

Name:	Maxine Lubrico
Lesson Title:	Sketchbooks: the story of an artist
Grade Level:	9th-12th grade

Vocab, Art History, Interdisciplinary Connections

Artist/Culture/Movement Connections: Arts & Crafts movement, Dada, artist books	Interdisciplinary Connections: Scientific illustration, journaling, creative writing
Art Vocabulary: Sketchbook, collage, bookbinding	Elements/Principles of Art color, shape, texture, unity/balance, emphasis
Media and Materials needed: Sketchbook (either store bought or made with watercolor paper, chip board, thread, and needle), Paints (acrylic and watercolor), assorted colored paper, fabric, markers, tape, glue, stickers, magazines, newspaper, scissors, x-acto knife, pens, pencils, glue, and glue sticks.	

Content Standards (choose 2/3, then delete the ones you didn't use.

Copy/paste the specific number and text. Link here: <https://www.cde.ca.gov/be/st/ss/>)

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

PRESENTING

Anchor Standard 6: Convey meaning through the presentation of artistic work.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Learning Objectives (related to standards, specific to your project)

1. Students will create and complete a sketchbook
2. Students will explore social, cultural and historical aspects that influence their art
3. Students will present a narrative through their sketchbook.

<p>Anticipatory Set:</p> <p>Students will be able to touch and go through artist books I've created, artist biographies, and other documentary media in order to familiarize themselves with the concept of a narrative and biographical storytelling</p>
<p>Big Idea:</p> <p>Telling a narrative about a life, a specific event, or a process.</p>
<p>Essential Question:</p> <p>What does documenting events over time show us about a person/culture/community.</p>
<p>Objective/Purpose:</p> <p>Students will create a sketchbook about the narrative of their choice. This can be as simple as an artist autobiography documenting their journey through the school year, a smaller sketchbook about a specific event in their lives (like moving cities), or an art making process.</p>
<p>Model:</p> <p>I will be showing the student how to create a sketchbook with watercolor paper, chip board, and needle and thread. Then we'll go through and add color to the pages to get some ideas running. The students will work on the sketchbook once a week and must complete a page to continue the narrative they are telling.</p>
<p>Check for Understanding:</p> <p>Students are working on the designated classroom days. They actively participated in the anticipatory set and art history/project introduction lesson. They are asking questions about new techniques. They are exploring new materials weekly if applicable. They are showing the instructor pages regularly for feedback and help.</p>

Step by Step Instruction of Lesson

<p>Instructional Strategies (what the teacher does)</p>	<p>Activities (what the students do)</p>
<p>Day 1 Anticipatory set</p>	<p>Day 1 Students look at artist books, go through art history presentation, and discuss what a sketchbook is and the purpose it will serve in this class. The students will finish a worksheet to brainstorm what narrative they will explore.</p>

Day 2 Creating sketchbooks	Day 2 Students will stitch together sketchbooks. If time allotted, pages will also be painted.
Day 3 Sketchbook days	Day 3 Students will work on sketchbooks once a week throughout the year and at the end will present the narrative they've explored.

Critique/Discussion: Critique cards. All Sketchbooks will be laid out and students will be given time to flip through all books. Then each student will choose a critique card and follow the prompt it requests. These prompts will either ask critique specific questions like "two stars, one wish" or more casual questions to get the discussion rolling like "what song does this piece remind you of?"

Assessment/Scoring Rubric

Criteria	1	2	3	4
Completion	The student completed 25% or less of the sketchbook	The student completed at least 50% of the sketchbook	The student completed at least 75% of the sketchbook	The student completed the overwhelming majority of the sketchbook, with a limited (less than 5) blank pages.
Craftsmanship	The student displayed unsatisfactory craftsmanship and may require more instruction and support on:	The student displayed somewhat satisfactory craftsmanship, but should consider heavily improving on:	The student displayed above satisfactory craftsmanship, but could improve on some aspects of cleanliness, organization, etc:	The student displayed excellent craftsmanship with cleanliness, organization and above and beyond completion of the pages
Creativity	The student did not present an interpretation to the project and did not attempt to explore it	The student presented an interpretation to the project and explored it in a limited capacity	The student presented a unique interpretation to the project but explored it sufficiently	The student presented a unique interpretation to the project and explored it thoroughly
Continuance	The student did not work on the sketchbook on designated days	The student sometimes worked on the sketchbook on designated days	The student consistently worked on the sketchbook on the designated days	The student worked on the sketchbook on all designated days