning goals.

**Session 1 Objectives:**

1. Differentiate between 2-d shapes and 3-d forms. Discuss different types of books.
2. To brainstorm 5 words or phrases about their chosen person.
3. Create a sequential plan for art making.
4. Measure and cut page frames.

**Session 1:**

Supplies: computer and projection equipment to show examples of tunnel books, sketching paper, drawing media, page frame templates, scissors, folders, cardstock.

Introduction (2 minutes)

Introduce myself and what I do as a professional artist.

Activity 1: (10 minutes)

Background knowledge: Show examples of tunnel books and other narrative works of art. Discuss 2-d shapes and 3-d forms. Discuss how images can tell a story without using words. Look at examples of color schemes for tone

Activity 2: (15 minutes)

Brainstorm: students will choose a person (or theme) for their tunnel book and write down 5 important characteristics for their chosen theme. Students will be encouraged to choose thoughtful items to communicate their message. students will then turn over their paper and begin sketching and experimenting with colors.

Activity 3: (13 minutes)

Prepare materials: Students will be given a page frame template to trace onto three pieces of cardstock. Students will then cut out the center and write their name on all frame pieces.

Clean-up (5 minutes)

Brainstorm sketches and frame pages will be placed in student's individual folders. Page frame templates will be returned to teaching artist. All materials will be cleaned up.

Between sessions: teaching artist will prepare paper for pop ups and gather new exemplars for students to view based on selected themes.

**Session 2 and 3**

Session 2 and 3 Objectives:

1. Students will learn paper folding techniques to create their tunnel book.
2. Students will begin production of their tunnel book.
3. Students will share artist statements.

**Session 2 and 3:**

Supplies: computer and projector, document camera, folders with student works in progress, cardstock, pre-cut paper, magazines (or collage material), scissors, glue sticks, drawing media

Review: (5 minutes)

Review information from last lesson and show new exemplars (\*\*session 3 exemplars will be photos of student works in progress). Set goals for workday.

Activity 1: (10 minutes)

Demonstration: teaching artist will lead students in a demonstration of creating paper folded pop ups for their tunnel book. Students will work along with teaching artist. (handouts can be provided for students with special needs)

\*\*session 3 demonstration will illustrate how to assemble tunnel books.

Activity 2: (25 minutes)

Independent work: students will set to work collecting and creating images for their tunnel book.

Teacher and teaching artist will encourage students to utilize their brainstorm and focus on communicating their theme.

Throughout worktime the teaching artist will meet with each student to discuss their work/progress and collect an artist statement.

Clean-up (5 minutes)

All individual materials will be returned to student's folders and all classroom supplies will be cleaned up.

**Between sessions:** teaching artist will print artist statements and gather materials for display.

**Session 4****Session 4 objectives:**

1. Assemble tunnel books
2. Create display of work
3. Peer critiques
4. survey

**Session 4:**

Supplies: computer and projector, document camera, folders of student works, scissors, glue sticks, paper, cardstock, printed artist statements, sticky notes.

Review: (5 minutes)

Students will review information learned through this unit and set clear goals for finishing their work in this session.

Activity 1: (10 minutes)

Students will be given a short time to add any finishing touches to their work and troubleshoot any areas that need additional attention.

Activity 2: (20 minutes)

Display student works: students will participate in creating the display of their work. The teaching artist will have background paper hung and students will choose how to display their book along with their artist statement.

Activity 3: (10 min)

Students will critique each other's work by providing anonymous feedback through sticky notes.

Students will be instructed to give only positive feedback in this activity and provide specific reasons why they like their peer's artworks.

----- **After Sessions** -----

Teaching artist will finalize student display of work (ensuring display is aesthetically pleasing for school visitors. Students throughout the school will be encouraged to add their own sticky note to the display wall.



## Mural Samples

I have drawn out many murals but rarely paint them myself! I love getting students involved in the process. It's so rewarding to see the kids step up and take ownership of their own learning environment. All these murals have that "rough around the edges" feel but the empowerment these little guys feel is absolutely worth things being a little off kilter. I've done several works that have been designed by students, I enlarge the work, I draw out the guidelines, students paint the work, I provide touch ups and black outlines to clean up all of the edges. I've done everything from brightening up the teacher's lounge or gym to creating faux stained glass windows. Here are some examples from schools I've worked on:

All of these designs were created by students. I then translated their images to large scale and drew them onto the walls or



windows.



Students then discussed color choices and painted in the designs like a coloring book, this takes a lot of guidance but the results are so worth the effort. Depending on the school or setting, I will clean everything up and add smoothing black outlines.