Enclosed you will find a list of 15 lesson plans (in alphabetical order) and ideas that have worked well for my students over the years. I have included 2d and 3d lessons that can be differentiated for k-12 kiddos and can be created from home with limited supplies! ENJOY!

What is ART?
Architectural Fun
Box Art Installations
Creative Color Wheels
Dali Inspired Landscapes
Elements of Art Ice Cream Cones
Finster Folk Art Faces!
Kandinsky Inspired Abstracts
Lines in Life – “Hands Down” Fun
Miro Masks
Narrative Necklaces
Op Art Relief WOW’s
Picasso Quilts
Stella Inspired Paper Sculptures
Visualizing Vocabulary

Bonus:
Visual Journaling

I can’t wait to see where you and your students take these lessons. Keep reading for the full lesson outlines, assessments, student examples, Rhythm-ongs© and links to articles and resources. Don’t forget to share your student’s work and add #togetherweARTbetter on social media!
SUPPLIES (standard materials and items found at home)

Standard Supplies:
- Scissors – or share with your student’s creative ways to tear or rip their paper (older kids – Exacto Blades)
- Glue / Glue Sticks – alternative materials to adhere art, tape, stapler, paper clips, brads, sewing, and it you really want to get creative consider syrup, gum, honey, etc...
- Magazines – or items with imagery such as junk mail, catalogues, old cards, etc...

Substrate / Base Material:
- Drawing Paper – copy paper, construction paper, mat board, sticky notes, envelopes
- Cardboard – ripped or cut from recycled boxes (shoe boxes, amazon boxes, etc...)
- Wood Scraps
- Recycled items from home such as cereal boxes, rice boxes, soup can labels, newspapers, etc...

Marking Tools:
- Pencils
- Charcoal
- Drawing Pens / Sharpies
- Markers
- Crayons
- Colored Pencils
- Oil Pastels
- Chalk / Chalk Pastels

Paint:
- Watercolor
- Acrylic
- Gouache
- Tempera
- Blow Pens – airbrush
- Items found at home – coffee, tea, beets, pressed flowers, natural items, food dyes

Miscellaneous Items to use with Paint:
- Paint brushes
- Toothpicks
- Sticks
- Q-tips
- Pipe Cleaners
- Styrofoam Bowls for water and recycled meat trays for palettes
- Foil

Fun Stuff:
- Raffia / Yarn / Colored String
- Buttons / Ribbon / Fabric
- Tiles
- Feathers
- Candy Wrappers
What is ART?

**Objectives:** To have students critically think about what art really is. To have students look in magazines and cut out images that portray what art means to them visually. To have students create collages about what art is.

**Materials:** magazines, visual samples, Scissors, glue, Black construction paper (or any paper or recycled cardboard to adhere the images too)

**Procedures:**
1. Students are asked to think critically about what art means.
2. Students are given samples of art throughout time to see the changing views of what art is and has been.
3. Students are given magazines to cut out images of what they think art is.
4. Students glue these images down into a collage, layering large, medium and small images to create new visual stories about art.
5. These can be glued onto paper, cardboard, or cut out letters or words like our collaborative ART sign below.
6. Students are asked to reflect on their art and the question, “What is Art” and if they’d like they can write these responses creatively around their collage.

**Resources:** [https://www.metmuseum.org/toah/](https://www.metmuseum.org/toah/)
**Article:** [https://theartofeducation.edu/2017/09/13/super-successful-sub-plan-advocacy-toolfor-schools/](https://theartofeducation.edu/2017/09/13/super-successful-sub-plan-advocacy-toolfor-schools/)

**Student Examples:**

Box Art Installations

**Objective:** Students will learn to think spatially by understanding foreground, middle ground and back ground in a 3D art work. Students will be introduced to the art of Joseph Cornell for inspiration. Students will utilize the art of collage and relief to create an environmental box installation.

**Materials:** Shoe boxes, magazine or internet images, cardboard, scissors, glue, paint, mixed media and reference materials.
Procedures:
1. Introduce the lesson by having students consider an environment to create with an emphasis on seeing size variation to show understanding of foreground, middle ground and background.
2. Students will begin to search for the images needed to create their environments, this is the most time consuming portion of the lesson, the “search”.
3. Students will neatly and thoughtfully cut out their images and attach cardboard to the back so to help the pieces stand up in the middle ground and foreground.
4. Students will consider size variation and placement to properly showcase an understanding of space in a 3D artwork.
5. Students can title their installation work and write an artist statement if time permits.

Resources:
http://www.artnet.com/artists/joseph-cornell/
Article: https://theartofeducation.edu/2017/12/01/coolest-way-teach-foreground-middle-ground-background/

Student Example:

Architectural Fun!

Objectives: Students will be introduced to the art of architecture and building design. Students will learn about the primary colors and 1 and 2 point perspective in a drawing.

Materials: Sharpie pens, primary color watercolors, Water cups, brushes, watercolor paper, Transparency sheets if possible, tape or stapler.

Procedures:
1. Students are asked to think about the important factors in building design and architecture.
2. Students are given samples of buildings throughout time and are then challenged with designing a new building in their community.
3. Students draw their line designs on their transparency sheets with a sharpie pen.
4. Students then do a primary color watercolor wash on their watercolor paper.
5. When dry, students draw a two-point perspective room on the Bristol board.
6. Students then adhere their transparency over their washed backgrounds using tape or a stapler

Rhythm-ong©: “I’m an Architect...I de-tect...the lines and the shapes of...the buildings”.

Resources: http://www.chadwicks.ie/blog/10-key-architecture-styles-and-their-defining-characteristics/
Creative Color Wheels!

- This lesson has been used quite a bit over the past week as teachers and kids are using items found from home to create amazing color wheels and sharing them online!

**Objective:** Students will learn the importance of the element Color in an artwork. Students will learn the color theories and utilize these into a creative color wheel where creativity is the key component to understanding color concepts.

**Materials:** Anything the students want to use. *I have had students sew, make edible color wheels, models, make slushy drink color wheels, cupcakes, umbrellas, use mixed media, melted crayons, etc... the possibilities are endless!

**Procedures:**
1. Introduce the lesson by discussing the importance of color in an artwork.
2. Students will learn about the primary, secondary, neutral, cool, warm, analogous, complementary, tertiary, triad, monochromatic, tints, shades, etc... (this can vary according to the age of the students)
3. Students will then make their own creative color wheel using any media they want, showcasing all 12 colors found on a traditional wheel.
4. Final art works will be presented to the class, explaining what was created and how they mixed their colors.

**Resources:** [https://www.colormatters.com/color-and-design/basic-color-theory](https://www.colormatters.com/color-and-design/basic-color-theory)
**Article:** [https://theartofeducation.edu/2019/01/25/a-more-creative-way-to-teach-color-theory/](https://theartofeducation.edu/2019/01/25/a-more-creative-way-to-teach-color-theory/)

**Student Examples:**
Dali Inspired Landscapes

Objective: Students will be inspired by the surrealistic landscapes created by Salvador Dali. Students will create a landscape drawing using a horizon line, sky, water and specific landforms such as volcanoes, mountains, valleys, canyons, plains or islands. Students will learn about foreground, middle ground and background. Students will add a man-made object and consider how this either helps or hinders our earth and environment OR it might be something that is special to them, such as a drawing of a stuffed animal, etc... This will also reiterate the art of surrealism or dreamlike art.

Materials: 9” x 12” (or whatever size paper students can get during this time) white drawing paper; pencils; crayons, markers, 5” x 7” white drawing paper (2 per student), images of Dali’s work, small images of man-made objects such as watches, clocks, shoes, trash cans, cars, lamps, chairs, etc…, scissors, glue sticks, Sharpies

Procedures:
1. Students will be introduced to the art of Salvador Dali.
2. Students will make the connections between his works and the Earth’s landforms.
3. Students will draw a horizon line onto their white drawing paper.
4. Students will then be inspired by Dali’s “The Persistence of Memory” painting as they draw their own landscapes
5. Students will add color to their landscape using layered crayons.
6. Students will put this to the side and draw a tree on their smaller drawing paper using value and a pencil.
7. Students will cut their tree out and adhere it to their drawing.
8. Students will then select a man-made object photo, cut it out and adhere it creatively to their work (obviously, students may draw these)
9. Students can write how and why this object might be good or bad for the environment and add it to their final piece.

Rhythm-ong©: “Dali, Dali, he painted oddly! He painted watches melting off a tree! Silly, silly Dali!”

Resources: https://www.salvador-dali.org/en/artwork/
Mr. Crayola: https://www.sparkpeople.com/mypage_public_journal_individual.asp?blog_id=3113894

Student Examples:
Elements of Art Ice Cream Cones

Objective: To teach students a simple way to learn and retain the art elements, which are essentially the building blocks of art. Line, Shape, Value, Color, Texture, Space, and Form are how artworks are created and this lesson will help your students better understand and remember these words and their meanings. LSVCTSF!

Materials: copy paper - 2 pieces per person, Construction paper, Scissors, Glue Sticks
Mixed Media: drawing pens, pencils, erasers, crayons, colored pencils, oil pastel, texture materials (optional - watercolors, brushes, water cups) but basically any media you can get while you are home

Thumbnail Ideas:

Shape -

Value -

Color -

Texture -

Space -

Form -

See the hand-out below to share with your students. This handout lists the procedures for making these fun and educational learning tools.

Resources: https://mymodernmet.com/elements-of-art-visual-culture/
Elements of Art ice cream cones
(for all art students k-12)

- L – LINE (large)
- S – SHAPE (scoops)
- V – VALUE (vanilla)
- C – COLOR (chocolate)
- T – TEXTURE (tastes)
- S – SPACE (so)
- F – FORM (fine)

The PERFECTLY delicious and successful study guide for all visual art students!

The How-To’s:

- Use a sheet of Copy Paper
- Fold 3 times
- Add the Element and Definition in each space
- Illustrate the Element
- Glue the Study Guide into the Ice Cream
- Ice Cream can be made with Construction Paper
- Hang up to share with the school!
- Students won’t forget the Elements!
- Add a cherry on top for a job well done!
Finster Folk Art Faces!

Objectives: Students will learn about the art of Howard Finster. Students will discuss the art of self-portraiture. Students will learn about folk art. Students will create a story about themselves to add to their artwork. Students will mix paints (or crayons) to create their skin tone.

Materials: Finster’s art images, 12” x 18” white drawing paper, pencils, sharpies, Mr. Sketch markers, Skin tone paints or multicultural crayons, scissors, glue, construction paper, mirror

Procedures:
1. Students will look at images of Howard Finster’s art, specifically his self-portraits.
2. Students will draw the shape of their head, then they will add eyes, nose, mouth, ears, hair and neck.
3. Students will measure these features, learning how their eye is the same size as their nose and their mouth is the same size as their ear.
4. Students will outline all of their drawn lines with a sharpie pen.
5. Students will paint their face and neck mixing acrylic paint skin tones to match their skin.
6. Students will then color the rest of their work such as, irises, hair, shirt, using markers.
7. Students will retrace their facial lines with their sharpies, once the paint has dried completely.
8. Students will write a story about themselves onto their faces, using a pencil and writing lightly, to mimic Finster’s pieces.
9. Once the story is complete, students will cut out around their faces, keeping about a 1/4 inch from their drawn line to their cut line. This way they don’t cut any of their art out.
10. Students can mat these onto a piece of construction paper.

Resources: http://www.finster.com/howardfinsterprintsi.html

Examples:

High School Extension / DYD Journals:

Pinspiration Portraits: Students will use a minimum of 5 found pinterest portrait pins for inspiration and create a self-portrait using parts of each pin to create a unique work of art. These are often award-winning works and often include text

Article: https://theartofeducation.edu/2019/03/29/a-pinterest-inspired-project-with-outstanding-results/

Student Examples:
Kandinsky Inspired Abstracts

**Objective:** Students will understand and apply lines and shapes (aka geometric symbols) to an art work, inspired by the art of Wassily Kandinsky. Students will use art media creatively to assess their geometric vocabulary. Students will create beautiful art works using mixed media that will reiterate hands-on learning and authentic retention.

**Materials:** 9” x 12” white drawing paper; pencils; protractors; sharpies; oil pastels or crayons or colored pencils or markers.

**Procedures:**
1. Students will be introduced to the art of Wassily Kandinsky.
2. Students will make the connections between his works and their elements of art and math skills.
3. Students will draw lines and shapes to their white drawing paper.
4. Students will trace these lines, angles, circles, intersections, number lines, etc. using a sharpie.
5. Students will add color using markers or crayons or colored pencils, whatever materials they have available.
6. Students will decorate and embellish using blending and value techniques with oil pastel.
7. Students will mat their art onto 12” x 18” black construction paper, and glue down their written explanation about what they learned, aka, artist statement.

**Rhythm-ong**©: “Wassily Kandinsky…Painted very briskly! Color! Lines! Shapes! …that what he makes!”

**Resources:** [https://www.wassilykandinsky.net/painting1896-1944.php](https://www.wassilykandinsky.net/painting1896-1944.php)

**Student Example:**

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**Lines in Life – “Hands Down” Fun**

**Objectives:** Students will learn about the art of portraiture without using traditional facial features. Students will learn about color selection and blending techniques with will give their art personal meaning.

**Materials:** 9” x 12” Drawing Paper, Pencils, Sharpie black fine tip marker, Mr. Sketch scented markers, oil pastels, feathers for an added embellishment.

**Procedures:**
1. Students will have a brief discussion about the art self-portraiture and how our hands are uniquely our own.
2. Students will discuss the importance of a hand print, thinking about how each hand tells a personal story of “who they are”. Students will then trace their hand with a pencil onto their paper. A discussion of contour line would be appropriate here.
3. Students will go over their hand outline in Sharpie and then using the Sharpie, they will create a line design inside the hand. You can introduce the art of zentangles here, or simply introduce line families via straight, angled and curved lines.
4. Students will then begin the coloring process, filling in the spaces with varying colored markers, making sure to not put 2 colors together, paying close attention to each individual shape created.
5. Students will complete the marker process and then embellish their art with oil pastel blending techniques using a cool or warm color palette. They will go around the hand as well as the border of the paper and blend the colors inward to create an art “glow”.
6. Students will then write a story about who they are as individuals around the hand, giving the art personal meaning, thus creating a “self-portrait” handprint! This will be done lightly in pencil.
7. Students will finally glue a feather somewhere onto the art to complete the composition, if they choose to or have feathers handy.

Rhythm-ong©:
“My hands are me and I’m my hands and with my hands I make my art...Colors, lines and shapes, that’s where I get my start!”

Student Example:

Miro Masks

Objectives: Students will think about the art of Joan Miro, specifically “Woman with Three Hairs with Birds Flying”. Students will learn about the art of the mask. Students will learn coloring skills.

Materials: 9” x 12” white drawing paper, sharpies, scissors, Pencils, Mr. Sketch scented markers, Hole punch, yarn, oil pastels, 12” x 18” colored construction paper, Miro prints, glue, buttons

Procedures:
1. Students are asked to look and think about the art created by Joan Miro, specifically the “Woman with Three Hairs” print. They are asked to think about this title.
2. Students are given their paper they will draw various large shapes to create a creature type of image.
3. Students draw their own shapes to create their own images, using a sharpie pen and making sure to add their eyes.
4. Students may need help cutting out their eyes, to make the mask appear with eye holes.
5. Students then fill in the shapes with various colored markers, painting smoothly with their markers.
6. Students go over the markers lightly with blended oil pastel.
7. Students make 3 holes on the top of their picture, using a hole punch.
8. Students tie 3 pieces of yarn, 1 into each hole, to create the look of the “3 hairs”.
9. Students add 2 buttons somewhere on their piece for added embellishment.
10. Students can mat their art onto a larger piece of colored construction paper and title their art or wear it as a mask, perhaps while singing their Rhythm-ong.
Rhythm-ong©: “I looked in the Mi-ro and what did I see, lots of funky creatures they were lookin’ at me!”

Resources: https://www.fmirobcn.org/en/coleccion/catalog-works/destacades

Student Example:

Line Family Sheet
Narrative Necklaces

**Objectives:** Students will learn about the art of identity as they consider who they are and use collage to showcase this through symbols, text, etc... Students will collage a tile to create a necklace.

**Materials:** Creative Flow Chart, magazines, scissors, glue, laminate tile samples, raffia or yarn

**Procedures:**
1. Introduce students to the art of collage, specifically through the art of the “narrative necklace”
2. Students will look through magazines and find images, textures, colors, text, etc...that show who they are (or this can tie into whatever the topic is about if you’d like to make it more about literacy and story telling)
3. Students will take the collaged “narrative necklace” lesson to a whole new level by collaging on any type of surface that can still be worn as a necklace...creativity counts here! I use the laminate tile samples found in Home Depot or Lowes, but cardboard or poster board work well, as does old cereal or cracker boxes.
4. Once their collages are complete they will take their tiled collages and string them to create their own personal necklace to wear.
5. Students will then have the opportunity to push their thinking through literacy where they can write a poem about the imagery they selected to represent who they are!
6. Final Critique! Students will talk about their artistic journey and how they felt successful in this project. This could be a fun project to share via a video.

Article: [https://theartofeducation.edu/2017/08/03/august-narrative-necklaces-perfect-lesson-meet-new-students/](https://theartofeducation.edu/2017/08/03/august-narrative-necklaces-perfect-lesson-meet-new-students/)

Student Example:

Share the hand-out below:
Narrative Necklaces
Self-Portraits with symbols, text and imagery!

Some Questions to Consider

1. What is your favorite color? __________________________
2. What is your favorite sport? __________________________
3. What is your favorite class? ___________________________
4. What is your favorite hobby? __________________________
5. What is your favorite food? __________________________
6. What is your favorite thing to do on the weekends? ____________________________
7. What is your talent? ________________________________
8. How would others describe you? ______________________

...think of some other interesting and unique traits that you possess!
Op Art Relief WOW’s

Objective: Students will learn to think spatially by understanding the importance of measurement, line, pattern and contrast in a non-representational art work, specifically op art (optical illusions) as inspired by Bridget Riley. Students will learn to score mat board to create their design piece.

Materials: Mat board, rulers, pencils, exacto knives, cardboard, glue and scissors (these can be drawn with a ruler and black marker for younger kiddos or if there are no mat board or exacto knives available)

Procedures:
1. Introduce the lesson by having students look at the op art of Bridget Riley and discuss what they see and why.
2. Students will design a minimum of 5 thumbnail designs that show movement through line, shape, pattern and contrast.
3. Students will select the best design and transfer it onto a piece of 8” x 10” black mat board with a pencil, marking the areas that will be cut out with a W (for white) – (if using markers on white paper, they will make a B for black)
4. Students will practice the technique of scoring paper to learn how to take the top layer of mat board off, leaving the white to create the pattern effect.
5. Students will continue to cut and score until their background pieces are complete.
6. Students will design a minimum of 2 relief shapes to add to their final works, adhering them with stacked cardboard and glue for height.

Resources: https://www.tate.org.uk/kids/explore/what-is/op-art

Student Examples:

Picasso Inspired Quilts

Objectives: Students will learn about the art of Pablo Picasso, specifically his “Three Musicians”, “Boy in the Sailor Suit” and “Girl Before the Mirror”. Students will learn about quilting (or sewing) as an art form.

Materials: 6” x 6” white drawing paper, sharpies, Mr. Sketch scented markers, Oil pastels, Picasso prints or on-line resources), 7” x 7” colored paper, Hole punch, raffia, construction paper, glue

Procedures:
1. Students discuss the cubistic art created by Pablo Picasso and how cubism represents movement.
2. Students discuss the art of quilt making and how this art traditionally told stories.
3. Students are given their paper squares.

4. Students look at a different cubistic painting by Picasso and chooses which one they want to be inspired by – for this project, I would have them select 2 or 3 to quilt together since this won’t be done as a class collaborative project as it usually is.

5. Students look closely at the art and create a piece similar, making it their own through line and color selection.

6. Students then fill in the shapes with various colored markers and blend lightly with oil pastel.

7. Students glue these onto a colored paper square to mat.

8. Students begin to stitch their quilt square by using a hole punch and whip stitching with raffia around the border.

9. These artworks are then glued next to each other onto a collaborative 3rd grade mural quilt.

Rhythm-ong©: “Picasso was red, Picasso was blue, then he looked through a cube and made things new!”

Resource: [https://www.pablopicasso.org/](https://www.pablopicasso.org/)

Student Examples:

Stella Inspired Paper Sculpture

**Objectives:** Students will learn about the art of Frank Stella. Students will learn to think about the importance of recycling. Students will take 2-d pieces of materials and manipulate them into a 3-d sculpture.

**Materials:** 12” x 18” black paper, recycled or manipulated art paper, Scissors, multi colored construction paper scraps, Glue, oil pastels or chalk. Stella art prints

**Procedures:**
1. Students will look at the art of Frank Stella, specifically his large-scale metal sculptures.
2. Students will discuss the importance of recycling and realize that they will be using scraps of paper saved from their other art projects OR they can mark on their paper before cutting it into strips.
3. Students will cut strips of painted paper as well as strips from the recycle paper box.
4. Students will manipulate these strips onto a black piece of paper, twisting and turning the art, and then gluing the edges to create a raised, or 3-d effect.
5. Students will blend oil pastel or chalk around the border to enhance the final art works.
6. Students will also have the opportunity to title their art, perhaps giving it fun names, such as race track or roller coaster ride similar to Stella.


Visualizing Vocabulary

**Objective:** Students will learn basic vocabulary words and incorporate one word (usually assigned) into the actual meaning and definition of the word, visually. This word becomes a visual learning tool for all to utilize. This is a great lesson that merges art and literacy.

**Materials:** 12” x 18” white drawing paper, graphite, sharpies, markers, crayons, colored pencils, collage materials, mixed media and reference materials.

**Procedures:**
1. Introduce the lesson by discussing visual art vocabulary words found in your state or county standards
2. Have students research the definition and meaning of their selected word.
3. Students will brainstorm creative ways to visually show what their word is (the meaning) and they must incorporate the actual definition into their final piece.
4. Students will draw their vocabulary word with graphite and then outline where it’s appropriate, with their sharpie pens.
5. Students will then add their media of choice, filling in with color, collage, paint, etc...
6. When I teach this at school, the final art works are hung in a class display to be used as a learning wall for the school to utilize.

Student Examples:
Assessment for all Projects can be achieved through a self-evaluation rubric form:

I use a project evaluation form for each lesson I teach. This allows my students to appropriately reflect on the learning at hand and leaves room for them to comment on the process and how they feel the final piece turned out. It also allows me to comment and give them a grade based on their learning AND their final work.

Here is a sample and this can easily be added to their on-line assessment learning

**Visual Art Project Evaluation Form:** mandatory with each project, filled out completely!

Name: _______________________________________
Name of Project: _______________________________________________

<table>
<thead>
<tr>
<th>Met Requirements and Used Time Wisely</th>
<th>20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used Materials and Techniques Correctly</td>
<td>20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0</td>
</tr>
<tr>
<td>Used Good Craftsmanship</td>
<td>20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0</td>
</tr>
<tr>
<td>Incorporated Good Design / Appropriate Vocabulary</td>
<td>20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0</td>
</tr>
<tr>
<td>Used Creativity</td>
<td>20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1 0</td>
</tr>
</tbody>
</table>

100-90= A  89-80= B  79-74= C  73-70= D  70-0= F

Overall Student Grade: __________
Student Comments: ___________________________________________________________________________
__________________________________________________________________________________________

Overall FINAL Grade: __________
Teacher Comments: _________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

**Visual Journaling**

**WHY keep a Visual Journal?**

Most good artists keep sketchbooks or visual journals. In them, they experiment with ideas and collect drawings of things around them (direct observations) and things that they enjoy. Sketchbooks are like visual diaries for artists. Artists often use them for planning and developing their work.

- The most famous sketchbooks are those of Leonardo da Vinci. His sketchbooks are filled with drawings, diagrams and written notes of things he saw and ideas he came up with.

- Picasso produced 178 (!) sketchbooks in his life time! He often used his sketchbooks to explore ideas and make compositional studies until he found the right idea or subject for a larger painting.
• I didn’t realize until I was in college that **sketchbooks are for more than just making drawings**! They can be a journal...a diary of my thought process – I can refer back to for more ideas later. I used to just draw in sketchbooks, NOW: I **draw, paint, write, collage, and attach anything that gives me an idea or expresses who I am as an artist and person**! Pictures, photos, poems, lyrics, etc... which is why I call them **VISUAL JOURNALS**.

**If you want to be an artist, or get accepted into an art program in college**, it’s a good idea to start keeping a sketchbook around with you all the time! You can draw, write and MAKE IT YOUR OWN! Later on, return to your sketchbook when you’re looking for ideas and you’ll find YOUR works of art!

This is what I used for my students so please feel free to use this with your students and change it to work for our current situation:

Your visual journal /sketchbook assignments are as follows:

• Sketchbooks are due every Monday that we have class. Late work will NOT be accepted! AGAIN, LATE WORK WILL NOT BE ACCEPTED!
• Missing assignments will be recorded as zeros, don’t go there! Remember, practice makes perfect!
• IF you are absent on a Monday, be prepared to show the sketchbook assignment on the first day of your return.

Visual Journal / Sketchbook Guidelines (HOW YOU WILL BE GRADED)

• Assignments must be attached to your sketchbook to be graded. Loose assignments and assignments on notebook paper will NOT be accepted.
• FILL THE PAGE! Each composition should touch the edges of your paper.
• 3D objects are allowed – even encouraged – think about a relief, collage, etc...
• Unless otherwise noted, ALWAYS include a wide range of values (even in color work) and think about contrast!
• ALWAYS think about the elements and principles!
• Spend AT LEAST 30 minutes to 1 hour PER ASSIGNMENT (have I mentioned that practice makes perfect)
  ○ Drawings from observation are preferred – meaning you should LOOK at the object(s) while you are drawing them...try NOT to draw from memory...Direct Observation is the KEY!

I want your sketchbook to be a storehouse FULL of pages to trigger your creativity and ideas!

Each Page should include 3 distinct “parts”:

• Visual Ideas: Somewhere in the work should be direct visual transfers, such as cut and paste or collaging, think about using Xerox copies, newspapers, magazine images, and the internet to find things that interest YOU!
• Your Response: IN WORDS: Somewhere in the work should be words incorporated, YOUR writing about the visuals, WHY is it important? WHY is it good, or bad? WHAT does it say about you?, quote, lyrics, etc...
• Your Response: VISUALLY: Somewhere in the work there should be some kind of sketches, drawings, painting responses from YOU. Maybe you will make a composition from the idea...translate the idea into your own visual style...I want you to EXPERIMENT with media!

**A GETTING STARTED helper:**

Begin by collecting interested images from magazines and keep them in a large envelope adhered to the back of your sketchbook or shoe box. Once you’ve gathered a good collection, whenever you need to “journal” an idea, go and select an image or two. Paste it into the sketchbook and write about it. What do you think drew you to the image at this particular time in your life? What message does the image have for you? What other images does this call to mind? What memories, hopes, dreams might it evoke? And move on from there...let your imagination soar!
Here is an article I wrote with 50 prompts to help get you started: https://theartofeducation.edu/2018/04/27/50-visual-journal-prompts-to-promote-drawing-and-creative-thinking-skills/

Feel free to share my pinterest boards with your students too, I have over 2000 student examples pinned with 3d art history prompts, 2 page spreads and 1 pagers created by my intro art students:


Additional Info:

For a list of 75 articles I wrote for the Art of Education to share successful teaching tips go to: https://theartofeducation.edu/author/debiwesttheartofed-com/

And for a list of my Arts & Activities articles check out: https://artsandactivities.com/tag/debi-west/

- I wrote 70 articles with them and 6 yearlong series with 10 articles and lesson plans per series:
  - Elementary: “eARTh…it’s got ART” and “Alpha Art…the ABC’s of Art”
  - Secondary: “Intro Art 2D”, “Intro Art 3D”, “Art II”, “AP Art”

NOTES:

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Thank You so much! Please stay in touch and remember #togetherweARTbetter

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