

8th Grade Art Log and Reflection: February, March, April, May, (June)

Due: 12 February, 12 March, 16 April, and 14 May (11 June-if needed) (highlight current month)

Note: You need 4 hours of art each week. Types of art disciplines are listed on the last page of this log.

Example Log

Date	Activity	Hours (#)
Monday	<i>Practiced scales on guitar and worked on "Stairway to Heaven"</i>	<i>1 hr</i>
Tuesday	<i>Pencil sketch of vase - practice contour, perspective, & shading.</i>	<i>1 hr</i>
Wednesday	<i>Macro photography of flowers & leaves; edited using Photoshop</i>	<i>2 hrs</i>
Thursday	<i>Water color painting of tree using dry brush technique</i>	<i>30 minutes</i>
Learning reflection	Art knowledge you learned or skills have you practiced this week? <i>I learned how to shade my pencil drawing and worked on rhythm for "Stairway to Heaven"</i>	Total Hours: <i>4 ½ hrs</i>

Week 1: Learning Log

Date	Activity	Hours (#)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Weekend		
Learning reflection	Art knowledge you learned or skills have you practiced this week?	Total Hours:

Week 2: Learning Log

Date	Activity	Hours (#)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Weekend		
Learning reflection	Art knowledge you learned or skills have you practiced this week?	Total Hours:

Week 3: Learning Log

Date	Activity	Hours (#)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Weekend		
Learning reflection	Art knowledge you learned or skills have you practiced this week?	Total Hours:

reflection		
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Week 4: Learning Log

Date	Activity	Hours (#)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Weekend		
Learning reflection	Art knowledge you learned or skills have you practiced this week?	Total Hours:

Monthly Reflection Questions

REFLECTING: Think and write about your art experiences for the month. Answer for yourself the following questions: Evaluate your progress this month? What did you enjoy? What challenges did you encounter? How can this knowledge be applied to other areas of life and future goals?

GOAL SETTING: What specific goals do you have for this next month?

STANDARDS: Check off or highlight the Anchor Standard(s) covered by your activities.

(Right click on the box to add your check mark)

Artistic Process	Washington's Pre-K - 12 Arts Anchor Standards http://www.k12.wa.us/Arts/Standards/default.aspx
Creating	<input type="checkbox"/> 1. Generate and conceptualize artistic ideas and work. <input type="checkbox"/> 2. Organize and develop artistic ideas and work. <input type="checkbox"/> 3. Refine and complete artistic work.
Performing / Presenting / Producing	<input type="checkbox"/> 4. Select, analyze, and interpret artistic work for presentation. <input type="checkbox"/> 5. Develop and refine artistic techniques and work for presentation. <input type="checkbox"/> 6. Convey meaning through the presentation of artistic work.
Responding	<input type="checkbox"/> 7. Perceive and analyze artistic work. <input type="checkbox"/> 8. Interpret intent and meaning in artistic work. <input type="checkbox"/> 9. Apply criteria to evaluate artistic work.
Connecting	<input type="checkbox"/> 10. Synthesize and relate knowledge and personal experiences to make art. <input type="checkbox"/> 11. Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.

What Are the Arts Disciplines? The arts in Washington state are defined as dance, media arts, music, theatre, and visual arts. The learning standards describe a connected series, or continuum, of knowledge and skills that students should demonstrate as they become proficient in each discipline. The disciplines are described below; this document focuses on media arts.

Dance	A student's dance-education experience may include, but is not limited to, contemporary, creative movement, world dance, ballet, jazz, tap, modern, break dance, hip-hop, ballroom, folk, step, and square dance, as well as choreography, dance notation, dance history, dance anatomy, musical theatre, dance production, and improvisation.
Media Arts	A student's media arts-education experience may include, but is not limited to, photography, film, animation, broadcast technology (radio, T.V., and Internet), audio/video technology (T.V., radio, and audio projects, social media, and Internet projects), video game design, digital art and design, emerging technologies, visual communications, Advanced Placement Studio (AP) courses, and International Baccalaureate (IB) visual arts.
Music	A student's music-education experience may include, but is not limited to, general music, choir, band (e.g. basketball/pep, marching), orchestra, jazz ensemble, guitar, percussion ensemble, music theory, Advanced Placement (AP) Music Theory, technology composition, songwriting, piano lab/music keyboards, recording studio, International Baccalaureate (IB) Music, music history, drumline, world and historical music, opera, musical theatre, Mariachi, marimba, steel drums, world drumming, ukulele, guitar, and recorder.
Theatre	A student's theatre-education experience may include, but is not limited to, acting, theatre, film acting and filmmaking, improvisation, mime, puppetry, performed poetry/spoken word, musical theatre, playwriting, technical theatre/stagecraft, theatre production, Shakespearean literature and performance, and International Baccalaureate (IB) Theatre.
Visual Arts	A student's visual arts-education experience may include, but is not limited to, drawing, painting, ceramic arts/pottery, sculpture, 2D design, 3D design, photography, printmaking, graphic arts, textiles, jewelry, glass arts, Advanced Placement Studio (AP) courses, and International Baccalaureate (IB) Visual Arts.