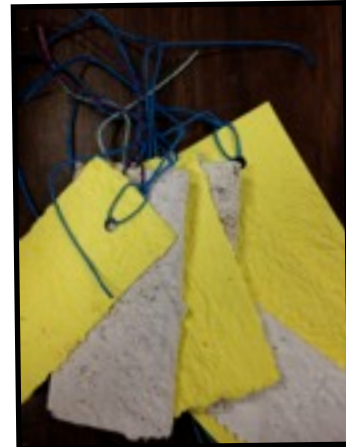


# Starting a Paper Business

Heather Gilbert 5-6 90 minute class periods.



How can we work together?

## PROVOKING QUESTIONS:

What does it take to start your own business?

What will we make to sell?

How do we divide up work?

How do we make paper?



## VOCABULARY:

Logo - Poster - Production - Visual Display - Advertising - Website - Suminagashi - Photo flo - Seed Paper - Deckle & Mold

## OBJECTIVES:

The learner will...

Identify and execute the different steps in starting a business

Create their own unique style of treated paper using the Suminagashi marbling technique (10 pages) and shaving cream and liquid watercolor (10 pages)

Make recycled seed paper

Set up and work booth at Book Arts Bazaar

## MATERIALS:

This is a 3 week project and all of the materials will need to be available for all of the days because the students will be working at their own pace.

Paper (absorbent fits in tray, & doesn't disintegrate in water)

Suminagashi ink

Paint brushes

Photo flo

Shaving cream (1 can per student)

Liquid water color or food coloring (as many colors as possible)

Paper from the recycling bin

Blender

Deckle and mold

4 or 5 bath towels

Seeds

Plastic Bins and/or trays water tight large and small

Paint palettes

This is a 3 week project and students have the goal of 10 of each type of paper to be completed by the end of the three weeks.

**Day one** HANDOUT (see attached) about project, brainstorm business names and write suggestions on paper, leave it up for students to add to it for the rest of class. We will vote on a name next time. Demo Suminagashi technique as follows:

Show students how to float ink on the surface of water to create a pattern, then capture it with absorbent paper

Water should be 2" – 4" deep and at room temperature

Two brushes will be needed dip one in the ink and then, just touch it to the surface

Dip the second brush in the photo flo a just touch it to the surface it will move the ink

Take a tooth pick or the back of the brush and swirl the ink and photo flo around

Lay paper onto surface of water in one even motion to avoid bubbles and pattern disruptions

After just a moment on the water, pick up the paper by firmly grasping one corner.

Rinse excess ink from paper by placing on flat tray under running water and place paper on another sheet of thick construction paper face down to keep it from curling.

When it stops working (sinking or non-spreading ink)

Wipe brush on towel and reload with ink, taking care to remove all excess ink

Add ONE drop of dispersant to the ink. Mix well. Skim the water or get new water.

Students will be able to experiment with ink and photo flo because there really isn't one right way to do it. They can use watercolors to paint the paper before they dip it or paint on afterwards as well.

Ask students to make 3-5 test pages of different Suminagashi techniques to see what they want to make for their final pages.

Clean-up: Empty ink water and Photo flo down the sink and wash out brushes and pallets. If paper isn't dry put it on drying rack still facedown on the construction paper.

## **Day 2**

Vote and decide on name based on last times discussion and introduce the idea of production based on what is needed to sell. Demo the shaving cream and liquid watercolor or food coloring technique.

Apply a small amount of shaving cream to the pan (or use wax paper) so that you can make a layer that is a little wider than your card stock sheet and about 1/4 " (1.25 cm) thick.

Use the back of a squeegee (or you can use a ruler) to spread the shaving cream out to a nice even layer.

Drop liquid water color or food coloring on top of the shaving cream and use a toothpick to swirl it around.

Place paper on top of shaving cream and push it down gently so that shaving cream evenly covers paper.

Lift paper off and take the edge of a ruler or gift card and scrape shaving cream off of paper. Paper isn't wet so it just needs a few minutes for the watercolor or food coloring to dry.

Again students will be able to experiment with the materials. They will come-up with some really interesting papers.

Ask students to make 3-5 examples or test pages of different ways to use the materials so that they will have a few to choose from for their final papers.

## **Day 3**

Work day – students will continue to experiment with the techniques after a discussion on production. How much paper do we think we will need to sell? At the end of class do a quick demo on paper making and have students start to rip up

recycled paper into one or two inch pieces. The pieces will then be out into water to soak (at least overnight).

## **Day 4**

Papermaking!

Tear scrap paper into 1 by 1 inch squares and place into the tub. You can use construction paper, paper towels, or any other uncoated paper you have. Pour enough warm water over the scraps to cover them and allow them to soak for at least 30 minutes.

Pour the soaking paper scraps into a strainer. Allow to drain for five minutes.

Blend 1 part soaked paper to 2 parts warm water on medium high until the paper is pulped and soupy in texture. Pour the mixture into the tub. Continue blending until all the soaked scraps have been pulped.

Set the deckle and mold into the tub, holding it firmly on either side. Press it down into the mixture so that the pulp settles on the screen. Move the screen back and forth so that the pulp settles on the screen evenly.

Lift the screen from the tub and allow it to drain until most of the excess water has run out. Keep the screen flat at all times.

Lay out a towel on a flat surface and quickly flip the screen upside down on top of it. Lift the screen to leave the paper behind and place another towel on top of the paper.

Sprinkle seeds on top of paper.

Dry the paper over night. Peel the towels from the finished paper, which is ready to be used.

## **Day 5**

Project and play logo game on I-pad. Discuss logos and what makes some logos more successful than others. Class will divide into groups to hand draw a few possible logos to choose from. The rest of the class will be used for work time.

## **Day 6**

Hand out permission slips (see attached). Come to a group consensus on a logo and divide into 3 groups, one will work on poster with logo, one will research and figure

pricing, one will come up with a table design. This will be the last day to make paper. Others will work on cutting the seed paper onto gift tags and adding string to them.

## **Day 7**

Students will fill out rubrics (see attached). They will also make all final decisions on what we need to bring for the day of the Bazaar. Students who are unable to go to the bazaar will make a Keynote presentation on our process to show at the booth.

## **BAZAAR & MUSEUM DAY**

Students will work together to set up booth and will take turns working at it. We will divide up into two groups and one group at a time we will visit an art museum (in our case the PMA). At the museum we will play the Token Response Game (see rules below).

Token Response Game

I. Fully explain the game and the meaning of the tokens

Time (CLOCK): Which work did the artist spend the most time working on?

Idea (LIGHTBULB): Sometimes art is inspired by more than something pretty. Sometimes artists make art about ideas they have. Which work of art expresses the best idea?

Craftsmanship (HAND): Some people like work that is done carefully. Which work of art do you think the artist spent a lot of time making with their hands?

Judgement (BLUE RIBBON): If you were going to choose the best work in the show which one would it be?

Preference (HEART): One of the first things that people do when they see a piece of art is to decide if they like it or not. We like some things more than others. Which piece of art do you like best?

Someone Else's Preference (HOUSE): Not everyone likes the same things. Which piece of art would you choose for someone else because you know that they would love to hang it in their house?

Dislike (DIAMOND): Which work of art do you dislike or just not get?

Financial Considerations: (\$ SIGN): Which work of art do you think has the highest dollar value?

2. Each student will receive one or two tokens.
3. Before they place any token, they need to look at everything in the exhibition because they will need to choose the best fit.
4. Stress that there could be many different responses for each token.
5. Give them about 5-10 minutes to walk around the gallery and place the tokens on the floor in front of the artwork(s) that they feel best represents them.
6. They will need to explain their choice so - give them five full minutes and tell them to really think it over.
7. An artwork can have more than one token placed in front of it.
8. After 5 minutes, gather the students together and walk around and talk about the pieces that received the tokens.
9. Collect the tokens.

# Business Overview Handout

Name of business:

Logo

Posters

Production: (paper, cards, gift tags)

- How much of each will we need?
- How do we want to divide up work?

Table set-up:

- How do we want the display to be visually?

Advertising

What will we charge for each item?

Directions and pictures on different techniques:

Papers:

Seed paper

<http://www.graciousrain.com/2010/04/27/seed-paper-tutorial/>

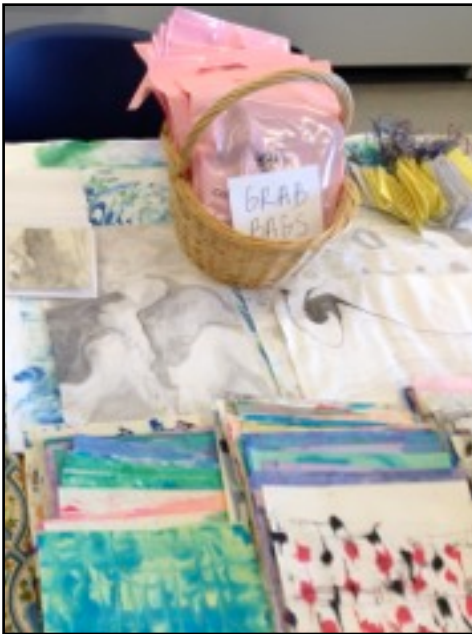
[http://www.ehow.com/how\\_5102059\\_make-paper-stepbystep.html](http://www.ehow.com/how_5102059_make-paper-stepbystep.html)

Suminagashi & watercolor paper

<http://www.exo.net/~jyu/activities/Suminagashi.pdf>

Shaving cream and food-coloring paper or liquid watercolor

<http://www.wikihow.com/Paint-Marbled-Paper-Using-Shaving-Cream>



**Book Arts and Printmaking field trip to The University of Southern Maine, Book Arts Bazaar and The Portland Museum of Art (PMA) on Sunday April 6th**

**Permission Slip**

Field trips are intended to provide students with experiences that cannot be adequately gained through regular classroom instruction. In this case, we will be selling paper that we made in class at our own booth at the USM Book Arts Bazaar and we will be dividing into two groups for lunch and visiting the PMA.

**Date of field trip:** April 6, 2014

**Transportation:** bus

**Departure time from ELHS:** 8:30AM

**Estimated return time to ELHS:** 3PM

**Emergency Number to call:** 207-344-8587, 207-210-3091 **Return this form by:** Friday April 4th to your art teacher **Chaperones:** Ellen Hodgkin and Heather Gilbert

Admission to the museum is free. Students should bring lunch money.

If you have any questions or concerns regarding this field trip, please do not hesitate to contact me at [ehodgkin@auburnschl.edu](mailto:ehodgkin@auburnschl.edu) or [hgilbert@meca.edu](mailto:hgilbert@meca.edu) or at 344-8587.

I certify that my son/daughter (Child's Name) has my permission to attend a Book Arts and Printmaking field trip to Portland on April 6, 2014 .

I understand that my child will be held to all the policies and procedures applicable to school grounds for the duration of the field trip and should dress appropriately.

\_\_\_\_\_  
Student Name: \_\_\_\_\_ Parent/Guardian Name: \_\_\_\_\_

Trip itinerary:

**8:30am** - depart from ELHS

9:00am - arrive in Portland

10:00am - 2:00pm Book Arts Bazaar.

Break for lunch and PMA either 10:30 - 12:00 or 12:00 - 1:30.

Signature:

\_\_\_\_\_

Any Health issues, or concerns you have for your child that I should be aware of? Use back if necessary.



## ASSESSMENT

See attached rubric

Check sketchbooks for completion of test paper examples

Classroom participation and group work regarding business decisions

## TECHNOLOGY:

-Use of internet, logo quiz game, pages, powerpoint and slideshow projector:

## MODIFICATIONS

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### **Suggestions for modifications include:**

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Giving students the choice to choose their own paper decorating/making techniques and processes.

## INSTRUCTIONAL RESOURCES:

-Previously prepared examples by the instructor and/or prior students.

-Google Images, logo game and internet for paper-making techniques.

## MAINE STATE LEARNING RESULTS:

A2 Students evaluate all the features of [composition](#).

a. Evaluate [Elements of Art](#): color, form, line, shape, space, texture, and value.

b. Evaluate [Principles of Design](#) including balance, contrast, emphasis, movement, pattern, rhythm, and unity.

A3 Students compare the effects of [media](#) and their associated [tools, techniques](#), and [processes](#), using [elements](#), [principles](#), and expressive qualities in [art forms](#) and [genres](#).

B2 Students use [Elements of Art](#) and [Principles of Design](#) to create original art works that demonstrate development of personal style in a variety of [media](#) and visual [art forms](#).

B3 Students create a body of original art work.

a. Demonstrate sophisticated use of [media, tools, techniques](#), and [processes](#).

B4 Students select, prepare, and help with exhibiting their works in the classroom, school, or other community location, and articulate an artistic justification for their selection.

C1 Students apply and analyze [creative problem-solving](#) and creative-thinking skills to improve or vary their own work and/or the work of others.

E3 Students make short-term and long-term goals based on rigorous criteria and related to [time management](#), interpersonal interactions, or skill development that will lead to success in the arts.

E4 Students explain how their knowledge of the arts relates to [school-to-school](#) and [school-to-work](#) transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.

E5 Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts. a. Getting along with others b. Respecting differences c. Working as a team/ensemble d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior. g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening to art i. Demonstrating safe behavior.

Name: \_\_\_\_\_

Project: \_\_\_\_\_

Meets all criteria, followed steps, and met goal: 4 3 2 1

Describe one way in which you accomplished one of the above.

Craftsmanship, use of tools, and creative problem solving: 4 3 2 1

Describe how you used one tool and how it lead to the craftsmanship of your final piece. What challenges did you have creating this piece? How did you work through them?

Meaning, message or purpose of your artwork: 4 3 2 1

Tell why you were inspired and/or what you were inspired by to make this work.

Effort and use of time: 4 3 2 1

Did you finish project on time? Were you able to focus on your work or were there distractions?