

Studio Objectives

Students will:

- find and respond to painted surfaces and artistic marks in their environment and in paintings and record findings in their journal.
- organize their findings into categories.
- plan a final painting based on one of their found examples.

Setup

Make sure all students have a journal and the mark-making tools that they need. You may want to have a few extras on hand for students who did not bring materials in. Be ready to show them examples from your own sketchbook or other students' completed work that help to illustrate this process of searching for examples of paint in the environment. Show different ways of organizing observations in a sketchbook and show an example of a painting created from these observations.

Studio Experience

Encounters with Paint

Throughout this book, journal prompts encourage you to think about paint, painting, and paintings in different ways. For each prompt, you'll complete your entries on facing pages in your journal. In this studio experience, you'll be observing and responding to paint from a variety of environments and then organizing your responses.

Before You Begin

Think about the concept of paint. Imagine you're looking at the world for the first time and you're in awe of paint. How could you collect samples that represent paint's many forms and uses?

You will need:

- your journal
- cutting tools: scissors, utility knife
- adhesives: glue stick, masking tape, etc.
- art books or Internet connection for painting references
- color marking tools: colored pencils or watercolors
- magazines, newspapers
- camera (optional)

Create It

Collecting

- 1 For your first journal entry, find an example of a freshly painted wall. Record its color and texture using drawing or painting materials.
- 2 Next, find areas where paint is obviously aging or flaking. Record those colors and textures.
- 3 See if you can find an area where different layers of paint are showing through. Record the shapes and edges of the layers, and their colors.
- 4 Collect the painted marks of other artists. Record close-up views of small sections of paintings that document how these artists have used paint. You should record at least ten examples of paint in all. Use more than one journal spread if you need to.

Organizing and Responding

- 1 Find your own way of arranging the examples of paint as you collect them. You may be methodical, creating chart-like boxes, or more casual, with entries running into one another. Be sure to write down which category each example belongs to.
- 2 Choose six examples of other artists' marks from your journal, and leave space to address these questions: When were these marks made? How has the artist used paint? What colors has he or she put together? How does one color merge with or relate to another? What do these painted marks tell you? See if you can notice any instances where one artist has learned a technique from another.
- 3 Choose one paint example that you'd like to develop into a painting. On a blank journal page, draw a much larger version of your example. Develop the image using colored pencils or in shades of gray. On the same page, surrounding



Fig. 1–35. Journal collection

the image, make notes about why you are interested in this and how you might form it into a painting.

Check It

Have you recorded a total of ten examples of paint in several categories? Have you organized your examples into a coherent collection? Have you planned a painting from one of the examples?

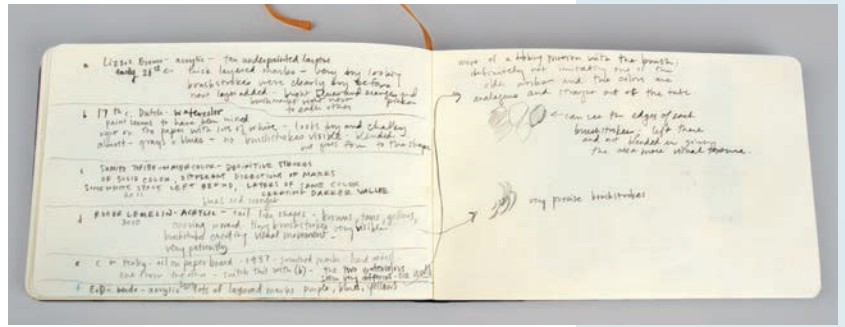


Fig. 1–36. Responses to other artists' marks

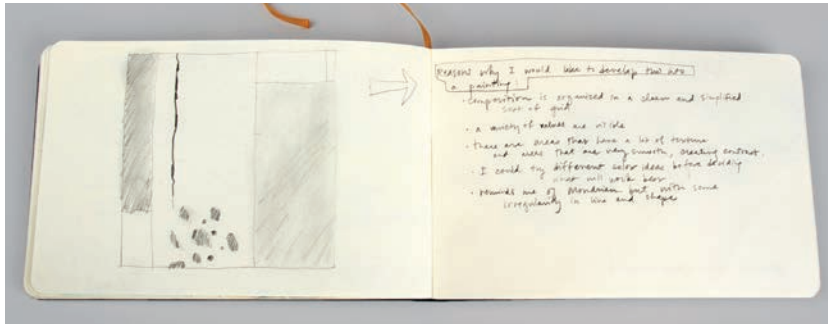


Fig. 1–37. Further development of example

Rubric: Studio Assessment

4	3	2	1	0
Set-Up				
Comes prepared with a journal, application materials, and sources for visual imagery. Research capabilities and motivation are well developed. Self-directed and mentors others.	Comes prepared with a journal, application materials, and sources for visual imagery. Research capabilities and motivation are well developed.	Comes prepared with a journal, application materials, and sources for visual imagery. Materials are adequate to initiate process.	Needs help to prepare for collecting a journal, application materials, and sources for visual imagery. Materials are inadequate to initiate process, relies on others for initial work.	Needs significant assistance in basic preparation of producing a journal, application materials, and sources for visual imagery. Reluctant to engage in preparing for the upcoming work.
Collecting				
Creates a collection of painted surfaces that represent all suggested categories. Work reflects engagement in the experience and possibilities for application to future work.	Creates a collection of painted surfaces that represent all suggested categories. Work reflects interest in different qualities of paint.	Creates a collection of painted surfaces that appropriately represent all suggested categories.	Creates a haphazard and spotty collection of painted surfaces that represent suggested categories. Inclusions lack a sense of interest and possibility.	Creates incomplete or inadequate samples.
Recording				
Through analysis and improvisation, rethinks found and artistic marks, building samples into a collection that reveals research and artistic interests. Thumbnails display a sense of craft, purpose, and possibility.	Methodically rethinks found and artistic marks, building samples into a collection that reveals research and artistic interests.	Rethinks found and artistic marks, building samples into a collection that demonstrates an understanding of different effects.	Samples found and artistic marks recorded, building a group of thumbnails that lacks a sustained sense of possible uses for the imagery.	Produces a haphazard collection of thumbnails that indicates a lack of craft, purpose, or care.

Create It

- Have students make some notes about the two selections. Identify relations between them. Prompt with questions such as: What do they make you think of? How can they be symbolic? How could you replicate that look in a work of art?
- Ask students to view these images as abstract paintings. Have them record some thoughts about them. Discuss how students could use them in their art.