CAEA Lesson Plan Format

**Lesson Title:** Mixed Media Journaling in the Content Areas

**Name of Presenters:** Andrea Guillaume and Kristine Quinn

**Grade Level:** Elementary

**Background Information:**
Art journaling is an open-ended strategy that incorporates creativity, problem-solving and decision making while processing, analyzing and synthesizing content. Students personally respond to academic content through artistic processes utilizing the practices of Common Core, including creativity and critical thinking.

**Specific Lesson Title:** Sand Dollar Mixed Media Journal Spread, Grade Five (Figure 0 gives a sample spread, deconstructed)

**Content Standards:**

*Arts Standards: Grade 5 NAEA Standards: Visual Arts: Creating*

VA:Cr2.1.5
Experiment and develop skills in multiple art-making techniques and approaches through practice.

VA:Cr2.3.5
Identify, describe, and visually document places and/or objects of personal significance.

VA:Cr3.1.5
Create artist statements using art vocabulary to describe personal choices in art-making

*Next Generation Science Standards*

Disciplinary Core Idea: LS1.A
Organisms have both internal and external macroscopic structures that allow for growth, survival, behavior, and reproduction.

Crosscutting Concept: Structure and Function
The way in which an object or living thing is shaped and its substructure determine many of its properties and functions.
Science and Engineering Practices
1. Asking questions
2. Developing and using models
8. Obtaining, evaluating, and communicating information

Learning Goals:
1. To explore the structures of sand dollars using the practices of science and the processes of art.
2. To create a mixed media journal spread that documents the sand dollar and experiments with multiple art making techniques.

Vocabulary:
Art-related vocabulary
Balance
Foreground
Background
Bleeding tissue paper
Resist
Symmetry

Science-related vocabulary
Symmetry
Tube feet
Convex
Test
Pore
Intertidal zone

Materials:
- Sand dollars (available for purchase online; photos of sand dollars serve as a less desirable alternative—see Figure 1)
- Lenses (optional but may include hand lenses, jeweler’s loupes, and cell phone lenses) (See Figure 2 for sand dollar photos taken with a cell phone lens)
- Class chart for recording students’ (See Figure 3)
- Information sources (mobile devices with internet access and/or printed information sources such as printout from Internet sources)
- Pencils
- Permanent markers (Black fine or superfine sharpies)
- Mixed media journals (or heavy white paper)
- Additional paper for drawings and artist statements
- Bleeding tissue paper
- Non bleeding tissue paper
- Mediums that will resist water and water soluble materials such as water color: white oil pastel, white crayon, petroleum jelly, white glue (left white or colored)
- Water
• Paint brushes
• Optional items: Sand and glue to affix it; ephemera such as magazine images; other mediums such as water color paints, water soluble pastels, or colored pencils

Motivation:
1. Activate interest by telling a true or realistic story about finding a sand dollar on the beach.
2. Model a couple questions about the wondrous sand dollar and its life. (Examples: Is this the remains of an animal? What did it look like alive?)

Procedure:
(Note: “Choice points” are for teachers and/or artists, depending on their preferences and focal points.)
1. Choice Point: Spread border
   a. Use no border, allowing art work to go to the edges of the page.
   b. Have students lightly mark a pencil border on a two-page journal spread.
   c. Mask or use other resist to create a border.
2. Distribute sand dollars. Instruct students to observe carefully for detail.
3. Choice Point: Drawing the sand dollar
   a. Instruct students to use pencil draw realistic, detailed representations of the sand dollar somewhere on the lower third of one side of the spread.
   b. Invite students to add another sand dollar drawing somewhere on their spread (perhaps boxed) using one of the lenses available.
   c. Students can draw either version of the sand dollar on separate paper instead of drawing directly onto the spread and collage onto the spread later.
4. As students draw, capture their questions about sand dollars as they work, perhaps on a class chart (See Figure 3).
5. Work as a class to answer students’ questions about sand dollars, preferably recording them on the class chart. Students use all information sources available, such as print outs and an internet search. Optional: Show YouTube videos of live sand dollars such as those at: https://www.youtube.com/watch?v=gLk71-vsi2E and https://www.youtube.com/watch?v=JEZv1Cexwvo
6. Instruct students on the basic journal spread criteria:
   • Balance: Instruct students to keep in their minds’ eyes a balanced composition with the visual weight distributed carefully across the spread. (Recommended: First show and discuss examples of balanced and unbalanced spreads with any content. Conduct an image search using the term “art journal spread” or “ocean art journal spread” for a myriad of examples.)
   • Text: Require students to add in Sharpie words, phrases, or sentences to capture what they learned about sand dollars. Some choices: Create the border in words; add words around the sand dollar; write across the background.
   • Images: The spread must include at least one well-placed drawing of a sand dollar.
   • Color: Bleeding tissue paper to represent the sand dollar’s habitat, the intertidal zone. Discuss use of colors placed to indicate foreground and background.
   • Media and Technique: Consider requiring students to include something that is new to them (Texture: sand? Technique: Resist?). Provide instruction as necessary.
7. Monitor and encourage use of science and art vocabulary in informal discussion as students work.

8. Choice Point: Some choices for adding artists’ statements include
   a. Written in Sharpie on tissue and collaged to page
   b. Written on a fold over flap and taped, glued, or stitched in place.
   c. Audio or video recorded and included with a QR code on the spread.

**Assessment:**
Questions that can guide students’ self assessment and teachers’ assessment of the spread include the following:
1. Does the work demonstrate an understanding of the structures of sand dollars?
2. Does it include questions and resultant answers from research?
3. Does it include one or more two-dimensional models of the sand dollar via drawing?
4. Is the composition balanced, with the visual weight pleasingly distributed?
5. What are the mediums included in the work?
6. Did the artist experiment with a new technique or medium?
7. Does the artist’s statement describe and support the work to explain artist’s choices using appropriate vocabulary?

**Extensions:**
- One or more additional spreads that explore the same content and techniques with different results (a series)
- A spread that explores the same content using different techniques (see Figure 4 for a tissue paper collage background.)
- A spread that springboards from the original in directions determined by the artist (see Figure 5 for a spread sparked by the original)
- Artist studies of other sea life or sea shells that are personally significant (see figure 6 for a sea start journal spread).
- A journal spread of a personally significant place, ocean-related or otherwise.
- A journal spread that uses similar mediums and techniques with different content.
- A nature journal spread created in situ.
- Artist-created doodle patterns based on observations—with or without lenses—of the patterns of the sand dollar (see Figure 3 for inspiration)
Supporting Materials:

Figure 0: Sample spread, deconstructed
Figure 1: Scanned image of actual sand dollars
Figure 2: Sample Sand Dollar Photos Taken with Cell Phone Lens, by Katie LoFaso
Figure 3: Class Chart for Student Questions and Answers
Sand Dollars

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Figure 4: Tissue Paper Collage Background, with Painted Tissue Paper
Figure 5: A spread inspired by the sand dollar spread
Figure 6: Artist’s preference: Sea spread