

Visual Verbal Journals

White Mountain Regional High School - STEAM Students – Grades 9-12

Visual Verbal Journals are an ideal way to engage students in a STEAM program. They allow students to experiment, reflect and analyze their thoughts more deeply. Using artistic development as a form of scientific inquiry artists go through a cycle of inquiry, production and evaluation multiple times. As a continuous semester project visual verbal journaling will assist students in project planning, document growth, show students how their daily lives are influenced by art and allow students to develop their personal voice.

MATERIALS:

- Cardstock (or thin Cardboard)
- Paper (white, colored, recycled)
- Pencils
- Embroidery thread
- Embroidery needles
- Paperclips
- Scissors
- Ruler
- Colored Pencils
- Markers
- Water Colors
- Tissue Paper
- Paint Brushes
- Glue
- Projector
- PowerPoint
- Sticky Notes

LEARNING OBJECTIVES:

By the end of the lesson students will be able to:

1. Define what an art journal can consist of, its possible applications for the creator and what it may include.
2. Discuss specific elements in an art journal such as possible composition choices like radial designs, columns, gridding, diagonals and more.
3. Justify why journaling is important to professionals as well as how it can benefit their creative process.
4. Create a journal that represents themselves as an individual and will promote creativity in their future journaling assignments.

DESCRIPTION OF LESSON:

In this lesson students will explore their sense of self, personal interests, coursework and daily lives through journaling. The difference between a journal and sketchbook will be discussed as well as how students can best utilize their journal. An emphasis on self-expression, individualism, how words can be

utilized and critical thinking will be shown through examples of journals created by other artists, designers and engineers. The cycle of artistic development will be discussed in relation to the scientific method. Journals are made up of pictures, sketches, collages, descriptive words, poems, and can be made of almost any materials. The words can act as descriptors and should add to or be entwined with the composition. Journals can be used as research, self-reflection, exploring new ideas/mediums and may inspire future projects. Journals will be unique to each student and help students develop their personal voice.

KEY QUESTIONS:

- What is the difference between a journal and a sketchbook?
- Why is journaling important to the development process?
- How can you best utilize your journal?
- What can you incorporate in your journal?
- Who uses journaling in the professional world?
- How does art influence your life and your life influence your art?

ANTICIPATED LENGTH OF THE LESSON:

The lesson will take place over the course of the semester. One day will be required to introduce the concept and create the journal, followed by various “Journal Days” that can be sprinkled into the semester. Students can also work on journals in between projects and during free time.

SEQUENCE OF DAILY LESSONS:

Day 1: Introduction/Journal Creation

Today we will introduce the concept of journaling. We will discuss its importance and how it can best be utilized in the STEAM program. We will examine the similarities and differences of the scientific method and the cycle of artistic development (Inquiry>Production>Evaluation). Next we will look at journal pages from Leonardo da Vinci, Frida Khalo, Missy H. Dunaway and Robert Fabricant as well as the 1000 Journal Project. Students will have access to the 1000 Journal Project book and various examples. The infinite options and personal nature of their journal will be discussed as well as various page compositions such as grids, border, bleeds, radial, columns, cut outs, ect. Next students will choose materials that resonate with them and begin to create their journals. I will do a demonstration on how to create the journal and bind it together safely using embroidery thread and needle. Students will work independently to create journals and receive a rubric outlining the journals requirements by the end of the semester.

Day 2: Journal Day(s)

Students will explore personal themes or create journal pages based on a prompt or current assignment. Journal days will be scheduled specifically and intertwined in to the curriculum at points where journaling can enhance lessons. However, students will be encouraged to use their journals for problem solving or classroom projects on their own as well as for personal reasons.

Day 3: Critique

The class will have a discussion about the journals and how they have been helpful to their development throughout the semester. Everyone will be asked to participate in the discussion and if students like, they can share their favorite journal entry. However, due to the personal nature of the journals presenting a page to peers will not be required.

ART HISTORY COMPONENT:

- Leonardo da Vinci – Journal Pages
- Frida Khalo – Journal Pages

STANDARDS/Frameworks:

Curriculum Standard 1: Apply appropriate media, techniques, and processes.

Curriculum Standard 2: Identify and apply the elements of visual art and principles of design.

Curriculum Standard 3: Select and apply a range of subject matter, symbols and ideas.

Curriculum Standard 4: Analyze the visual arts in relation to history and culture.

Curriculum Standard 5: Analyze, interpret and evaluate their own and others' artwork.

Curriculum Standard 6: Students will make connections among the visual arts, other disciplines, and daily life.

Curriculum Standard 7: Understand the range of careers in the field of visual arts and identify careers associated with this field.

ASSESSMENT:

A rubric will be used to assess individuals understanding and application of the learning objectives. The rubric will directly reflect the learning objectives as well as the outlined requirements for the journal pages. Students will be asked to complete a rubric grading themselves before turning in their journal. Due to the personal nature of this project and to encourage genuine personal journaling, students will have the option to cover any private information they do not wish to share using sticky notes in order to respect their privacy prior to grading. Journal contents will be kept entirely private. The only reason journal content would be shared would be in the case of student safety.

Requirements:

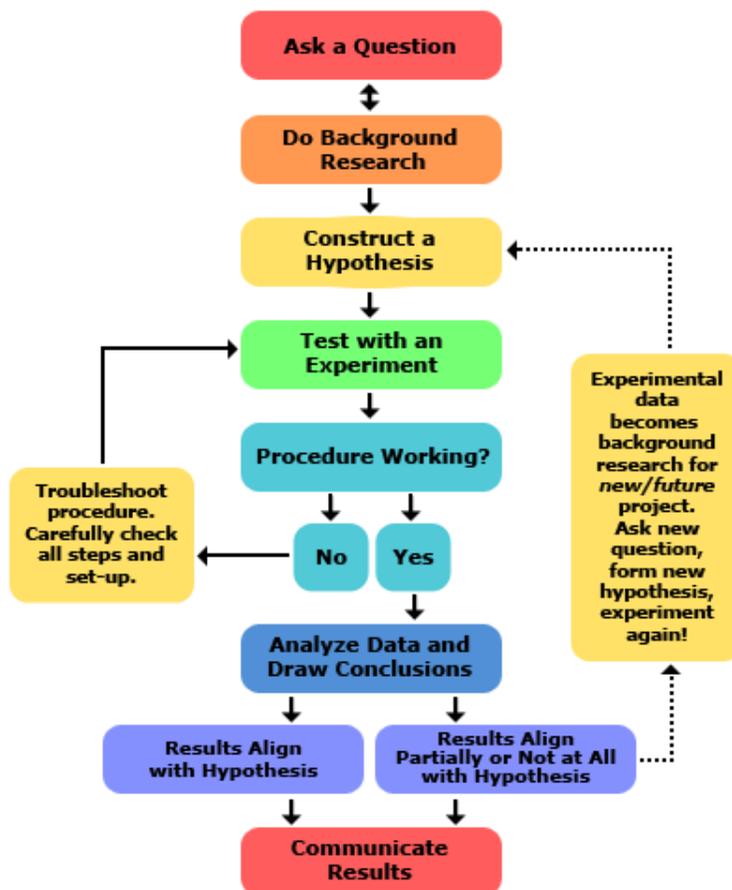
- 1 Grid Page
- 1 Bleed Page
- 1 Radial/Mandala
- 1 With found object
- 1 Multimedia Page
- 3+ Mediums Utilized
- 1 Interactive Page (Cutout, transparent, etc.)

VOCABULARY:

- Scientific Method
- Artistic Development Cycle
- Journaling
- Grid
- Radial
- Mandala
- Found object
- Bleed

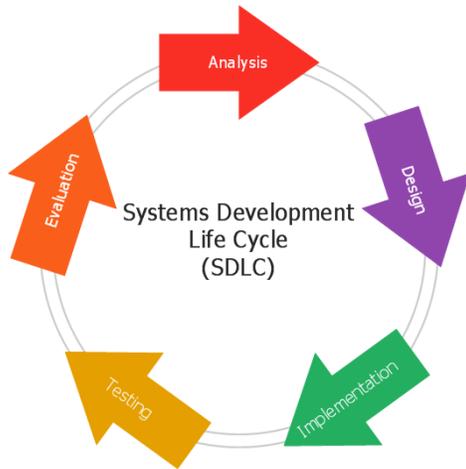
IMAGES/REASOURCES:

Scientific Method Flow Chart



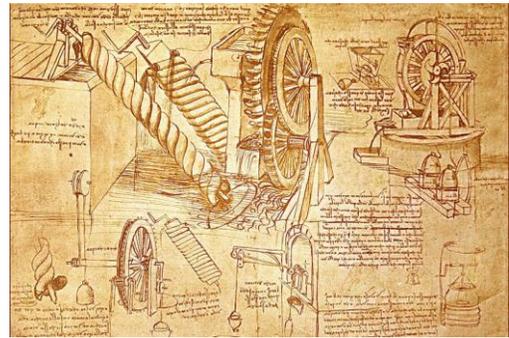
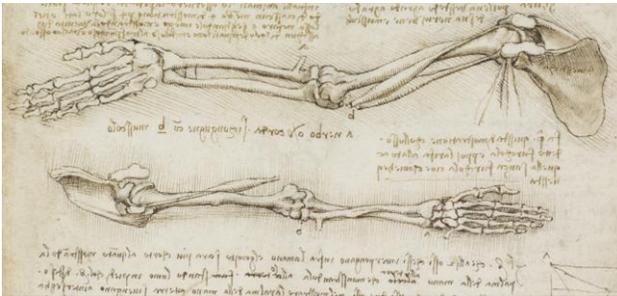
<https://www.sciencebuddies.org/science-fair-projects/science-fair/steps-of-the-scientific-method>

Systems Development Life Cycle



<http://www.conceptdraw.com/examples/diagram-of-system-development-cycle>

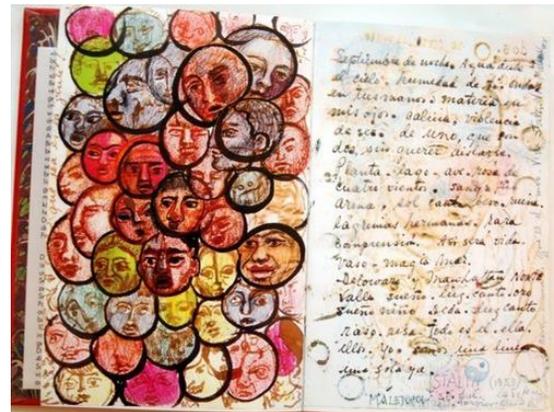
Leonardo da Vinci's Journal



<http://michaelbalchan.com/wpcontent/uploads/2014/12/daVinciArms.png>

<https://www.fromthegrapevine.com/lifestyle/famous-people-who-kept-journal-albert-einstein-marie-curie-mark-twain-charles-darwin>

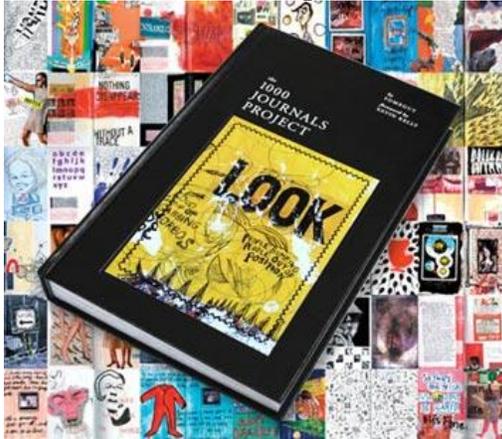
Frida Kahlo's Journals



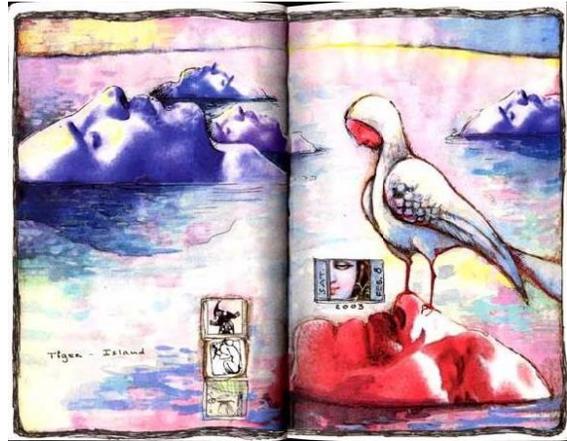
<https://www.fromthegrapevine.com/lifestyle/famous-people-who-kept-journal-albert-einstein-marie-curie-mark-twain-charles-darwin>

<https://sketchesandjottings.wordpress.com/2011/11/29/fridas-diary-her-tortured-art-journal/>

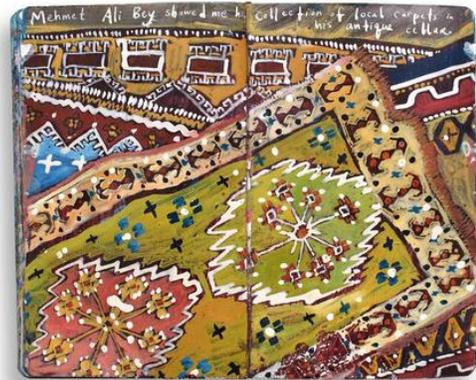
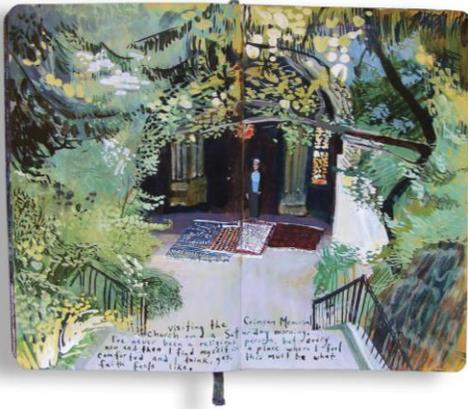
1000 Journals Project



<http://www.1000journals.com>



Missy H. Dunaway Travel Journals



<http://www.missydunaway.com/travel-journal/>

Robert Fabricant's Journal



<https://www.fastcodesign.com/3056991/16-famous-designers-show-us-their-favorite-notebooks>

TEACHER EXAMPLES:

