

# JOURNAL ON!

## HOW WE JOURNEY THROUGH THIS MOMENT, ONE PAGE AT A TIME.

### OVERVIEW

This program was developed as one response to the convergence of crises facing the world and, more specifically, Portland, Oregon in the spring of 2020. The intent was to provide students at home, feeling isolated from their friends and school communities, and often experiencing fear, anxiety, and uncertainty, with a means to ground themselves through a creative practice: journaling.

Journal On! was designed with middle school students in mind, but is readily adaptable to a K-18 or adult audience.

### PROGRAM COMPONENTS

At the core of this program is the belief that a consistent journaling or sketchbook practice is a powerful tool for individual growth, self-awareness, imagination, and empathy. The project is designed to be simple: a series of twelve weekly prompts, each accompanied by a short (1-2 minute) video of an artist sharing their creative response to the prompt, plus an online gallery for students to submit images of their journal responses for sharing.

- Artists featured in the videos reflect an intentionally diverse range of age, race, gender, art form, and perspective.
- Program content is located at [www.journalon.org](http://www.journalon.org) and via an Instagram account, @journal\_on\_everyone.
- Please note the prompts and videos are available in English and Spanish.

### GETTING STARTED

Students may or may not already have an art journal or sketchbook. To include this step in launching your own Journal On! classroom project, head to [Create More, Fear Less](#) for a great art journal tutorial.

CREATE  
MORE,  
FEAR  
LESS



## THE PROMPTS

The twelve prompts are intentionally designed to be broad enough for a wide range of responses and interpretations. They tap into participants' memories, sensory experiences, narratives, and creative practices. They also provide a student-centered approach to embed the National Core Arts Anchor Standards and CASEL Social-Emotional Competencies into K-18 curricula.

JOURNAL ON! PROMPTS		
WEEK	PROMPT	FEATURED ARTIST
1	What will you remember most about this time?	<a href="#">Binta Therese</a>
2	What does this moment in history sound, smell or taste like?	<a href="#">Cailin W. Carlile</a>
3	What changes have you noticed around you? What feels different?	<a href="#">Kanani Miyamoto</a>
4	How could you tell the story of this time through an object you see every day?	<a href="#">William Hernandez</a>
5	How would you capture this moment in color and form?	<a href="#">Hector H. Hernandez</a>
6	What tools are you using to process these times?	<a href="#">Elizabeth Haidle</a>
7	What have you discovered during this time?	<a href="#">Jonathan Hill</a>
8	What are some experiments you are trying out right now?	<a href="#">Roshani Thakore</a>
9	What is one thing you do every day? Why do you do it?	<a href="#">Jenny Chu</a>
10	How was this summer unlike any other? How was it the same?	<a href="#">Precious Bugarin</a>
11	What does "together" mean? How do you stay connected to the people you love?	<a href="#">Marie Watt</a>
12	What can you see in the dark? Where have you found light?	<a href="#">Intisar Abioto</a>

## IDEAS FOR USE IN THE CLASSROOM

In a remote setting, the Journal On! prompts are well-designed for asynchronous learning. However, some students will benefit from a synchronous session to launch the project through shared brainstorming and discussion with teacher guidance. Here is an example of how a teacher might integrate the prompts with some additional scaffolding.

PROMPT 4: How could you tell the story of this time through an object you see every day?	
GRADE: 6-8 SUBJECT: Visual Arts	NCAS STANDARD & SEL FRAMEWORK CROSSWALK:
	CONNECT A.10: <i>Synthesize and relate knowledge and personal experiences to make art.</i>  SEL/ARTS01 EU: Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.
Learning Target	I can... find literal and symbolic meaning in everyday objects I can... describe an object in words and in images

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Sample Scaffolding/ Extension Tasks:	<ul style="list-style-type: none"> <li>● Have students make an object “collage” from selected items at home, then photograph and draw the collage in their journals</li> <li>● Have students reflect in writing on how the visual characteristics of their object match or don’t match its use or meaning</li> <li>● Have students choose two objects and make a Venn diagram, describing all of the characteristics of each object and where they overlap</li> <li>● Have the teacher model the prompt by drawing their own object and writing a story about it to share with students</li> <li>● Have students recreate their chosen object through word art -- by drawing or collaging the words they used to describe or the story they have to tell about it</li> <li>● Have students write a story from the perspective of the object</li> </ul>
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JOURNAL ON! = STANDARDS-BASED + SEL ALIGNED		
<u>National Core Arts Standards (NCAS)</u>	<u>NCAS Sample Essential Questions</u>	<u>Casel Arts Education Social-Emotional Learning Framework</u>
<p>CREATE A.1: <u>Generate</u> and <u>conceptualize</u> artistic ideas and work.</p> <p>CREATE A.2: <u>Organize</u> and <u>develop</u> artistic ideas and work.</p> <p>CONNECT A.10: <u>Synthesize</u> and <u>relate</u> knowledge and personal experiences to make art.</p>	<ul style="list-style-type: none"> <li>● How does making art attune people to their surroundings?</li> <li>● How do people contribute to awareness and understanding of their communities through art-making?</li> <li>● How do life experiences influence the way you relate to art?</li> <li>● How do objects and artworks cultivate appreciation and understanding?</li> </ul>	<ul style="list-style-type: none"> <li>● SEL/ARTS01 EU: Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.</li> <li>● SEL/ARTS10 EU: Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.</li> </ul>