

**Title:** Image Reform

**Grade Ranges:**

    K-4  
  X 5-8  
  X 9-12

**Subject Tag:**

Art and Music

Creative Writing: General

**Synopsis:**

Students will make simple storybooks from found-image materials, images they cut at random from magazines. They will then view the images they have cut out and consider why they chose these. They will organize the images and add text if they wish to make simple sewn books.

**Keywords:**

collage, montage, found images, magazine, media literacy, story, bookmaking, storyboard

**Body:**

Have students spend about 30 to 45 minutes looking through magazines and other found image sources (such as stock photo image books). Don't tell them what to look for, but tell them to pull out images that appeal to them in some way. These images can be beautiful or ugly; they can make the students happy, sad, or angry. Students can take the whole image or only the part that interests them — for instance, an image that shows only a person's outfit may simply become a fabric pattern.

Place students in small groups (four to six people) to do show and tell of their images. Ask students to share their images with their group and talk about what interests them about each image. Have them spread out their images so that they can see as many as possible at the same time and ask students to consider what types of patterns they see in what they chose. (They might need to work on the floor.) For instance, are their images all advertisements? Do they have a lot of bright colors? Then ask students to consider what choices they made based on what was available; if they had innumerable resources what kinds of images would they have chosen? Ask students to consider why the images that they are looking for might not be found easily.

Show students images of book arts and collage or photomontage. Some beautiful images can be found in *The Art and Craft of Collage* by Simon Larbalestier (Chronicle Books, San Francisco, 1990) and *Cover to Cover: Creative Techniques for Making Beautiful Books, Journals and Albums* by Shereen LaPlantz (Lark Books, North Carolina, 1995). There is a myriad of Web sites that provide instructions, materials, and examples of bookmaking. Your students might search for these under book arts or bookmaking if they are interested in the many ways that books can be made. You might also look at

individual artist's works such as those of Joseph Cornell or Romare Bearden. Discuss with students:

- ◆ What types of materials do the artists use?
- ◆ How do different artists take images and change them to suit their own purposes in working with collage?
- ◆ What kinds of stories do the artists tell with images?
- ◆ Are the images used in a way that creates unity? Is the composition interesting? How do they do this?
- ◆ If text is used, how does this add or detract from the image and the message (if there is one)?
- ◆ If looking at entire books, did you know that books come in many shapes and sizes? Have you seen books that open in different ways? How does the form of the book complement the overall idea of the book's content?

Explain that students are going to use their found images to make up new stories about something that interests them. They can use their images to tell a story about something academic, something personal, or something that comments on the images in a different way than they were originally presented.

Pass out approximately ten sheets of 8 1/2" x 11" paper to each student to assemble their images into collages. (This could be typing paper or something a bit heavier.) Then pass out one piece of (approximately) 9" x 11 1/2" cardstock for covers and one piece of string approximately 20" long for each student. Guide students through the process of making a simple book. Explain to them that they are going to make a binding for the books that will hold their stories; a binding holds the pages together. This is one of many ways to make a book.

To bind the book:

1. Stack all pages so that they are even with each other and then fold your stack in half.
2. Fold the cover stock in half.
3. Open the cover and all the pages up and place pages inside the cover so that their bindings match and the pages are in the center of the cover.
4. Place a small dot in the inside fold at the approximate center and then one on each side of the center (still in the fold) and halfway to the edge.
5. Use your needle or a thumbtack to poke holes at all the points all the way through the page.
6. Sew your string through the center hole leaving a short tail (approximately 3" long).
7. Go through a second hole on one end.
8. Skip over the center and pass through the third hole on the other end.
9. Go through the middle hole again and tie the two ends together in the inside binding. Then cut the longer string to the same length as the tail so that the strings sit neatly inside the binding.

Using the images they collected and the information they have learned about collage have students fill their books with their collage images, text, and drawings to tell a story that works off the original images but creates something new.

**Related Links:**

**AbeCedarium An Exhibit of Alphabet Books**

<http://palimpsest.stanford.edu/byorg/gbw/gallery/abecedarium/abc1.htm>

This is an online gallery of Alphabet Books presented by the Guild of Book Workers. This site offers examples of all different types of books and gives some technical information about the books that are displayed.

**Artcyclopedia**

<http://www.artcyclopedia.com/>

This “fine arts search engine” provides information on artists and links to their works online.

**Features:**

- \_\_\_ Contains special education tips
- \_\_\_ Quick Activity (less than 30 minutes; story starter)
- \_\_\_ Requires Internet access for students to complete

**Objectives:**

To help students notice the images that they see everyday and give them a chance to recontextualize these image to tell their own stories. This exercise touches on media literacy by asking students to consider what types of images are easy or difficult to find around them. To teach students collage and book making methods through commonly found materials.

**Standards:**

**NY: 1:** Creating, Performing and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts. **2:** Knowing and Using Arts Materials and Resources Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

**CT: 1.** Media. Students will understand, select and apply media, techniques and processes. **2.** Elements And Principles. Students will understand and apply elements and organizational principles of art. **6.** Connections. Students will make connections between the visual arts, other disciplines and daily life.

**NJ: 1.1:** All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts. **1.3:** All students will utilize arts elements and arts media to produce artistic products and performances.

**NYC: A2c.** Develop a multi-media presentation.

**Prerequisite Skills:**

1. Ability to work collectively and individually.
2. Ability to do project based work, maintaining focus on one project for approximately 3 hours.

**Time Required:**

3-4 hours

**Technology and Materials Needed:**

1. Magazines brought from home and from your own sources
2. Glue sticks
3. Colored pens and pencils
4. Card stock for covers
5. Scissors
6. String
7. Embroidery needles
8. Small wood blocks to place behind cardstock for punching holes
9. Colored paper
10. examples of book arts and collage or photomontage to show students from books such as: *The Art and Craft of Collage* by Simon Larbalestier (Chronicle Books, San Francisco, 1990) and *Cover to Cover: Creative Techniques for Making Beautiful Books, Journals and Albums* by Shereen LaPlantz (Lark Books, North Carolina, 1995)

**Procedures:****Assessment Criteria:**

1. Do students make something new out of familiar images? Are they able to tell different kinds of stories?
2. Are the stories laid out in a way that is aesthetically pleasing?
3. Are the pages strong in terms of their compositions?
4. Are the books neatly constructed?

**Recommended Lesson Plan Review Date:****Review Comments:**