



PASTE PAPER JOURNALS
For students in 3rd grade
Developed by April Price, Barringer Academic Center, 2005

Overview:

Students create paste paper journal covers, then bind paper into the covers to create their own journals, in which they will each compile their "Live & Learn" project material.

OBJECTIVES:

- Visual Arts 2.01 - The learner expands control and manipulation of the media and tools which may include the following: drawing, cut paper - papers, found objects, fibers, curling, scoring and printmaking.
- Visual Arts 3.01 - Explore differences among actual, imaginary and applied texture in discussion and production.
- Visual Arts 3.06 - Develop ability to discuss his or her own work and that of others in terms of art elements.

VOCABULARY: paste paper, line, shape, color, pattern, texture, contrast, printmaking, wet-on-wet technique.

MATERIALS:

- 12"x18" white sulfate drawing paper
- pencils
- wheat paste mixture (using an old blender, mix with water to the consistency of cake batter.)
- tempera or acrylic paint
- paper cups or styro bowls
- large tubs of water (big enough to dip drawing paper)
- sponges, cloths or towels for cleanup
- variety of texture tools (plastic forks, spoons, foam stamps, found objects, etc.)
- large paint brushes, 1" wide
- 9"x12" newsprint
- hole punch
- yarn.

PART 1: Creating Paste Paper Journal Cover

RESOURCES: Samples of paste paper and of finished journals.

TEACHER INPUT: Teacher mixes wheat paste, and places it into small cups. A variety of colors are mixed and placed on tables. (Use cafeteria trays to hold cups of color, brushes and texture tools.) Older students may help mix and choose colors. Tubs of water (2 tubs with 2-3" of water) are placed on end worktables. (This works great with a parent volunteer to help supervise.) Drying rack is set-up nearby.

GUIDED PRACTICE: Teacher demonstrates by putting name on dry paper, dipping paper in water, and draining it over tub by holding one corner. Teacher places paper on table and smooths out any air bubbles. A quick wash of base color is brushed thinly over surface, and little dabs of color are placed around paper to create a pleasing pattern. Textures are scraped and stamped on paper where color has been applied. Experimentation is encouraged, but students are cautioned not to mix too many colors (it will turn the color of mud) and not to press too hard (paper will tear). When paste paper creation is finished, it is carefully placed in the drying rack and students clean up the workspace.

INDEPENDENT PRACTICE: Students put their names on papers and take turns dipping their paper and creating their own paste paper designs. It is messy, fun, and exciting.

CLOSURE: Students place artwork in drying rack and clean up their workspace.

PART 2: Creating Journal

TEACHER INPUT: Teacher shows examples of completed journals and explains that this is a simple bookmaking process.

GUIDED PRACTICE: Teacher demonstrates how to fold dried paste paper in half and insert 10-15 sheets of 9"x12" newsprint paper for pages. Holes are punched in left side and yarn is threaded through holes and tied in a bow. Name and title are added to the front of the Journal.

INDEPENDENT PRACTICE: Students fold covers, place pages inside, punch holes and cut yarn. (Once again, a parent volunteer is a great help with this part.) Students may then draw or write their first journal entry.

ASSESSMENT: Students will reflect and assess the characteristics of each component of Charlotte Trolley's "Live & Learn" projects. They will recognize the fact that everyone's work is unique and congratulate themselves for a job well done. Samples of their journals will be displayed.

INTEGRATION: Art, Literacy, Social Studies