

**F2011**

*Keeping a Sketchbook*

Summer 2024

studioELL®

16 JULY - 06 AUGUST 2024

6:30 – 8:30pm ET/US | 5:30 – 7:30pm CT | 3.30 - 5.30pm PT

**course URL** <https://studioELL.org/courses/f201i-keeping-a-sketchbook/>

**course password** sketch8006

### **ACCESSING THE ONLINE STUDIO HOW-TO /**

[studioELL.org/wp-content/uploads/2024/07/Online-Studio\\_GUIDE\\_v-2024.pdf](https://studioELL.org/wp-content/uploads/2024/07/Online-Studio_GUIDE_v-2024.pdf)

### **ZOOM**

<https://us02web.zoom.us/j/83436649254?pwd=LWWKkXEneJ19rNKIPHE1xY1GYVzME9.1>

Meeting ID: 834 3664 9254

Passcode: sketch8006

Instructor Melissa Dunn

Email lemissadunn@yahoo.com

Office hours by appointment

### **COURSE DESCRIPTION**

A studio is a frame of mind as much as a physical space. It can be a large room or a small sketchbook you carry in your back pocket. No matter what medium you typically work in, a sketchbook practice offers a shift in perspective and plants seeds for future work.

In this 4 week course, artists will experiment with a variety of mediums as well as rethink what can be called a 'sketchbook'. Although we'll be working with traditional bound paper sketchbooks, we'll also explore alternative modes of gathering ideas, like your phone or even a simple box. We'll also look at the ways in which other artists have used sketchbooks as a tool in their work.

## **COURSE SCHEDULE**

This course starts on Tuesday, July 16 on Zoom, but please familiarize with the ONLINE STUDIO and introduce yourself by Sunday, July 14.

During our Tuesday Zoom meetups, we'll share work, draw together and discuss the upcoming week's assignment, which will also be posted in the ONLINE STUDIO.

By Friday of each week, share at least one image and/or write about your work in progress for the week. By Monday you should revisit the classroom and comment on the work of a fellow colleague by 2pm.

If there are any issues meeting the course expectations, please reach out as soon as possible so that we can work together to ensure you have the tools and resources needed to succeed.

## **MATERIALS LIST**

**BARE MINIMUM** / The entire course could be done with a sketchbook, pen, pencil, glue stick

**SKETCHBOOK** / 8" – 12" range – ok if it's square or spiral bound

**DRAWING MATERIALS** / Experiment with pens, pencils, eraser, markers, color pencils, pastels, oil sticks, ink, paint (water color, gouache, acrylic, etc)

**COLLAGE MATERIALS** / Old books, magazines, catalogs, newspapers, junk mail, envelopes, postcards, old xmas/b-day cards, photos, scrap paper, food wrappings, foils, wrapping paper, tissue paper, paper/plastic bags, wall paper, boxes, old clothes, fabric, string, ribbon, childhood drawings, maps, coloring books, old artwork, metal or plastic screening, etc.

**CUTTING TOOLS** / Scissors, x-acto or utility knives

**ADHESIVES** / Any type of glue sticks or glue (though sticks are best because they are drier), any type of tape (transparent, painters, duct, double-stick, etc.), acrylic mediums (such as matte medium), mod podge, staples, pins, thread, etc.

## **INTRODUCTIONS / WELCOME session**

share in ONLINE STUDIO by Sunday, July 14

SESSION 01      LESSON 01 / **SHOW AND TELL**  
DUE TUESDAY JULY 16 ON ZOOM  
6:30 – 8:30pm ET/US | 5:30 – 7:30pm CT | 3.30 - 5.30pm PT

comment on or share work in progress in ONLINE STUDIO  
by Friday, July 19

SESSION 02      LESSON 02 / **FILLING A BLANK PAGE**  
DUE TUESDAY JULY 23 ON ZOOM  
6:30 – 8:30pm ET/US | 5:30 – 7:30pm CT | 3.30 - 5.30pm PT

comment on or share work in progress in ONLINE STUDIO  
by Friday, July 26

SESSION 03      LESSON 03 / **NOTICING THE WORLD AROUND US**  
DUE TUESDAY 30 JULY ON ZOOM  
6:30 – 8:30pm ET/US | 5:30 – 7:30pm CT | 3.30 - 5.30pm PT

comment on or share work in progress in ONLINE STUDIO  
by Friday, August 2

SESSION 04      LESSON 04 / **LAYER, DISTORT, REPEAT**  
DUE TUESDAY 6 AUGUST ON ZOOM  
6:30 – 8:30pm ET/US | 5:30 – 7:30pm CT | 3.30 - 5.30pm PT

THIS IS AN OUTLINE.

COURSE SCHEDULE AND COURSEWORK ARE SUBJECT TO CHANGE  
FOR THE BENEFIT OF THE COURSE AND ITS MEMBERS.

## DETAILED COURSE SCHEDULE

### INTRODUCTIONS/

**WELCOME session** - BEFORE COURSE OFFICIALLY STARTS  
SHARE IN ONLINE STUDIO BY **SUNDAY JULY 14**

Please make yourself familiar with the online classroom. you will need to be logged in as a wordpress user as well as provide a password for your specific course (studioELL w/ provide both of these to you)

By SUNDAY JULY 14 answer the following questions in the ONLINE STUDIO:

- What are your pronouns?
- What are you reading and/or watching?
- What do you usually listen to when you are working?
- Who is your artistic soulmate? (who inspires you time-and-time-again, who are you always excited by — could be any artist, any medium)
- What's the best meal you had this week?
- Please provide an image of yourself.

TO HAVE ON HAND – tips on photographing 2D work

[studioELL.org/wp-content/uploads/2024/07/studioELL\\_photographing-work.pdf](https://studioELL.org/wp-content/uploads/2024/07/studioELL_photographing-work.pdf)

## SESSION 01

Tuesday 16 July, on ZOOM

6:30 – 8:30pm ET/US | 5:30 – 7:30pm CT | 3.30 - 5.30pm PT

### LESSON 01 / SHOW & TELL

#### GOALS /

- \_\_\_ introduce our work and how we've used sketchbooks or idea containers
- \_\_\_ discuss materials
- \_\_\_ learn more ways other artists have used sketchbooks
- \_\_\_ discover ways to loosen up as we draw together
- \_\_\_ hear about the lesson for SESSION 2 *Facing The Blank Page*

#### ASSIGNMENT DESCRIPTION /

we will start off by going deeper into our creative practices. consider the following: what subject matter are you interested in? is there something you return to again and again? are there ideas you'd like to explore but haven't? how do you express yourself creatively outside of art?

have you ever used a sketchbook and how does it relate to your other creative expressions? besides a physical sketchbook, what other containers have you used to contain ideas? binders, folders, boxes, drawers, apps, etc.? how do you let ideas flow through without inhibition?

#### BRING TO ZOOM MEETUP /

- \_\_\_ either digital or physical examples of your work – you can screen share a few images or make a slide show. you can play us a song or read a poem, just bring something to share that reflects your creative life.
- \_\_\_ for our drawing time: a pencil and/or pen, sketchbook and 2 loose sheets of paper

#### INSPO FOR SESSION 1

Paulus Berensohn – Everything Is Art

[https://www.youtube.com/watch?v=vrEbfH\\_p7z4](https://www.youtube.com/watch?v=vrEbfH_p7z4)

## SESSION 02

Tuesday, 23 July on ZOOM

6:30 – 8:30pm ET/US | 5:30 – 7:30pm CT | 3.30 - 5.30pm PT

### LESSON 02 / FACING THE BLANK PAGE

#### GOALS /

- \_\_\_ make at least 5 drawings using lines, marks, and shapes
- \_\_\_ share works in progress in ONLINE STUDIO as well as comment
- \_\_\_ share drawings with class during zoom meetup
- \_\_\_ learn more ways other artists have used sketchbooks
- \_\_\_ draw together and learn about lesson for SESSION 03

#### ASSIGNMENT DESCRIPTION /

now that we've shared our creative practices and drawn together, we're going to make at least five drawings to help us 'face the blank page' by utilizing fundamentals of art: line, marks, shapes, composition

this is about play, loosening up, developing muscle memory, exploring materials with low stakes, permission to make messy ugly pages, tap into a stream of consciousness, draw fast, draw slow and non-thinking. leave judgement at the door.

PAGE 1 - line drawing – one slowly drawn line without lifting your hand

PAGE 2 – marks – fill the page with a wide variety of marks, layering and building, smearing and erasing – look around the house, what textures do you see?

PAGE 3 – fill page with a wide variety of shapes. what if you add marks in and around these shapes?

PAGE 4 – consider composition: still using basic shapes, lines, and marks, make a drawing using only 1/3 of the page, leaving lots of negative space

PAGE 5 - anything goes but needs to be inspired by pages 1 – 4

#### BRING TO OUR ZOOM MEETUP

- \_\_\_ five drawings
- \_\_\_ for our drawing time: an object that holds meaning or interest to you, sketchbook and drawing materials

## INSPO FOR SESSION 02

Joan Jonas Drawings

<https://www.youtube.com/watch?v=bAqag6mU8z4&t=9s>

How to make ugly art

<https://www.youtube.com/watch?v=XIFQa3Dpqyk>

## SESSION 03

Tuesday, 30 July on ZOOM

6:30 – 8:30pm ET/US | 5:30 – 7:30pm CT | 3.30 - 5.30pm PT

### LESSON 03 / NOTICING THE WORLD AROUND US

#### GOALS /

- \_\_\_ make 2 drawings each from observation of 1) object 2) nature 3) scene
- \_\_\_ share work in zoom meetup
- \_\_\_ learn more ways other artists have used sketchbooks
- \_\_\_ draw together and go over the next lesson for SESSION 4

#### ASSIGNMENT DESCRIPTION /

although drawing from life may feel intimidating, doing it within the safety of a judgement-free sketchbook will help you focus less on the outcome of the drawing and more on the experience of making.

make 2 drawings (at least) each of:

\_\_\_object

anything goes here – something that holds meaning or something banal.

2 different objects ok

\_\_\_nature

this can include a houseplant, a leaf, a twig. slow down and really look

\_\_\_scene

this could be a still life, a landscape, a group of people, a corner in your home

#### BRING TO OUR ZOOM MEETUP

\_\_\_six drawings from observation

\_\_\_for our drawing time: glue stick, scissors, sketchbook, other drawing materials, some type of collage material, a loose sheet of paper

#### INSPO SESSION 03

Thomas Nozkowski on a hike

<https://www.youtube.com/watch?v=Nxi82Ne9yxQ&t=322s>



## INSPO SESSION 03 — CONTINUED

Thomas Nozkowski: Pace Gallery: All The World is a Painting

<https://www.pacegallery.com/journal/thomas-nozkowski-all-the-world-in-a-painting/>

(To see his abstract paintings based on what the world offers)

Elizabeth Alley

<https://www.elizabethalley.com/sketchwork>

(A local Memphis artist who has a wonderful sketching blog)

Liz Steel

<https://www.lizsteel.com>

(Notice 'sketching tools' and 'how to sketch a teacup')

Maggi Hambling

[https://www.youtube.com/watch?v=Jpe4-K\\_q9lc](https://www.youtube.com/watch?v=Jpe4-K_q9lc)

(Objects that hold meaning)

## SESSION 04

Tuesday, 06 August on ZOOM

6:30 – 8:30pm ET/US | 5:30 – 7:30pm CT | 3.30 - 5.30pm PT

### LESSON 04 / LAYER, DISTORT, REPEAT

#### GOALS /

- \_\_\_ make 9 drawings that synthesize the ideas from our first 3 sessions using layering, collage, and repetition
- \_\_\_ experiment with distortion, drawing over earlier pages
- \_\_\_ learn more ways other artists have used sketchbooks
- \_\_\_ share work in zoom meetup
- \_\_\_ consider how you will continue to use your sketchbook in the future

#### ASSIGNMENT DESCRIPTION /

now that we've a few pages with lines and marks, as well as taken time with noticing how we see the world, it's time revisit some of these sketchbook pages to add some layers

go back to 3 sketchbook pages and add at least one new layer in a different medium. this will help emphasize that the sketchbook pages are not precious, but a place to experiment

go back to 3 more pages and collage in anything you want: fabric, tear pages from magazines, art you want to tear up, or print out pictures of texture you take

now make 3 new drawings or collages loosely inspired by some elements within the layers and collages. consider using expansion, contraction and distortion as you find the magic in iteration and repetition.

#### BRING TO ZOOM MEETUP

- \_\_\_ 9 drawings
- \_\_\_ for our drawing time: sketchbook and drawing supplies

#### INSPO FOR SESSION 04

Ellen Gallagher on 'Play' <https://www.youtube.com/watch?v=VNXgcs2rLlo>

## LEARNING TOGETHER / COMMUNITY AGREEMENT

### **LAND ACKNOWLEDGMENT**

The studioELL offices are located in Colchester, CT where we would like to acknowledge the Mohegan and Wampanoag people. This acknowledgement extends to include the places where our digital platform tools were developed, are headquartered and stored. We would also like to recognize the lands where our professors and artists reside and work. We respectfully acknowledge all Indigenous People and pay our respects to the ancestors, elders, and all relatives and relations, past, present and emerging. If you would like to discover the original custodians of the land you occupy please visit [native-land.ca/](http://native-land.ca/)

We must also remember all those who came before us and built the spaces we inhabit. Those who came by choice and those who came by force. studioELL wants to recognize the collective work of all the silent, invisible and marginalized people who make all our spaces possible.

### **DIVERSITY STATEMENT**

Institutions in the Western world occupy spaces of colonial, capitalist, white, straight, cis-masculinity. Art is subjective and is historically built on a small subset of privileged voices. studioELL will continually challenge the systemic effects that the racially biased, colonial patriarchy has on us all.

studioELL acknowledges that there may be biases in course materials and projects due to the lenses with which they were written. Integrating a diverse set of experiences is important for a more comprehensive understanding of art. This is always a work in progress.

To break through the dominant systemic pedagogy, it is not simply enough to be aware of our differences; we must resist all levels of ignorance and intolerance. studioELL is committed to the creation of an anti-racist and inclusive community that welcomes diversity along a multitude of dimensions. studioELL understands that BIPOC and all marginalized voices and contributions have largely either been excluded from, or not recognized in, art and throughout the dominant culture. Overt racism, sexism and intolerant micro-aggressions of all

kinds threaten the well-being of all our course members. These are not acceptable on any level and will be addressed as necessary.

## **CREATING A CULTURE OF SHARING AND LISTENING**

It is important to understand the systemic effects that a racially biased and colonial patriarchy has on us. To counter, we must commit to a communal space of awareness and create a culture of shared experience where we all have opportunities to speak and listen.

- As a community, we must strive for a space where we can allow for vulnerability and taking risks, while being able to hold each other accountable with love and respect.
- We must aim to always be fair and respectful with our language, but space for mistakes in our speaking and our listening must be allowed. We are all learners and have different life experiences; we can all learn from each other.
- When actively listening, it is important to listen without judgement with the intent of understanding the speaker — listen to understand and, when necessary, ask rather than assume. Also, listen to understand, not to respond. Disagree with the statements or ideas, but not the person or persons.
- Should it be required, in the vein of restorative justice, we will come together and form healing discussions rather than silence and secrecy. Rather than contributing to call-out or cancel culture, when appropriate, we should aim to call-in people we do not agree with.
- Lean into discomfort — where you are challenged is where you have space to learn. Expect and accept non-closure. There is often no easy solution, and we can expect to remain in uncertainty and with the need to continue to explore.
- Be present and stay present. Remaining active and engaged will be challenging at times.

## **COMMUNICATION**

Communication is of utmost importance. Check your email regularly and check JUNK folders for incorrectly tagged emails. Always let your instructor know if you are having issues maintaining your course load. Ask if you do not understand a topic or assignment, or need help in any way.

Email your professor directly for all questions related to your course.

Email [hello@studioELL.org](mailto:hello@studioELL.org) for any technical issues or broader questions you may have about studioELL.

## **LANGUAGE USE**

We should use language that is gender-inclusive, non-sexist, anti-racist and respectful of how people identify. Acknowledge the liveliness of language — as an example, “you guys” may be intended as gender neutral but may not be received as such; the term “queer” can be offensive to one person and essential for another. Sexist and non-gender-inclusive language excludes the experiences of individuals whose identities may not fit dominant language uses. Use of gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, Latinx versus Latino/a, etc. — re: gender-neutral identifiers: we must also remember that people identify differently and we should be respectful of their chosen use of terms).

## **CONTENT WARNING**

At times during this course we will likely discuss art pieces, political issues and historical events that may be triggering to some. We may also look at and discuss artwork that uses explicit language, sexual content or violence, or other possibly offensive subject matter. If something comes up during this course that is triggering to you, please do whatever you need to do best care for yourself. If you ever feel the need to step aside and leave a course session, feel free to do so. If necessary, please make arrangements to get notes from a course member and discuss with your instructor individually if necessary.

## **SHARING POLICY AND CONSENT**

This course is designed for everyone to feel comfortable participating in discussion, asking questions, learning and facilitating the learning of others. In order for that atmosphere to be maintained, the recordings of our conversations will only be shared with the enrolled students in the class (and not posted publicly) and it is prohibited for any of us who have access to course digital content to share it outside of this course. Posting or sharing photos, videos or other recordings on publicly accessible websites, social media platforms or forums could violate copyright laws and/or harm our individual sense of privacy.

Our course sessions will be recorded so that artists can refer back to the material. Please let your instructor know if you have any issues with your likeness and/or work being recorded and shared with your course members