Journal: Sketching

During this activity your students will complete a journaling activity in which they will express themselves textually and with drawings using basic forms. They will journal in a notebook for a month; they should including events, emotions, feelings, etc. This is a perfect activity for a high school language arts or art class to encourage them to appreciate and understand expression in paintings and drawings.

Process:

Introduce the activity by familiarizing the students with the art series called *Art Basics with Dick Termes: Drawing*, which is a drawing system that uses cubes, cylinders and spheres. View the introduction video and episode one which is called *Art Basics with Dick Termes: Drawing – Cube Basic*. Below are links to additional videos that introduce more drawing techniques. The students are encouraged to watch sections of the videos in class or at home to enhance their drawing abilities. The following *Teaching and User’s Guide* includes video timecodes and direct links to the videos also.

Example Videos:
1. Cube Addition
2. Cube Subtraction
3. Cylinder Basic
4. Cylinder Addition
5. Cylinder Subtraction
6. Cylinder Realism
7. Sphere Basic

The students should complete the following introductory activity. Each group of 2-4 students will be given four words (or group of words) that describe an emotion, situation or event. They will write the words on top of a piece of drawing paper. The paper should be divided into four sections (shown below). The students should use the cube, cylinder and sphere to represent the words. The students should draw each emotion and then explain each drawing on a separate piece of paper. The students in the group should then exchange their drawings. Each
Student will choose which drawing they think represents the word and explain why on a sheet of paper. This should be completed by each of the students in the group. The students should then share their explanations for each drawing and compare and contrast the assessments of the other students. In the example below the student was given the words happy, angry, jealousy and shame.
Below are the responses from the student that drew the images and one other student in the group.

1. **Self:** Anger – the large shaded cube represents someone angry at the smaller cube (a bully)  
   **Group member:** Jealousy – the small cube is jealous of the larger intimidating cube

2. **Self:** Happy – the cylinder is full and overflowing with happiness  
   **Group member:** Happy – the cylinder is happy and overflowing

3. **Self:** Jealousy – the cube in the background is jealous of the more complex cool cube  
   **Group member:** Angry – the large cube is angry because the smaller cube is removed/taken away

4. **Self:** Shame – the isolated cylinder is tipped over and different  
   **Group member:** Shame – the cylinder in the front is tipped over and feels different

Additional examples: fear, surprise, sickness, sadness, fatigue, depression, joy, fighting, disgust, trust, pity, kindness, having a really good day, having a bad day, overwhelmed, etc.

The students will now complete a journaling activity in which they will express themselves textually and with drawings using basic forms. They will journal in a notebook for a month; they should including events, emotions, feelings, etc. The journal should include both text and drawings that complement each other.