

Sketchbook 3 Image and Text

The third of three lessons about sketchbooks, students will practice with various media in their sketchbooks. Students will learn techniques for quick sketches through observation and collage.

Materials

Student sketchbooks, drawing media (pencil, ink, watercolor)
Still life objects, adhesive materials, magazines, etc.
Locations for on-site drawing

Web Sites

- You Can Draw
www.youcandraw.com/5skillsofobservation
Site outlines 5 skills that develop observational drawing abilities.
- Smithsonian Institution Libraries and Washington Project for the Arts
www.sil.si.edu/Exhibitions/Science-and-the-Artists-Book/title
Beginning with the “Heralds of Science” collection of works by historically important scientists, “Science and the Artist’s Book” explores “how science can be a springboard for artistic creation”. Nationally recognized artists created original works of art inspired by the collection.
- Visual Journaling
www.visualjournaling.com
This site exemplifies the sketchbook as a tool for image and content development. Samples of student work.

Utah Curriculum Tie

Main

- Drawing
Standard 1 Objective 1
Refine techniques and processes in a variety of media.

Additional

- Foundation 1
Standard 4
Objective 2

Life Skills

- Life Long Learner
- Effective Communication

Background for Teachers

Teacher should have basic drawing, collage and sketchbook skill. Teacher should have understanding of how sketchbooks are to be used to build student knowledge of subject through observation, research and associative thinking.

Student Prior Knowledge

Students should have some knowledge of “principles and elements” of art, drawing and composition. However, all of those things can be taught using the sketchbook as the place to reinforce and develop understanding of concepts.

Intended Learning Outcomes

Students will become comfortable using a sketchbook to explore, elaborate on and develop themes in drawing, observation, research and creative expression. Students will strengthen drawing skills as they learn and use quick sketching techniques, integrate collage materials into images. Students will apply associative thinking to develop content in image and text. Students will discover themselves as they reflect on cognitive strategies used to connect the written word (expressive/ objective) to the image (expressive/observational).

Strategies for Diverse Learners

Sketchbooks allow students to explore techniques, imagery and writing in a personal, private space. It is recommended that teacher give students activities to be completed in sketchbooks; teacher can check for comprehension of instructions, technique, etc. Students are able to work at their own pace without the pressure that sometimes comes when art work is displayed.

Extensions

Scientists often keep journals of their procedures and results in experiments. Writers often keep diaries/journals of what they have read, write or think about. Sketchbooks can have themes, for instance, one artist sketchbook can focus primarily on landscapes or it can be used as a travel journal. A second extension would be to look at book forms and how to transform the student's sketchbook into a work of art. Refer to Smithsonian Institution Libraries collection of "Heralds of Science" and the subsequent artist book project through The Washington Project for the Arts.

Bibliography

Discovering Drawing, Second Edition by Ted Rose and Sallye Mahan-Cox, Davis Studio Series

Instructional Procedures

1. If possible, teacher will have samples of student sketchbooks and sketchbook pages to show class.
2. Presentation and demonstration will focus on drawing media, collage materials and writing in sketchbook. Have students practice and get comfortable with media. Samples can be either pasted into sketchbooks or done directly in books.
3. Teacher will show students that they can practice techniques, draw and then write about subject matter, associate research, art movements, artists and events in history to work of students in sketchbooks.
4. Students will begin by doing several quick sketches of still life object.
5. Student will take five minutes to write about object.
6. From writing, student will research an aspect of object on internet or resource from library.
7. After student has found fact or image related to object, have them draw and write about new information. The idea is to build understanding through image and text. Allow students to leap in any direction they are interested in. Let students move from more objective observational drawing and writing to more expressive, personal drawing and writing.
8. Ask the students how they did? Work to answer any fears students might have about the book needing to look "perfect" or "professional". Remind them that the more they use the sketchbook, the more it will become an individual collection of the things they see, how they see them, the things they think about, etc.
9. Eventually, create a series of activities in sketchbook that will enable students to develop content and imagery for works of art; paintings, drawings, ceramics, sculptures, etc.
10. Remind students that they can create and use sketchbooks for other subjects; science, literature, geometry, home economics, interior design, business, etc.



Tips for Drawing in Sketchbooks

“Sketchbooks are a great place to practice drawing skills”

Pay attention to:

1. Values and colors of what you are drawing.
2. See the object within a composition, how is the focal point framed
3. Draw quickly, do several time 20 minute drawings, decrease the amount of time.
4. Do not fuss with the finish level of the drawing.
5. Learn to get the “essence” of a subject down, write a couple of sentences about subject before you draw.
6. Draw what you see, not what you think you see. Keep looking at subject.
7. Use a reference point in composition for measurement (relationships, ratios)
8. Find an anchor point in composition.
9. What are the main contrasts? Colors, tones and textures, etc.
10. Start with big shapes, drawing increasing detail as you go. Draw in layers.
11. Draw the negative shapes first.
12. Describe difference in values through hatching techniques. (create a value scale)
13. Try drawing using a variety of lines and line quality; try a variety of drawing media.
14. Draw with pen/ink, difficult to erase.
15. Study what you draw before, during and after you draw it. Observe, draw, check, correct, check again.

