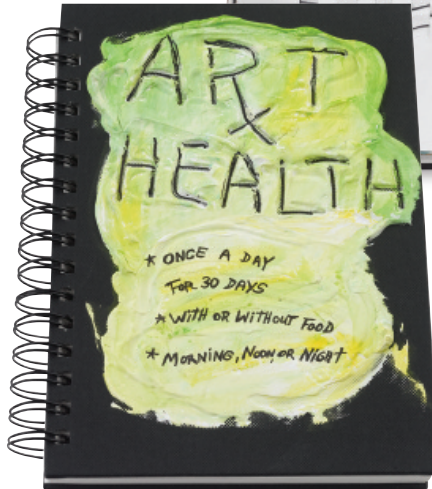


ART Journal

Exercise for art is as important as exercise for sports or rehearsal for theatre, as it fosters a continual pursuit of excellence. In this lesson, to exercise their artistic creativity, students keep a day-by-day art journal. Each page should be a simple statement of a different idea or small thought for the day. Each page need not be a finished work of art. Younger students can put together a journal that contains few words but uses pictures or drawings, and work on them twice a week instead of every day. The exercise becomes more involved as the grade level increases. The size of the journal may also vary depending upon the age of the student.



Although the journal in this project contains 80 pages, limit the assignment to just 30 days. The journal requires daily input to be effective — just like physical exercise. This project is quick and easy when done every day. Students may find it challenging in the beginning, but may soon look forward to their two minutes to two hours of “conditioning” every day. These brief “exercise” periods may emerge into an in-depth idea at a later time.

Students should be encouraged to use a variety of materials, including everyday items that can be used to create a collage or serve as a starting point for a drawing. Pages can be removed as the journal fills to make room for three-dimensional ideas and textured pages. Within 30 days, the art class techniques they have learned will make their journals a mini reference manual. At the end of the 30 days, have students exchange journals and share their ideas with one another.

The supply list in this lesson plan is meant to provide art materials that can be applied in several forms within the journals. Teachers can evaluate how students use these

materials and coach them along the way. If, for instance, a material is used only once in its traditional way, the student may not have transferred the process to other areas of creativity and might benefit from coaching. Create access to materials in the

classroom for use before and after class or at other times. Allow some “exercise” away from the art room where students can create without formal art materials.

Grade Levels K-12

Note: Instructions and materials based on a class of 25 students. Adjust as needed.

Process

1. Place two tablespoons of modeling paste on the front cover of the journal and spread it with a piece of cardboard or a brush. Use the end of the brush and handle to scratch a title into the modeling paste, as well as the number of days and pages that will be completed. This becomes a contract between the student and teacher to complete the journal assignment. When the modeling paste dries (in approximately 18-24 hours), it can be personalized further with paint or stain.
2. Use the first page for personal information, including name. This page can be decorated and counted as a day's exercise.
3. Vary the pages so the book is unusual,

Materials

Daler-Rowney® Sketch Book, 80 sheet, 5-1/2" x 8-1/2", (11873-1085); 1 per student

Blick® Modeling Paste, (00623-1067); share two quarts across class

Blick® Scholastic Golden Taklon Brush, 1", (05859-1001); share 6 across class

Suggested Materials for embellishing the journal cover and pages:

Blick® Matte Acrylic, 7-color Basic Set, 2-oz (00727-0079)

Blick® Matte Acrylic, 7-color Neutral Set, 2-oz (00727-1179)

Blick® Art Tissue, 12" x 18", 50 sheets (11308-1006)

Blick® Studio Artists' Colored Pencils, 12 color set, (22063-0129)

Seed Beads, assorted colors (60725-)

Hygloss™ Ribbon Rainbow, (61498-1009)

Mixed Raffia, 6 oz. (60908-1005)

Silver Plated Copper Wire, set of 6 colors (60687-1229)

Blick® Artists' Watercolor Mixing Set (01728-1009)

Sargent® Art Acrylic Paint, Metallic Gold, 8 oz. (00730-9015)

Sharpie® Ultra-Fine Marker, Black, (21315-2003)

Blick® Water-Based Markers, Set of 8 colors, (21224-0089)

Mona Lisa® Simple Leaf™, Gold (27021-2070) or Silver (27021-2590)

Sakura® Cray-Pas Jr. Artist Oil Pastels, 16-color set, (20013-1609)

Decorative Paper, 1-lb assortment, (12440-1001)

Acrylic Felt, 12-piece assortment, 9" x 12", (63201-1125)

Roylco® Mosaic Paper Squares, (60974-1002)

Roylco® Decorative Papers, assorted styles, 32-48 sheet packs (11262-)

Col-R-Tone™ System Masking Tape Class Pack, 24 rolls, assorted colors, (24122-1024)

two-dimensional or three-dimensional. Pages should be created randomly and in no particular order to make flipping through the journal fun and surprising.

4. Collect cut-outs from magazines, newspapers and photos. Select words, interesting letters and textures, and randomly glue them on pages as idea-starters.
5. Use ordinary materials like Post-it® notes, box-tops or paper clips to add unique textures. If one page has a lot of texture or dimension, keep the page before and after it simple to relieve tension on the binding of the book.
6. Use the art materials list to create a page of a watercolor painting, a pencil drawing or a cross-hatched ink drawing. Repeating a medium is acceptable as long as new techniques are used. For example, a monochromatic watercolor painting may be included as long as it is different from the multicolored watercolor painting.

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National Standards for Visual Arts Education

Content Standard #1 – Understanding and applying media, techniques and processes

K-4 Students use different media, techniques, and processes to communicate ideas, experiences, and stories

5-8 Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas

9-12 Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use

Content Standard #3 – Choosing and evaluating a range of subject matter, symbols and ideas

K-4 Students select and use subject matter, symbols, and ideas to communicate meaning

5-8 Students integrate visual, spatial, and temporal concepts with content to communicate intended meaning in their artworks

9-12 Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture

Content Standard #5 – Reflecting upon and assessing the characteristics and merits of their work and the work of others

K-4 Students understand there are different responses to specific artworks

5-8 Students compare multiple purposes for creating works of art

9-12 Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art