

## **UNIT ONE: SKETCHBOOK CHALLENGE**

### **20 Pages in 20 Days**

Explore the creative process through media experimentation and artist research; Display in your sketchbook using different presentation techniques and a variety of layout styles. You are encouraged to take risks with a variety of creative challenges both self-directed and teacher led.

“Ever tried. Ever failed. No matter. Try Again. Fail again. Fail better.”

Samuel Beckett

**Creatively fill 20 sketchbook pages, each in a different presentation style, layout, media, concept, etc.**

Timeline: September 11 -30<sup>th</sup>

Review (not critique) October 1 & 2

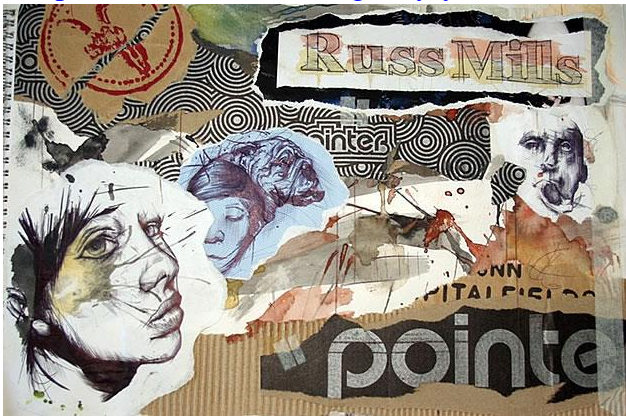
1. Sketchbooks are for your storage of ideas
2. Sketchbooks provide a safe space for exploration

Don't be confined to a single media, sketchbooks are not always for sketching

- Write/journal
- Glue notes, concert tickets and other mementos into it
- Glue fabric samples, fliers with color schemes you like, photocopies of diagrams from anatomy books...
- Collage magazine cutouts and draw over them with markers
- Press flowers in it

Use a scalpel to make a paper cut sculpture from one of the pages

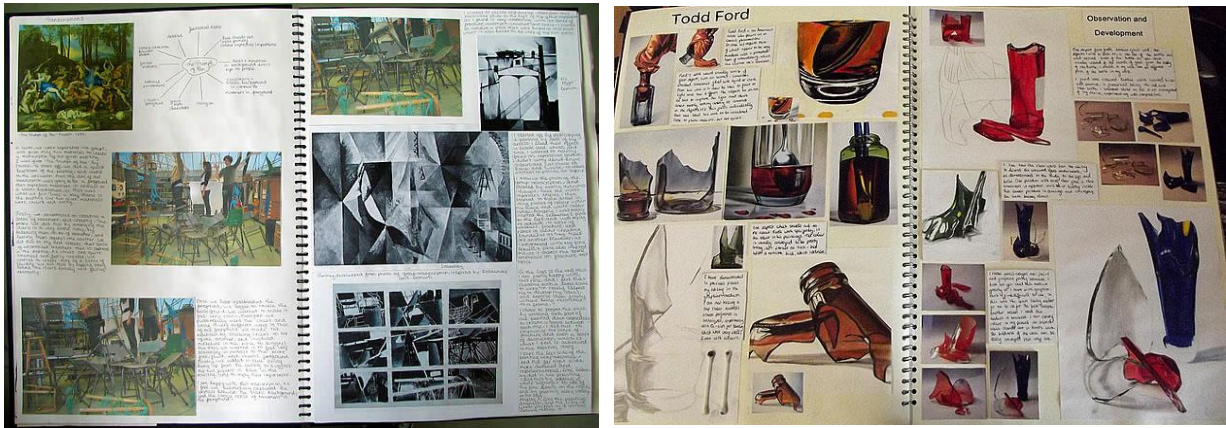
<http://neladunato.com/blog/why-you-should-keep-a-sketchbook/>



*This sketchbook page explores the work of graphic illustrator Russ Mills. Every splash of paint, every pen line and every torn piece of background material is placed with care. The composition of the page as a whole is important. The page is balanced and items are integrated in a harmonious layout.*



*This sketchbook page is an exciting investigation of media and ideas. Using 'modrock' (a plaster of paris bandage) and glue to create raised areas, with other mixed mediums such as wire, ink and Biro pen, careful and detailed drawings over a chaotic ground. The piece is not a finished image: rather, it is an exploration of ideas.*



*Intelligent, informed investigations fill sketchbook pages to the brim.*

**Above all, a sketchbook should be a place for developing and refining ideas.** It should show thought processes and provide insights into a student's thinking. This sketchbook page is a helpful reminder that a Fine Art / Painting and Related Media sketchbooks need not be overly gestural or expressive: those who prefer working in a tighter, ordered, structured style should not be afraid of doing so. Here the integration of artist work, student photographs and observational drawings clearly show the journey taken while exploring and developing ideas.

**SEE MORE EXAMPLES AT**

**<http://www.studentartguide.com/articles/art-sketchbook-ideas>**

**Graphic images** represent subjects from the real world. All graphic images are *abstractions* that may be classified within three basic types: (1) **projections**, (2) **likenesses**, or (3) **surrogate images**.

**Projections** are “point-to-point” representations of a subject; photographs, shadows, maps, drawings, paintings, and sculptures can be **highly accurate representations of the original subject**. Trompe l’oeil art, or the super-realistic paintings of William Harnett, fall within this category as well.

**Likenesses** are *stylized* representations of a subject; they can take the form of caricatures, simplified drawings, or any graphic form that is abstracted yet retains recognizable aspects of the original subject.

**Surrogate Images** are representations of a *symbolic* nature; certain shapes, forms, or marks *stand-in* for the original subject. They are a kind of symbolic shorthand wherein lines and shapes that are entirely different from the original subject are substituted in order to gain symbolic expression. The portrayal of a *cube with wings of wax*, for example, may be said to be a surrogate image of Icarus, the adventurous youth of Greek mythology.

## Checklist

- 20 pages
- Explore & Experiment with a range of media
- Develop and refine ideas
- Presentation: *The composition of the page as a whole is important.*

## Rubric

The student demonstrates the specified knowledge and skills with...	a high degree of effectiveness	considerable effectiveness	some effectiveness	limited effectiveness
<b>THINKING</b> <i>e.g., extend their skills in working with a range of media;</i> <b>A3.1</b> use with increasing skill a wide variety of media...	Level 4	Level 3	Level 2	Level 1
<b>THINKING Sketchbook</b> <i>Creative process 'imagining &amp; generating', Planning &amp; Focusing', 'Exploring Experimenting'...</i> <b>A1.3</b> document their use of each stage of the creative process, and provide evidence of critical inquiry... <b>A1.2</b> apply, with increasing fluency and flexibility, the appropriate stages of the creative process to produce two- and three-dimensional art works using a variety of traditional and contemporary media				/20
<b>COMMUNICATION Display</b> <i>creative process 'presenting &amp; performing'</i> The composition of the page as a whole is important. <b>A3.3</b> demonstrate a understanding of the appropriate standards and conventions for presenting art works for a variety of purposes				/10
<b>Research/Connections</b> <b>KNOWLEDGE</b> <i>e.g., techniques, elements, principles, forms, structures, conventions</i> <b>UNDERSTANDING</b> <i>e.g., concepts, ideas, styles, procedures, processes, themes, relationships among elements, informed opinions</i>				/10