

### Sketchbook Checklist:

The stab-bound sketchbook, along with the paintings from your personal paintbrush will be your portfolio for the *Handmade Materials* unit. A summative grade will be given based on the contents of the sketchbook. You are expected to include the following items in this order in your sketchbook:

From *Recycled Papermaking*:

\_\_\_\_ 1. Feature a handmade paper cover on the outside of the sketchbook.

Answer the questions:

\_\_\_\_ 2. What was your handmade paper made from?

\_\_\_\_ 3. What are the essential steps in papermaking?

\_\_\_\_ 4. How does this method of papermaking compare to the ancient Chinese method?

From *Personal Paintbrushes*:

\_\_\_\_ 1. Draw a sketch of your paintbrush and label the materials used in its construction.

\_\_\_\_ 2. Create a small abstract painting using your handmade paintbrush, or cut out a favorite piece from a practice sheet to include in your journal.

\_\_\_\_ 3. Answer the question: How did your paintings differ with the music from different cultures? Use as many pieces of paper as needed.

From *Personal Pigments*:

\_\_\_\_ 1. Collect all recipe cards (you should have a minimum of three), and "collection cards".

Answer the questions:

\_\_\_\_ 2. Which color do you think was most successful, and how did you make it? Why do you think that color worked well?

\_\_\_\_ 3. Which color was least successful, and how did you make it? Why don't you think the pigment material and medium worked well?

\_\_\_\_ 4. Would you ever attempt to recreate any natural paints for a future art project?

Handmade Materials Grading Rubric:  
(Based on completed Stab-Bound Sketchbook)

1. Is far below objective
2. Does not meet the objective
3. Needs improvement to meet objective
4. Meets objective
5. Exceeds objective

From *Recycled Papermaking*:

1. Students demonstrate an understanding of papermaking by featuring a handmade paper cover on the outside of the sketchbook.
2. Students demonstrate and list the steps essential to papermaking in answering the question, "What are the essential steps in papermaking?"
3. Students reflect on the process of papermaking, and how it compares to what they learned about ancient Chinese methods.

From *Personal Paintbrushes*:

1. Students demonstrate their problem-solving skills by sketching their paintbrush, labeling all materials used in its construction.
2. Students demonstrate the mark making quality of their personal paintbrush by creating a small abstract painting made in the lesson to include in their sketchbook.
3. Students fully reflect and analyze how each type of music altered the outcome of their paintings.

From *Personal Pigments*:

1. Students demonstrate experimentation and completion of the lesson by including at least three recipe cards and one collection card in their stab-bound journal.
2. Students understand the natural paint making process by identifying the colors they created that they feel was the most successful and least successful, and the ingredients and processes they used to make them, and why they were or were not successful.

From *Stab Bound Sketchbooks*:

1. Students demonstrate understanding of the stab-binding technique by creating a stab-bound sketchbook using the proper sewing techniques introduced in the lesson.
2. Students demonstrate their organizational skills by including each of the required elements in proper order in the final sketchbook.

Recycled Papermaking 25%  
Personal Paintbrushes 25%  
Personal Pigments 25%  
Stab Bound Sketchbook 25%

Each lesson has equal weight because, though the unit is somewhat scaffolding, each lesson uses different techniques and skill-sets, which are all equally important in their own ways.