

VISUAL ART LEARNING SEGMENT PLAN TEMPLATE

UWM STUDENT TEACHING

Lesson Title: Artistic Journaling and Artist books

Age Group: 4-5th grade (and 6th graders moved to 5th grade class)

ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT

Enduring Understanding & Rationale (What do you want students to understand through this learning segment? Why is it relevant?)

Students will understand that an art journal is a personal creative space to explore and express thoughts, feelings, and ideas through a variety of materials and techniques. Artistic journaling teaches that creativity is a process—not a product—and that there are infinite ways to communicate visually. This project empowers students to make independent artistic choices while practicing craftsmanship, creative thinking, and self-expression.

This lesson is relevant because it encourages personal voice and reflection, builds fine motor and design skills, and fosters confidence in students' ability to create art that is uniquely their own.

LEARNING OBJECTIVES & VISUAL ART STANDARDS

National Core Art Standards

(list grade level specific number and text)

- A.A.Cr.1.i – Investigate: Brainstorm multiple approaches to an art or design problem.
- A.A.Cr.5.i – Plan: Brainstorm, discuss, and sketch ideas to solve an art problem.
- A.A.Cr.6.i – Make: Utilize more complex media to express an idea and expand knowledge of tools and techniques, with attention to craftsmanship.

Learning Objectives

(Aligned with 4 core Artistic Processes identified in NCAS: Creating, Responding, Presenting, & Connecting)

Students will:

1. Construct and bind a handmade journal using cardboard, paper, string, and glue.
2. Demonstrate craftsmanship, safe tool use, and planning skills.
3. Create thumbnail sketches that explore a personal interest or hobby using a grid format.
4. Develop additional journal pages using a variety of media (drawing, collage, painting, writing) to express thoughts and emotions.
5. Reflect on their artistic choices and personal growth through journaling.

Assessments: How you will know students have met the learning objectives...**Formative:**

- Observation during binding process (tool safety, following steps, craftsmanship).
- Thumbnail sketch review for planning and concept development.
- Peer/teacher discussions on idea exploration.
- Checking and having them give thumbs up for understanding
- Repeating instructions
- self-assessment

Summative:

- Completed bound art journal with at least 6 finished pages demonstrating experimentation, personal voice, and use of mixed media.
- Rubric assessing:
 - Craftsmanship (A.A.Cr.6.i)
 - Conceptual Thinking (A.A.Cr.1.i, A.A.Cr.5.i)
 - Creative Exploration & Effort
 - Safe and responsible material use

Lesson Overview: Scope & Sequence of your lessons to guide student learning...

Day 1	Day 2	Day 3–4	Day 5	
Journal Construction	Thumbnail Sketching	Developing Pages	Reflection & Sharing	
Introduction to artistic journaling, binding and assembling the 4"x6" journal.	Learn about thumbnail sketches and create 4 grid-based thumbnails inspired by a personal hobby or activity.	Begin filling journal pages using mixed media (drawing, collage, painting, writing). Encourage exploration and emotion-based artmaking.	Students review their journals, write a short reflection, and share one favorite page or idea with the class.	

PLANNING FOR INSTRUCTION	
Activity #1 Creating & Binding the Journal	
Materials: Cardboard (4"x6"), construction paper, blank paper, hole punch, scissors, glue sticks, string or yarn, pencils, markers.	Vocabulary: Journal, binding, cover, craftsmanship, alignment, composition.
Instruction Strategies & Learning Tasks	
Introduction/Motivation (Review as needed) Introduce the concept: <i>"Artistic journaling is a creative space just for you—a way to mix drawing, writing, collage, doodling, painting, or any materials you like to share thoughts, feelings, dreams, and ideas. There is no right or wrong way to make a journal—each page is unique to you."</i> Show a few examples of art journals (photos or real samples).	Demonstration/Modeling Demonstration/Modeling: <ul style="list-style-type: none"> • Demonstrate step-by-step how to: <ol style="list-style-type: none"> 1. Cut two cardboard covers (4"x6"). 2. Decorate the covers with construction paper. 3. Punch three holes on the left side. 4. Align pages with covers and mark holes. 5. Thread string through and tie knots to bind.
Independent Practice Students follow along and bind their own journals. If finished early, they may decorate the cover.	Review/Closure Quick reflection: "What did you enjoy about making your own journal? What challenges did you face?"
Teacher Self-assessment/Reflection: (To be completed following teaching)	
Activity #	
Materials:	Vocabulary:
Instruction Strategies & Learning Tasks	
Introduction/Motivation (Review as needed)	Demonstration/Modeling

Independent Practice	Review/Closure
Teacher Self-assessment/Reflection: (To be completed following teaching)	

Activity # 2 Thumbnail sketches	
Materials: Pencils, rulers, erasers, fine-tip pens.	Vocabulary: Thumbnail sketch, grid, proportion, composition, concept.
Instruction Strategies & Learning Tasks	
Introduction/Motivation (Review as needed) Discuss how artists plan ideas using thumbnail sketches. Show examples of small planning drawings. Ask: “What’s something you love doing or learning about? How could that become a drawing idea?”	Demonstration/Modeling On the first two pages of their journals, have students draw a grid of four rectangles. (total of 8 thumbnail sketches) Model how to make quick thumbnail sketches related to a hobby, activity, or interest.
Independent Practice <ul style="list-style-type: none"> Students create four small sketches exploring their idea. Encourage focusing on shapes, composition, and storytelling rather than detail. 	Review/Closure Group share: “Which thumbnail idea would you like to turn into a larger journal page later?”
Teacher Self-assessment/Reflection: (To be completed following teaching)	

Activity #3 Developing a Journal Page
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Materials: Colored pencils, markers, watercolor, glue sticks, magazines/newspapers, collage scraps, washi tape.	Vocabulary: Composition, layering, mixed media, focal point, collage.
Instruction Strategies & Learning Tasks	
Introduction/Motivation (Review as needed) Discuss: <i>How can we make a page more expressive?</i> Show examples of artistic journal spreads that combine text, drawing, and collage.	Demonstration/Modeling Model how to select one thumbnail sketch and expand it into a full journal spread. Add background color, collage, or words that connect to the idea.
Independent Practice Students develop one full journal page from a chosen thumbnail sketch, experimenting with mixed media.	Review/Closure Gallery walk —students flip through journals and notice different creative approaches.
Teacher Self-assessment/Reflection: (To be completed following teaching)	

Activity #4 Exploration & Expression Through Journaling	
Materials: Journals, mixed media supplies (paint, colored pencils, collage scraps, stickers, pens, fabric, tape, etc.), reflective question prompts.	Vocabulary: Expression, emotion, reflection, texture, mood, layering.
Instruction Strategies & Learning Tasks	
Introduction/Motivation (Review as needed) Ask: <ul style="list-style-type: none"> • How does your hobby make you feel? • What dreams or goals do you have connected to it? • What memories or emotions come up when you think about this activity? Explain that today’s goal is to use their journals to express those feelings through imagery, color, and texture.	Demonstration/Modeling Model creating a journal spread that expresses emotion (e.g., warm colors for excitement, cool tones for calm). Add words or symbols that connect to how the hobby makes you feel.

<p style="text-align: center;">Independent Practice</p> <p>Students create 2 or more pages showing emotional and creative exploration of their hobby or interests. They can mix materials, include writing, collage, or abstract marks. Encourage experimentation.</p>	<p style="text-align: center;">Review/Closure</p> <p style="text-align: center;">Reflect as a class:</p> <ul style="list-style-type: none"> • What did you discover about yourself while journaling? • How can art help express things that are hard to say in words?
<p>Teacher Self-assessment/Reflection: (To be completed following teaching)</p>	

Final Expectation:

By the end of this project, students will have:

- A hand-bound artistic journal (4x6")
- Two pages of thumbnail sketches related to personal interests
- One developed mixed-media journal spread
- Two or more additional expressive pages exploring emotions, dreams, and reflections tied to their hobby
- A unique, expressive journal that reflects their individuality and creative voice