Lesson Title:  
Gelli Arts Creative Art Books

Name of Presenter: Jennifer Marquez

Grade Level: MS / HS / Special Needs

Background Information:  
All of us have grown up with stories that have been either read or recounted to us orally. In this lesson students will be given a few prompts to choose form to create a story of their own. We will look to other handmade artist books to draw inspiration from, as well as the Gelli Arts Blog to see what other artist are coming up with using Gelli Plates.

Content Standards:  
NCAS

Creating CR 1 Generate and conceptualize artistic ideas and work  
Cr.1.2 Shape an artistic investigation of an aspect of a present day life using a contemporary practice of art or design.

Connecting CN 10 Synthesize and relate knowledge and personal experience to make art  
Cn.10.1 Document the process of developing ideas from early stages to fully elaborated ideas.

Common Core English Language Arts Standards

Writing>> Grade 7  
CCSS.ELA-Literacy.W.7>3.A  
Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

Writing>> Grade 9-10  
CCSS.ELA-LITERACY.WHST.9-10.2.A  
Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Writing>> Grade 11-12  
CCSS.ELA-LITERACY.WHST.11-12.2.A  
Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Learning Objectives/ Goals/ Essential Understandings:  
Students will construct a story and develop a storyboard for a creative art book. Students will create monotypes using Gelli Art plates in order to construct their books.

Vocabulary:  
• Exposition: beginning of the story where characters and setting are introduced.  
• Climax: the most exciting part of the story; when we learn the outcome.  
• Resolution: end of the story.  
• Storyboard: A series of simple pictures that depict the important changes of scene and action in a planned film or video production.
• Monotype: A one-of-a-kind print made by painting on a smooth metal, glass or stone plate and then printing on paper.
• Ghost print: ghost prints are the second and sometimes the third print pulled from the Gelli print which pulls up the remaining paint AND and layers of design/textures from the plate.

Materials:
Needed for lesson:
• Class Set of Gelli Plates (about 10 or more)
• Brayers
• Acrylic Paint
• Q-Tips
• Black Sharpie markers
• Water for clean up
• Any textural materials (bubble wrap, Lego pieces, leaves, string, stencils, etc)
• Precut ½” x 12” sheets of Watercolor paper (3 for each student)
• Precut 6” x 12” sheets of Chipboard (1 for each student)
• Binding Twine
• Hole Punch
• Scissors

Motivation:
Show students examples of Gelli Art prints (available online, or personal ones). Show students examples of handmade books that you have constructed or that you might have from previous student examples. Have a discussion about the importance of stories and how they might be told to us.

Procedure:
1. Using the Plot Diagram, explain the different parts of a story. Have the students complete the first worksheet in which they choose one of the 5 different prompts in order to create a story.
2. Once the plot diagram is complete have the students work on their storyboard. The storyboard should reflect their plot diagram. (You can have the students evaluate their elbow partners work.)
3. Teacher will use a document reader to demonstrate for the students how to pull a monotype form a Gelli Plate. Show them how to roll paint on the brayer, apply it to the plate, and then pull the print. As well as how to add layers with stencils, bubble wrap, string, drawing with Q-Tips, etc.
4. Make sure that every student receives 3 sheets of watercolor paper that is 5 ½” x 12” long. They can fold them in half and number the pages so that they know which page will be in sequence in their books. (Pages are placed within the ditch of each page, example included at the end of the lesson plan)
5. Teacher will have a workstation set up with the Gelli Plates, Acrylic Paints, Brayers, water containers, newspaper, and impression props. Have the students take turns coming to the workstation to pull their prints on their pages.
6. Once pages are printed, teacher will demonstrate for the students how to bind their books. Students will draw on top of their printed pages with a black sharpie marker in order to tell their story. They may also collage other materials into their books as well.

Assessment/ Evaluation:
Students will submit their creative art books with the required evaluation slip.
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<th>Name:</th>
<th>Period:</th>
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<td>Project Title:</td>
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<td><strong>4/A</strong></td>
<td>3/B</td>
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<tr>
<td><strong>Creativity</strong>—originality of</td>
<td>High level of inquiry;</td>
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<td>thought, showing imagination.</td>
<td>actively generated</td>
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<td>Cr. 1</td>
<td>original ideas related</td>
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<td>to the task.</td>
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<td><strong>Composition</strong>—arrangement of</td>
<td>Effective placement of</td>
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<td>artistic parts to for a unified</td>
<td>elements to create a</td>
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<td>whole (Rule of Odds,</td>
<td>unified whole.</td>
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<td>Rule of Thirds) Cr. 2</td>
<td>Strategically planned</td>
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<td>use of compositional</td>
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<td>techniques.</td>
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<td><strong>Complexity</strong>—having many</td>
<td>Artwork is extremely</td>
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<td>interrelated parts or facets;</td>
<td>intricate in terms of</td>
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<td>entangled of involved; opposites</td>
<td>design, technique,</td>
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<td>of simple. Cr. 3</td>
<td>concept, and composition.</td>
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<td><strong>Craftsmanship</strong>—shows the</td>
<td>The artwork was</td>
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<td>mastery of skill, neatness,</td>
<td>completed with superior</td>
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<td>technique, detail</td>
<td>attention to neatness,</td>
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<td>Pr. 5</td>
<td>skill, detail and</td>
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<td>presentation.</td>
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<td>There are minimal errors</td>
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<td>(smudges, eraser scars,</td>
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<td></td>
<td>bent/torn edges, etc.)</td>
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<td><strong>Criteria</strong>—The standards</td>
<td>Each criterion for the</td>
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<td>that must exist and can be</td>
<td>assignment are fully</td>
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<td>judge. Re. 1</td>
<td>met, and possibly</td>
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| TOTAL:                         | /20                      | /4                      |                            |                            |
Plot Diagram

Exposition

Rising Action

Climax

Falling Action

Resolution

The most exciting part of the story; When we learn the outcome

Events leading to the end of the story

End of the story

Beginning of the story where characters and setting are introduced

Where the main character faces a series of conflicts
BASIC SEWING FOR A BOOKLET

1. Sheets
2. Needle
3. Thread
4. Card for cover

Recommended tools for punching holes on the papers

But also

Fold all sheets (folios) by the middle, and also the card/cover

Now punch 3 holes through all.

Like this:

Take your sewing needle with thread and start from outside through hole 2.

Leave some thread and make a knot.

From the hole (outside) you go through hole 3.

Inside, from hole 4, you go through hole 2.

Now you have both ends of the thread outside.

So make a knot or a lace and you have it!!!

Top Tips: use different colour/lined sheets for the inside, and a coloured thread or ribbon if you like the sewing enhanced.

Don't buy anything! Reuse/Recycle your shit.
Creative ART Book

Studio Art

We are going to create a 12 page book. It's up to you to decide what your book will be about.

Choose a writing prompt to assist you in the Creative Process:

- If tomorrow you discovered that a great artist was an EVIL person, would the information change your feelings or interpretation of that person's art works? If so, how?

- There are lots of other planets in the universe other than just Earth and scientists think there might be other life on one of them. Do you think there are other life forms than those on Earth and if so, what are they like and where do they live?

- Make a story into a Math Formula. Use this technique (pictures + math formulas) to retell a story you know.

- How do you define yourself? What do you feel strongly about? What are 10 facts about you...

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

- The Zombie apocalypse has begun! Several people you know have already become zombies and now it's a game of survival. What do you do to make sure that you are one of the people left alive?

Name: ___________________ Class No. ___________________

Scanned by CamScanner
*Use this graphic organizer to help you develop your story.*

Exposition

Major Characters:

Events: Rising Actions

Setting:

Author's Theme:

Conflict:

Resolution:

Climax:

Title: