

## **The Sketchbook Project ALU (*Rough Draft 1*)**

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EDU 604 Curriculum Development

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### **Alternative Education Community Art Students will engage in the Sketchbook Project**

**2nd grade to 5th**

#### **Critical thinking and Prior Knowledge**

Why is a sketchbook considered a valuable tool?

Who do you know that once used or still uses a sketchbook and why?

#### **Essential Questions**

1. Why would most artists, writers, architects, landscapers, and other creative problem solvers keep a sketchbook on them all of the time?
2. How does a sketchbook assist an artist with creative thinking?
3. Why ever would it be a good idea to keep your mistakes?
4. Why would one write in a sketchbook?

#### **Overview:**

During the Sketchbook Project students will explore the use of a sketchbook as a creative tool. ***Think of your sketchbook as your friend that you can bounce ideas off and not a final gallery art piece. Think of and write down two personal goals for using a sketchbook in your sketchbook.***

- Students are challenged to fill their sketchbooks entirely with their creative ideas, drawings of everyday items, new ideas, and inspiring examples. Collect things and stick them in your sketchbook (postcards, feathers, leaves, photos, textiles, paint samples, flyers, stickers, magazine cuttings can all find a home in your sketchbook as your source of inspiration.
- Students are **NOT** to tear out pages of their sketchbooks at any time. Your sketchbook should be honest. Do not try to edit it but consider your sketchbook a place in which you can record your thoughts and even work you may be unhappy with may prove to become a record of your progress. Even if it looks dreadful there may be an idea that you can come back to at a later date. So it is important to keep it.
- Try not to just scribble but think of something you could do instead.
- Students should date all sketchbook entries.
- The student's goal is to choose at least one creative idea from their sketchbook as a final art piece for the end-of-the-year celebration of creativity. The chosen final piece(s) can be created in any medium

they have discussed with the instructor and have been approved. (3D, paintings, charcoal, graphite, digital, video, etc.)

**Student Learning Targets:**

1. Students will learn how to see everyday items differently by observing them closely.
2. Students will learn to take a creative risk, try new things, use different media, and experiment with a variety of materials and techniques within one creative tool (sketchbook).
3. Students will learn how to use a sketchbook as an inspirational tool.
4. Students will learn to choose an idea from their sketchbook to create a final art piece and experiment with the change from an original idea that will be shared with the community in a final show.
5. Students will learn to communicate ideas through visual images they provide in their sketchbooks.
6. Students will learn that mistakes are not a sign of failure but a natural process for learning and problem-solving.
7. Students learn about themselves, how to implement executive functioning skills, and how to communicate and build positive relationships.

Anticipated Student Barriers	Scaffolding	Ongoing Student Engagement
Multi-Age Student Classroom	Provide Images and text how-to sheets and slides.	In classroom feedback from the facilitator to ensure student understanding.
When students choose to draw in their sketchbooks.	Offer time in Community Art Class to sketch in their sketchbook before class conducts a Gallery Walk.	Offer positive feedback in class to keep students engaged and working in their sketchbooks and keeping them on track.
Students may have difficulty remembering to bring their sketchbooks to the Community Art Class meetings for evaluation and discussion.	Google Classroom Stream Reminding Assignment Days before Community Art Meeting Day  Offer younger students time to sketch during Community Art Class before class conducts a Gallery Walk.	Provide 100 “Gaming Points” (known as grades on Google Classroom) for students that remember to always bring their sketchbooks to class.
Taking risks and trying different mediums in their sketchbook	<b>How to sheets</b> examples and slideshows available to students on Google Classroom	Provide 100 “Gaming Points” (known as grades on Google Classroom) for trying new ideas and media
Keeping mistakes in their sketchbooks and not tearing pages out	Google Classroom and Classroom meeting reminders	“Why should we not tear out or discard our mistakes?” Peer and facilitator discussion reminders in class meetings.

Choosing one idea or how to merge many into one final piece.	How to sheets, video examples on Google Classroom, and open discussion with peers in the classroom.	Gallery walk of sketchbooks using T.A.G. for peer review and encouragement of ideas.
Acceptance that mistakes are not always a failure and only a part of the learning process.	Classroom discussion and communication with all students.  Set up online meetings with working artists, architects etc.	Examples of long-term projects with problem-solving evidence (bridges, buildings etc.)

### How to Sheets/Slideshows

- [Slideshow of Sketchbook Examples](#)
- [Slideshow of Famous Artist's sketchbooks](#)
- [Artist Statements Prompts](#)
- [Quality of Work Visual](#)

### Weekly Formative Assessment (*participation and behavior*)

- Gallery Walk of Sketchbooks with sticky notes (TAG - Tell, Ask, Give) peer review
- Discuss challenges around keeping a sketchbook (offer suggestions peer and instructor)
- Review sketchbook progress (ongoing assessment of performance)
- Offer sketchbook prompts, slideshow for students that may be stuck (how to sheets)

### Student Goals and Growth Evidence

#### End of January 2021: (Beginning) Exit Slip (please answer at least 3)

1. What is your creative goal for The Sketchbook Project?
2. Do you believe that a sketchbook may be helpful to you? If so, how?
3. Share three things you wish to learn from keeping a sketchbook?
4. How do you see mistakes in a sketchbook?
5. When do you hope to have your final piece idea ready to share?

#### End of March 2021: (Midway) Exit Slip (please answer at least 3)

1. What has been your greatest challenge using your sketchbook so far?
2. How has your sketchbook inspired your creative thinking?
3. What have you learned about keeping your mistakes in your sketchbook?
4. Do you know what your final piece will be?
5. Do you know what materials you will need for your final project?

#### Beginning April 2021: Exit Slip (please answer at least 3)

1. You have declared your final project has been declared (Student's 2nd goal)
2. You have requested your materials for the creation of your final project.

3. Name three things you have learned from keeping a sketchbook?
4. How do you view mistakes in your sketchbook now that the project is coming to an end?
5. How did keeping a sketchbook help you to decide your final art piece for the show?

**June 2021: Final Artwork and Artist Statement (Summative Assessment)**

1. Did your final project change/evolve from your initial sketched idea included in your sketchbook?  
Explain?
2. Final Project Completed and the Virtual Celebration of Creativity
3. Student's includes Artist Statement with the final piece (the reflection of the process)

**NOTE:** Behaviors and executive functioning skills are assessed throughout the sketchbook project process and art assessment is only on the final project.

<b>Performance Indicators (Self, Behaviors &amp; Relationships)</b>	<b>Novice</b>	<b>Emerging</b>	<b>Practitioner</b>	<b>Expert</b>
Listens and follows directions	I need frequent reminders to listen and follow directions.	I can sometimes listen and follow directions.	I can consistently listen and follow directions.	I can model listening and follow directions for others.
Follows School and Classroom rules in unstructured situations	I need frequent reminders to follow school and classroom rules outside of my classroom.	I can sometimes follow school and classroom rules outside of my classroom with adult reminders.	I can consistently follow school rules outside of my outside classroom.	I can model for others by following school rules outside the classroom.
Follows school and Classroom rules in structured situations	I need frequent reminders to follow school and classroom rules within my classroom.	I can sometimes follow school and classroom rules within my classroom with adult reminders.	I can consistently follow school rules in the classroom.	I can model for others by following school rules in the classroom.
Works well within groups of various ages and size	I need frequent reminders to work within groups well.	I can sometimes work well in groups with adult reminders.	I can consistently work in groups well.	I can model working in groups well for others.
<b>Performance Indicators Executive Functioning</b>	<b>Novice</b>	<b>Emerging</b>	<b>Practitioner</b>	<b>Expert</b>
Use grade level organizational skills to stay on task.	I need frequent reminders to be organized.	I can sometimes use organizational skills to stay on task with adult reminders.	I can consistently use organizational skills and stay on task.	I can model staying on task by using organizational skills.
Uses time wisely	I need frequent reminders to use my time wisely.	I can sometimes use my time wisely with adult reminders.	I can consistently use my time wisely.	I can model using time wisely.
Stays on task to meet one goal.	I need frequent reminders to stay on	I can sometimes stay on task to meet my goals	I can consistently stay on task to meet a goal.	I can model meeting a goal by staying on task.

	task.	with adult reminders.		
<b>Performance Indicators</b> <i>Visual Arts</i>	<b>Novice</b>	<b>Emerging</b>	<b>Practitioner</b>	<b>Expert</b>
Create artworks that communicate ideas, feelings, and meanings and <b>demonstrate skill in the use of media, tools, techniques, and processes.</b> (MLR B3)	I can somewhat use tools and apply media in my sketchbook as directed.	I can mostly use and apply tools and media in my sketchbook as directed.	I can apply many techniques and media in my sketchbook as directed and I can express ideas and their meaning effectively.	I can apply a variety of media throughout the sketchbook resulting in effectively expressing the meaning and concept visually with little to no direction.
<b>Students use <i>Elements of Art and Principles of Design</i> to create original artworks including paintings, three-dimensional objects, drawings from imagination and real life, and a variety of other media and visual art forms.</b> (MLR B2)	I can somewhat choose several techniques and elements to share my thoughts and ideas in my sketchbook.	I can mostly apply many techniques and elements in my sketchbook that share my thoughts and ideas in my sketchbook.	I can choose and find many examples using a variety of media and art forms that share my thoughts and ideas within my sketchbook. I have kept all my mistakes and my sketchbook whole.	I can choose and find many diverse examples using a variety of media and art forms that share my thoughts and ideas within my sketchbook. I have kept all my mistakes and my sketchbook whole and I have started a 2nd sketchbook.
Create artworks that communicate ideas, feelings, and meanings and <b>demonstrate skill in the use of media, tools, techniques, and processes.</b> (MLR B3)	I can somewhat use a sketchbook to create an idea.	I can mostly use a sketchbook to create artwork inspired by every-day life.	I understand and can utilize a sketchbook appropriately to create an original work of art inspired by every-day life.	I understand and can utilize a sketchbook appropriately to create an original work of art inspired by every-day life and communicate my thinking.
<b>Students understand the relationship between the arts and culture.</b> (MLR E)	I can somewhat give one example of how a sketchbook can be a valuable tool to create a final piece.	I can give two examples of example of how a sketchbook can be a valuable tool to create a final piece.	I can explain in detail and provide multiple examples of how a sketchbook can be a valuable tool to create a final piece.	I can explain in detail and share multiple examples of how a sketchbook can be a valuable tool in many career fields to create a final piece.
<b>Describe and compare art</b> by applying appropriate <b>arts concepts, terminology, skills, and processes.</b> (MLR D1a)  Students <b>show literacy</b> in the discipline through <b>understanding</b> and <b>demonstrating</b> concepts, skills, and terminology, and processes. (Standard 1)	I can answer one of the following questions about my artwork in writing, video, or interview.  <b>Why did you choose your image?</b>  <b>What is your artwork about?</b>  <b>What is one new thing you learned from using a sketchbook?</b>	I can answer two of the following questions about my artwork in writing, video, or interview.  <b>Why did you choose your image?</b>  <b>What is your artwork about?</b>  <b>What is one new thing you learned from using a sketchbook?</b>	I can describe in detail all three (3) of the following questions about my artwork in writing, video, or interview.  <b>Why did you choose your image?</b>  <b>What is your artwork about?</b>  <b>What is one new thing you learned from using a sketchbook?</b>	I can thoroughly describe more than three of the following questions in detail about my artwork in writing, video, or interview.  <b>Why did you choose your image?</b>  <b>What is your artwork about?</b>  <b>What is one new thing you learned from using a sketchbook?</b>  <b>How did you make your art? (describe what you did)</b>  <b>What are some of these that surprised you?</b>  <b>What is one thing you would change or do differently if you did the project again?</b>  <b>What is your favorite part?</b>

All students understand this Fast Food Quality of Work Rubric and it is a visual in the classroom and referred to often.

## What Quality is your Work?

The rubric is a vertical scale of five levels, each represented by a different food item and a corresponding text box. The levels are: 5 (top, green), 4 (green), 3.5 (yellow-green), 3 (yellow), 2.5 (yellow), 2 (orange), 1.5 (orange-red), and 1 (bottom, red). The food items are: 5: a milkshake, fries, and a burger; 4: a burger and fries; 3.5: a burger and fries; 3: a burger; 2.5: a burger; 2: a burger; 1.5: a burger; 1: a plain bun.

**5**  
THIS IS AWESOME!!  
You've gone above and beyond expectations!  
You've done something extraordinary!  
High Quality Work!

**4**  
NICE WORK!  
You've done what was required plus a bit more!  
You've put in a lot of effort and it shows.  
Good Quality!

**3.5**  
You're getting it...  
You almost have everything needed.  
Spend some time really looking at what you have and what could be missing.  
Put in a bit more effort and you'll be there!

**3**  
You Did it!  
You've done what was required.  
You've added the finishing touches and done quality work.

**2.5**  
Hey! You got something done!  
It looks rushed or done with little effort.  
You're onto something but you need to work at it more!

**2**  
Congratulations!  
You did something.  
It's not what is required.  
Where's the BEEF?!

**1.5**  
What's This?!

**1**  
Where is your project?  
There is nothing here!  
GET BACK TO WORK!!

**References:**

*Students Taking Charge in Grades K-5* (p. xiii). Sulla, Nancy. Taylor and Francis. Kindle Edition.

*Artist Statement Flow Chart*, The Art of Education retrieved from [www.theartofed.com](http://www.theartofed.com)

*Fast Food Quality of Work Rubric*, created by Matt Johnson, teacher at Westbrook HS.

