

Learning and Evaluation Situation Journal Fodder Junkies

1. EDUCATIONAL & INSTRUCTIONAL AIMS OF A VISUAL JOURNAL

- a. Students had indicated an interest in investigating how artists use themes of IDENTITY in their work.
- b. This was an opportunity to be self-directed and create a general process for making art
- c. The students can explore themselves, their interests, and their favoured media
- d. They can design a visually interesting page or two-page spread in their journals that explores their identity.

2. LINKS TO THE CURRICULUM

Have your students to pull inspiration from the Broad Areas of Learning

- Health and Well-Being
- Personal and Career Planning
- Environmental Awareness and Consumer Rights and Responsibilities
- Media Literacy
- Citizenship and Community Life

3. CROSS CURRICULAR COMPETENCY (IES)

Have your students to pull connect their work to one or more of the following

- Exercises critical judgment
- Organizes his/her work
- Communicates effectively
- Works in a team

4. SUBJECT SPECIFIC COMPETENCY (IES) :

Creating personal image:

Will your student create a page that is based on personal expression?

Sample Guiding questions:

Who are you? Take some time to ponder and write about all the aspects of your “self.” Think about where you come from, who your family is, and what is most important to you. Use adjectives to describe yourself, or describe all of the roles you play or have played in your life. Think about the stories that you build about yourself.

Creating media image:

Will your student create a page that is based creating work with a target audience or message in mind?

Who are you making this for? The visual journal can be a very personal creation, but you in this case you would be creating something with someone in mind. How does that affect what you say and include in your journal? Think about who you are speaking to through the visual journal.

Appreciates works of art

Will your students create a page that has them responding, connecting, reacting, analyzing, interpreting, judging someone else's work?

Who are you looking at? Who are your visual journal heroes? Find an artist that uses visual journals. Find someone you feel a connection with, and make observations of their work. You don't need to understand the connection. Look and learn from them. Don't look so much at the techniques, look at the art – the pages. What speaks to you and draws you in? What grabs and holds your attention? Whose colors reflect your feelings?

5. INTERDISCIPLINARY AND ENRICHMENT ACTIVITIES

- This LES be linked to other subject areas?
This LES can be connected by having students create pages in their journals that reflect on guiding questions and themes addressed in ERC, ELA, FSL and Health.
- How can this LES be expanded?
Pages in their journals can be used as a jumping board for larger works.

6. EVALUATION TOOLS

Comp 1 (personal) and/or comp 2 (media) :

	Advanced	Thorough	Adequate	Partial	Minimal
	5	4	3	2	1
Effective use of knowledge related to visual arts language Is visual arts language (elements and space) handled in an innovative way?	Innovative use of visual arts language	Innovative use of some aspects of visual arts language	Presence of aspects of visual arts language	Presence of a limited number of predictable aspects of visual arts language	visual arts language was disregarded.
Effective use of knowledge related to transforming gestures, materials, and tools Does the use of materials (transforming gestures) produce appropriate results?	Judicious and precise use of the properties of materials	Suitable use of the properties of materials	Simple use of the properties of materials	Occasionally inappropriate use of materials	Ineffective use of properties of materials
Coherent organization of elements Does the organization of the components of the message help develop the creative idea?	Visual message fully developing the stimulus for creation	Visual message consistent with the stimulus for creation	Visual message based on components of the stimulus for creation and conveying the main idea	Visual message simplifying the stimulus for creation containing few ideas from it	Visual message having no connection to the stimulus for creation
Is the visual message consistent with the stimulus for creation?	Organization highlighting the creative message and ideas	Organization consistent with the creative message and ideas	Simple organization linked to the message	Limited organization (e.g. few image components)	Lack of organization (e.g. components randomly arranged)
Authenticity of the production Has the student developed ideas?	Absence of clichés. Achievement of expressiveness of the image.	Innovative and developed ideas in the work.	Presence of predictable aspects of visual arts language in the work	Presence of a large number of predictable aspects of visual arts language and of a few clichés or stereotypes	Work almost entirely composed of stereotypes and clichés
*Accurate reflection (artist statement)	Formulation of relevant, varied comments about the appreciation experience (e.g. strategies used, learning acquired)	Identification of difficulties encountered and explanation of solutions applied	Description of the main steps in his/her appreciation experience	Summary description of a few steps in his/her appreciation experience	Formulation of barely relevant comments or absence of periods of reflection

Comp 3: Appreciation

	Advanced 5	Thorough 4	Adequate 3	Partial 2	Minimal 1
<p>Connections between aspects of the work and the effects felt, including personal elements of the interpretation</p> <input type="checkbox"/> Personal connections <input type="checkbox"/> Personal reactions	Connections are insightful, profound, and thought-provoking.	Connections are thoughtful, pertinent, and developed.	Connections are relevant but simplistic.	Connections are underdeveloped and/or impertinent.	Connections are inappropriate and/or irrelevant.
<p>Connections between aspects of the work and socio-cultural (including historical) aspects</p> <input type="checkbox"/> Symbolic meaning <input type="checkbox"/> Connections to other work(s) <input type="checkbox"/> Contextualizing the work (time, place, social status)	Connections are insightful, profound, and thought-provoking.	Connections are thoughtful, pertinent, and developed.	Connections are relevant but simplistic.	Connections are underdeveloped and/or impertinent.	Connections are inappropriate and/or irrelevant.
<p>Appropriate use of subject-specific vocabulary</p> <input type="checkbox"/> Elements <input type="checkbox"/> Space (principles) <input type="checkbox"/> Transforming gestures (technique)	Use of vocabulary is precise, carefully chosen, and error-free.	Use of vocabulary is accurate and well chosen.	Use of vocabulary is basic and clear.	Use of vocabulary is vague and unclear.	Use of vocabulary is unacceptable and/or incorrect.

7. CULTURAL REFERENCE(S)

- *Journal Fodder 365: Daily Doses of Inspiration for the Art Addict*
[Eric M. Scott](#) (Author), [David R. Modler](#) (Author)
North Light Books (Aug 23 2012)
- *The Journal Junkies Workshop: Visual Ammunition for the Art Addict*
[Eric M. Scott](#) (Author), [David R. Modler](#) (Author)
North Light Books; 1 edition (May 20 2010)

8. LEARNING CONTENT

- USES IDEAS TO CREATE A VISUAL ARTS WORK / MEDIA PRODUCTION
- USES TRANSFORMING GESTURES B. AND ELEMENTS OF VISUAL ARTS LANGUAGE /MEDIA LANGUAGE
- ORGANIZES HIS/HER VISUAL ARTS / MEDIA PRODUCTION
- SHARES HIS/HER EXPERIENCE OF PERSONAL / MEDIA CREATION
- ANALYZES A WORK OR PRODUCTION
- INTERPRETS THE MEANING OF THE WORK OR PRODUCTION
- MAKES CRITICAL AND AESTHETIC JUDGMENTS
- SHARES HIS/HER APPRECIATION EXPERIENCE

9. PREPARATION

Students can decide which art element and transforming gesture/material/tool that they want to explore in their pages.

<ul style="list-style-type: none">○ Shape○ Line○ Colours○ Value○ Texture○ Pattern○ Volume○ Spatial organization○ Spatial Representation	<ul style="list-style-type: none">○ wax crayon○ felt pen○ gouache○ oil pastel○ charcoal○ dry pastel○ India ink○ coloured ink○ graphite pen,○ drawing sticks [red○ chalk, bistre, black and white]○ transfers○ collage
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Students should base their pages on the chosen guiding question (see section 4)

This is the place where the **Appreciation Competency** can play a big role (Using an artist, movement, artwork (...), where the Visual Arts vocabulary can be introduced, and where you can introduce your students to Describing, Interpreting, Analyzing, Judging artwork)

10. PERFORMANCE:

ACTIVITIES:

- Please describe your classroom set up and steps students take for the art making process

- Introduction task:
 1. Students are introduced to the idea of the visual journal. It is an “Everything Book.” It is drawn in, written in, painted in, collaged in. It is a true reflection of the artist.
 2. Students are exposed to visual journal examples (actual journals or reproductions of pages.)
 3. Students are introduced to the idea of exploring their identities through the visual journal.

- Research tasks:
 1. Students conduct research about themselves brainstorming and writing about themselves answering the prompt; “I am...”
 2. Students research media and techniques that will best suit their needs for creating the piece. Students might be introduced to new media and techniques and given the opportunity to experiment and master them.
 3. Students use online resources to research a visual journalists that they are most connected to, and use the inspiration to create their pages.

- Production tasks:
 1. Students complete the writing and the research in their journals with the idea that it can be incorporated into the final page or spread.
 2. Students complete media and technique experiments in their journals as a way to begin other pages, add to pages in progress, and to begin the final page or spread.
 3. Students complete final pages with their choice of media.

INTERGRATION:

This is the summary and closure plan : Invite students to use the brainstorms, reflections, and visual arts language learnt to write an artist statement or participate in a classroom or personal critique