**Unit on Popup Bookmaking**

**Beverly Vienneau  
Pop Up Book Unit  
PSII**

**Pop-up Book Lesson**

**Rationale**   
  
Using pop up books is a great way to interest students in book making in art as well as heighten their interest in reading. Pop ups can very easily be used cross curricula in any subject and any grade level.  
For my purposes this unit was used at University level but it could easily be modified . This unit consists if three lessons and incorporates many different aspects of art including art history through the viewing of other artists work, the use of different mediums and finally the focus on identity and self exploration. In my experience it is this last part of the criteria, the expression of self which is the most motivating and engaging for students at all levels. When students start exploring their identities it opens up a variety of opportunities for them to learn and also connects them to their peers when these art works are shared. In our class the pop ups seemed to build community and became a worthwhile project for everyone especially myself.

**Lesson One** Abrieviated Lesson Overview

In order to work with the class on pop up books I will first introduce the idea of using books in art. This will be done through a series of slides showing the ways in which various artists use books in their art making. This helps students to begin thinking about books as objects and also about the cultural meanings of books and their symbolic implications.  
We will discuss the various pieces and talk about how books are incorporated and used and how this affects the piece. The pieces that will be shown use books in a variety of ways. Books are used as a medium when they are carved into sculpted with or painted on and they become part of the subject as well. By having this discussion the students will see the relevance of books in art making and also be more interested in making the books themselves.

**Lesson Two** Abbreviated Lesson Overview

During the second lesson the class will become more focused on pop up books. Examples of pop up books will be shown. Some of these examples involve complex pop up designs. The variety of books from the Curr Lab also demonstrates to the class that pop up books can be used in a variety of subjects. My examples include subjects like castles, the rain forests or animal habitat. Students will pass the books around and observe the various pop up techniques. Students will then be given materials and while I refer to the article "Up Fun Curriculum" I will teach the students the basic pop up techniques. Students will then be given their own materials and be allowed to create their own pop ups concerning their identity. The students may use magazines, felts, paints various papers and any personal materials that are flat and light weight enough

**Lesson Three** Abrieviated Lesson Overview

Once the students have a finished project they can discuss their pieces. Since the project involves identity their should be a good amount of variety and variation in the work shown. The discussion could center around a variety of ideas such as what materials were used, the various symbols and personal meanings behind the work and how the students relate to each other.   
In our class everyone was very exited about the results of this project! People talked openly about their pieces which were very thoughtfully done. Some students even went beyond what was required of them and took the time to read about and implement new techniques.

**Lesson One Slide Discussion**

Psychomotor  
\* students will learn how to make the 2-D become 3-D by creating different pop-up effects

Cognitive  
\* students will understand the different uses for books in art

\* students will gain a knowledge of the different artist and pieces that use books

\* students will observe and discuss slides  
\*students will think critically about books in art

Affective  
\* students will participate in class discussion regarding selected art works

Materials and Resources  
Slides courtesy of Janice Rahn under "book as object" and "bookmaking"

Lesson Sequence  
1 Introduce each slide and talk about why it was selected  
2 Generate a discussion of the works; why were books used, how are they used, what are the possible meanings for their use?  
3 Respond to student comments guiding discussion toward project.

Evaluation  
Participation in dicussion of slides and examples of pop-up books

**Lesson Two Pop up Creation**

Psychomotor  
\*students will learn the processes of book making  
\*students wil  
\* students will understand the basic skills of pop up book making and the variety of medias available to construct a pop up book

Affective  
\*students will observe examples and learn to appreciate bookmaking as an individual art form  
\* students will express personal meaning in their work

Cognitive  
\*students will understand the cross curricular value of pop up books  
\*students will understand how identity, or other concepts, can be integrated with pop ups

Materials  
heavy paper, scissors, glue magazines, crayons, pencils, paint brushes, personal images, photos or objects

Lesson Sequence  
1 Students will be given a basic explanation of pop up book making skills referring to the article "Up Fun Curriculum"  
2 Students will be shown some examples of pop up from the curriculum lab and we will discuss their possible uses  
3 Students will construct their own pop ups using the materials provided they will focus their books around personal identity

Evaluation  
Although I did not grade the pop ups in our class a possible rubric could be made which would change according to the grade level. The following would be for grade one.

use of two or more media 1  
use of at least one pop up 1  
images or text relating to identity 1  
participation in discussion 1

**Lesson Three Critique (Sharing and Celebration)**

Psychomotor  
\* students will learn new pop up techniques by observing other students' work

Cognitive  
\*students will understand the personal meaning behind one another's work  
\*students will understand the process of using identity to create meaningful works

\*students will discuss the process of art making  
\*students will discuss the personal meaning in their project

Affective  
\* by participating in a discussion about their art work students will learn to share and appreciate other students' ideas and work

Materials  
\*completed pop ups

Lesson Sequence

students will be seated in a circle and we will go around the group sharing our pieces and talking about the process and the meaning behind it. They may offer comments on each others work and discuss the art works and the lesson itself.

Evaluation  
Participation

Beverly Vienneau  
PSII

**Pop Up Books Used in Presentation from U of L Curr Lab**

Animal Homes 591.564  
The Children's Theatre 792 Bon  
How to Make Pop Ups 745.54Irv  
A Pop Up look at Animals in Motion 591.1852Ban  
Castles 728.81  
Strange Animals of The Sea 591.92  
How the Weather Works 551.5  
Looking into the Middle Ages 940.1 Sca