

# Unit 01: Artist Journals (Weeks 1-8)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## **Stage I: Desired Results**

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### **Meaning**

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### **Essential Questions**

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Essential Questions

Why do artists keep sketchbooks/artist journals?

How have sketchbooks evolved over time to become process artist journals?

How do artists determine what resources and criteria are needed to formulate artistic investigations?

Why is it important for artists to document their process?

### **Enduring Understanding/Indicators of Understanding**

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Enduring Understanding/Indicators of Understanding

Artists use the elements of art and the principles of design to express ideas visually.

Artists shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.

Ideas from artworks come from observations, imagination, and personal experience.

Artists can demonstrate commitment to tasks, originality, and fluency by documenting their process.

## **Transfer/Overview/Rationale**

### **Transfer / Overview / Rationale**

#### Unit Rationale

The purpose of this unit...

Artists document artistic practice and experimentation in journal form.

Some contemporary artists work exclusively within the medium of artist journals.

Artists journals serve as the perfect place to experiment with a range of materials and methods of artistic practices.

It is important for artists to demonstrate the value of artisanship (neatness, purposeful application of materials and media).

## **Acquisition (Student Learning Objectives)**

### **Knowledge**

#### Knowledge

Students will know...

Fine art terms such as medium, collage, artisanship/craftsmanship, and mixed media.

Students will know the differences within a wide range of mixed media, surfaces, and mark-making strategies in the service of their own outcomes.

Students will become conversant with the expressive possibilities for using mixed media.

Students will understand the variety of media and techniques available to create their artworks.

## **Skills**

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### Skills

Student will be skilled at ...

Students will be able to use mixed media techniques.

Students will be able to identify the works of contemporary artist covered in class.

Students will gain awareness in the selection of art media.

## **Standards Alignment**

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### **New Jersey Student Learning Standards**

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VPA.1.1.12.D	Visual Art
VPA.1.1.12.D.1	Distinguish innovative applications of the elements of art and principles of design in visual artworks from diverse cultural perspectives and identify specific cross-cultural themes.
VPA.1.3.12.D.1	Synthesize the elements of art and principles of design in an original portfolio of two- and three-dimensional artworks that reflects personal style and a high degree of technical proficiency and expressivity.
VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.3.12.D.4	Analyze the syntax and compositional and stylistic principles of two- and three-dimensional artworks in multiple art media (including computer-assisted artwork), and interpret themes and symbols suggested by the artworks.

VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.4.12	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.12.A	Aesthetic Responses
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.B	Critique Methodologies
VPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Technology / Integration of Computer Science and Design Thinking**

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TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to

discuss a resolution to a problem or issue.

TECH.8.1.12.D

Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.12.D.1

Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section**

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### **Capacities of the Literate Individual**

#### **Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

LA.K-12.NJSLSA.W

Writing

Text Types and Purposes

LA.K-12.NJSLSA.W1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

LA.K-12.NJSLSA.W2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

LA.K-12.NJSLSA.W4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

LA.K-12.NJSLSA.W10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LA.W.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s),

distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

LA.K-12.NJSLSA.SL	Speaking and Listening Comprehension and Collaboration
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). Presentation of Knowledge and Ideas
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. Presentation of Knowledge and Ideas
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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see Crosswalks

### **Stage 3: Learning Plan**

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#### **Resource and Mentor Texts**

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Resources and Mentor Texts

Beam, Marg Todd. Celebrate Your Creative Self. Cincinnati, OH: North Light Books, 2001.

Campanario, Gabriel. The Art of Urban Sketching: Drawing on Location Around the World. Beverly, MA: Quarry Books, 2012.

Drysdale Green, Jean. ArtEffects. New York: Watson-Guption Publications, 1993.

Eldon, Kathy. The Journey is the Destination; The Journals of Dan Eldon. San Francisco: Chronicle Books, 1997.

Gardner, Cheryle C. "Sample Visual Arts Curriculum for Virginia Public Schools." Virginia Department of Education, 1 June 2015. Web. 22 July 2015.

Graham, Mark A. "Teaching Conversations, Contemporary Art, and Figure Drawing". *Art Education; The Journal of the National Art Education Association*. May 2012.

Harrison, Holly. Altered Books, Collaborative Journals, and Other Adventures in Bookmaking. Gloucester, MA: Rockport Publishers, 2003.

"Home | National Core Arts Standards." Web. 21 July 2015.

La Plantz, Shereen. Cover to Cover: Creative Techniques for Making Beautiful Books, Journals, and Albums. Asheville, North Carolina: Lark Books, 1995.

Maurer-Mathison. Collage, Assemblage, and Altered Art. New York: Watson-Guption Publications, 2007.

McCarthy, Mary and Phillip Mc Carthy. Making Books by Hand: A Step by Step Guide. Gloucester, MA: Quarry Books, 1997.

Michel, Karen. The Complete Guide to Altered Imagery. Gloucester, MA: Quarry Books, 2005.

Perrella, Lynne. Alphabetic; A Creativity Guide for Collage and Book Artists. Beverly, MA: Quarry Books, 2006.

Schmidt, Christine. Print Workshop: Hand-Printing Techniques and Truly Original Projects. NY: Potter Craft., 2010.

Scott, Eric M. and David R. Modler. The Journal Junkies Workshop; Visual Ammunition for the Art Addict. Cincinnati, OH: North Light Books, 2010.

Smith Jones, Heather. Wet Paper Paint: Exploring Creativity With Watercolor and Mixed Media. Beverly, MA: Quarry Books, 2011.

## **Formative Assessment Strategies**

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Formative Assessment Strategies

Class discussion and critique

Questioning students to check for understanding

Observations of student progress

Sketchbooks checks

Teacher feedback during class period

Written self-critique/reflection

## **Learning Activities/Unit of Study**

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Learning Activities/Unit of Study

Student art projects

Artist of the Week read-alouds

Written self-critique/reflection

Class discussion and critique

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the

students.

## **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## **Students with 504 Plans**

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## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those

students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.