

Art & Design Education Lab: INTR3B06
Professor: Pam Patterson
Assignment: Revised Lesson Plan
Due: April 13th
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Revised Lesson Concept Design

Sketch book - idea inspired by *Visual Artifact Journals as Creative and Critical Springboards for Meaning Making* by Lynn Sanders-Bustle.

Site: OCADU First Year required course for Faculty of Art Students.

Objective of the lesson:

OCADU will have a class called something like, Research Responsibilities and Possibilities, dedicated to the development of a strong sketchbook/sketchbook making skills. The class will be once a week, three hours, like most other classes, but will extend for the length of the entire year. In this class, students will learn how to create a powerful sketchbook/*research* book that will help them to create more valuable and meaningful art pieces.

The class will start with a lecture on the importance of recording your progress, your ideas and how they develop, a place to brainstorm and experiment. In this class the students will use the assignments from their other introductory classes as subjects for their self discovery in their artistic practice. This will help them gain more from all of their introductory classes and help them decide what they are really interested in.

It is too common for first year students to pump out assignments just because they 'have' to, and come critique time, they may have little to say about a piece because honestly, they didn't have that much time to think about what they were trying to say, what the piece meant to them, and how it effects their artistic growth.

This class and exercise will allow them to incubate ideas so that ultimately they end up creating pieces that they are excited and proud about instead of solely meeting a requirement. This skill will help them throughout their career at OCADU and in their personal artistic development. They will learn how to organise their ideas so that when it comes time to talk about their art, they are prepared due to the research they have done throughout the creating of a piece.

The first few weeks will have assignments to get the ball rolling. These will include exercises like looking through magazines and finding images which inspire you, then expanding on those images by making connections to other topics - seeing how seemingly different ideas may have connections between them. This will teach the students how to tap back into divergent thinking. Once enough class sessions have occurred that the teacher has taught the fundamentals of creating a useful sketch/researchbook, each class meeting will have check ups on the contribution completed that week for each project they are working on that semester. It is valuable for students to get feedback from the teacher to have time to discuss their ideas and get feedback. It will also be encouraged for students to share their ideas with the class, like in a critique, to see what sort of topics or questions may arise in their final critique of the project in their designated classes. While the teacher is having one on ones with individual students, the rest of the class will have time to continue working on their research.

Desired Learning Outcomes:

Students will begin to make more meaningful connections in their art practice by using this sketchbook/research book as an ongoing aid throughout their OCADU career.

The book will:

- Be a place for ideas to stem from.

- Include topics that they chose for further examined and development off of.
- Help make connections
- Help students by using their findings to figure out why they chose them/why they speak to them, their artwork will have more valuable/in depth meaning.
- Help by due to the creation of an ongoing journal of ideas in the book. It allows the students to flesh out ideas more fully. They may find something which inspires them but are unsure of where it is going to take them. By keeping it in a sketchbook they can allow their mind to ponder the idea, and come back to the idea later to fully flesh it out.
- Show students the importance of planning ahead. It helps get over inspiration lulls.

Pedagogical approach:

1. Development of Cognitive Process: requires students to analyse, hypothesis and organise.
2. Self-actualisation of the child: helps the students to grow through natural process. Allows students to recognise what is important and relevant to them.