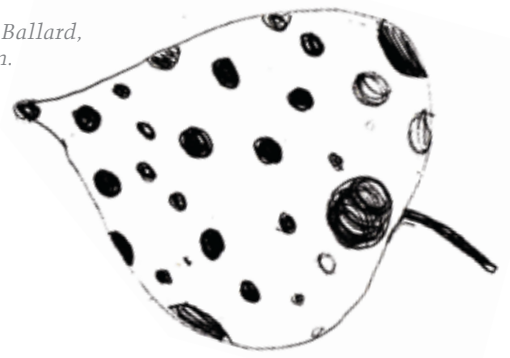
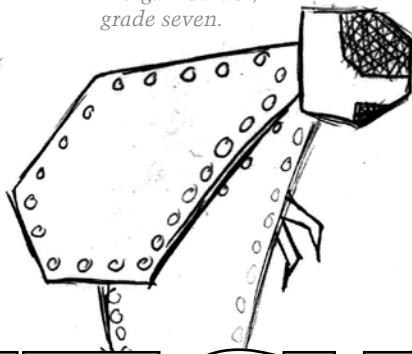


Samantha Ballard,  
grade seven.

Morgan Carder,  
grade seven.



Morgan Carder,  
grade seven.



# SKETCHBOOK Day!

## Learning Objectives

Students will:

- practice and improve their observation skills (see like an artist).
- practice and improve their observation drawing (create like an artist).
- learn new art vocabulary relating to image development strategies (talk like an artist).
- analyze how they will integrate creative strategies with the theme of the day (think like an artist).
- create artworks inspired by creative challenge (create like an artist).
- reflect on their drawing and learning (talk like an artist).

## Tracy Fortune

I was searching for a creative way to include sketchbook drawing into my middle school classroom.

Since our district has quite a few half days, I thought weekly sketchbook drawing would be perfect for these shortened classes, and as a warm-up activity on other days.

I wanted the sketchbook drawing time to be meaningful, enjoyable, and linked to our overarching goals. My goal is for students to understand how they are artists by learning to *see* like an artist, *think* like an artist, *talk* like an artist, and *create* like an artist.

Over the past several years, I have collected things such as shoes, hats, shells, bottles, tools, musical instruments, and plastic bugs. Each week one of these collections serves as the theme for a series of drawings. Because I alternate nature-based items with human-made ones, and select objects that are appealing to adolescents, students find this a highly engaging activity.

As I greet students at the door, I announce, "It's sketchbook day!" Students get out their sketchbooks and look to the projection screen for specifics on the day's work. I have developed

a format that highlights the three parts of their sketchbook work:

### Part A: Observation Drawing

To develop their skills to see and create like an artist, students do a number of observation drawings. I adjust this number to suit the objects for drawing, the skill level of the students, and the time allotted for this activity.

### Part B: Creative Challenge


Each week, I give students a new creative challenge to help them think and create like artists. Students usually draw one or two additional drawings that incorporate the theme with the creative image development strategy. This activity is an excellent way to introduce students to new art vocabulary such as *elaboration* and *juxtaposition*.

### Part C: Reflection

To help students develop their ability to talk like an artist, I ask them to write about their drawings by answering sketchbook reflection questions such

as "Can you explain what is going on in your drawings, noting the theme and explaining the creative challenge?" and "Which drawing is your best? Explain why."

Each year, I rearrange the themes and the creative challenges so that students in grades six, seven, and eight explore different combinations of objects and creative challenges. While not all students enjoy drawing in sketch-

books using this structured format, most feel confident doing sketches and find the items intriguing. 

Tracy Fortune is an artist, art teacher, and author. [artasticadventures.blogspot.com](http://artasticadventures.blogspot.com)

## NATIONAL STANDARD

Students employ organizational structures and analyze what makes them effective or not effective in the communication of ideas.

## WEB LINKS

[www.youtube.com/watch?v=pLsoodZ-NB0](http://www.youtube.com/watch?v=pLsoodZ-NB0)