

SKETCHBOOK BELLRINGERS

Utilize student sketchbooks to quickly engage students in the class period with creative drawing prompts, skill-building activities, fun/student choice activities, and research tasks. Consider completing writing prompts in sketchbooks as well.



CREATIVE DRAWING

Draw the most recent dream or daydream that you remember.

Doodle, Zentangle, or draw intuitively.

Create an advertisement for a product that would make your life easier if it existed.

Illustrate a phrase or quote, then use the text creatively within the drawing.

Draw what you would look like from the perspective of an ant on your hand.

Draw something tiny to appear gigantic.



SKILL-BUILDING

Create an observational drawing of an object.

Practice perspective drawing from a range of views, such as 1-point, bird's eye, and 2-point.

Create a scene or image utilizing a specific color scheme, such as secondary, warm, or split-complementary.

Using a ruler, create a 1" x 1" grid on an empty sketchbook page, then create a matching grid on a magazine image or printed photo, drawing the image one corresponding square at a time.



FUN/CHOICE WARM-UP

Trace, copy, or draw your favorite cartoon character or another off-topic drawing.

Check out a how-to-draw book or online tutorial and make the drawing.

Trace your hand, then fill the page with numerous parallel horizontal lines that curve slightly inside the hand shape only.

Document a day, drawing images to represent aspects of the day so far.

Create a cartoon or caricature of yourself.



RESEARCH

Learn more about the artist(s) of focus through a WebQuest using an internet-connected device. Make notes and/or draw images.

Find out more about the time period, location, or community in which an artwork was created. Make notes and/or draw images.

Explore the media of focus through trial and error or research through online tutorials. Make notes and/or draw images.

Find and tear or cut out magazine images to collage or utilize as future subject matter.

WRITING BELLRINGERS

Engage students in creative writing prompts and personal reflections as a way to promote personal connection and establish participation at the start of class. Writing prompts can be completed in student notebooks, sketchbooks, online journals, or other formats.



CREATIVE WRITING

Respond to the essential questions of the lesson or unit before and after instruction.

Write a letter to the artist(s) of focus in the learning—what questions would you ask them? What more do you want to know about them or their artwork?

Look at an artwork or photograph of a specific time and place, then write the story of what happened before that moment and immediately following.

Write from the perspective of an art supply or artwork in progress.



PERSONAL REFLECTION

Complete a “2 Stars and a Wish” reflection for a current artwork or project.

Write about a time when you were so focused on a task or activity that you seemed to lose all sense of time.

Write about a time in the past when you felt the proudest of your work or actions.

Create an action plan for moving forward with a current artwork or project.



EMOTIONS

Draw and explain an emoji that represents personal feelings for the day.

Write a story about a significant event or feeling during the week.

Identify and explain an emotion represented in an artwork.

Check your engine—explain if you are fired up and ready to go, tired and sluggish, or feeling “in the red” and having a tough time.

THINKING BELLRINGERS

Spark interest and critical thinking at the start of a lesson by using photographs, quotes, and stories. Encourage students to write down and discuss questions, thoughts, and ideas, or simply think about them before engaging in the rest of the lesson.



PHOTOGRAPHS

Online magazine images from around the world

Time period images

Nature images that include something unique or from an area of study or connection

Extreme close-up images of natural or artificial objects



QUOTES

Quotes by artists

Quotes relating to the content or topic of artworks

Quotes about time periods, people, or places

Growth mindset quotes



STORIES

Personal stories or connections to content

Stories from the perspective of artists and collaborators from autobiographies or articles

Stories from picture books or illustrated books

SKILL-SPIRALING BELLRINGERS

Bellwork is a great way to engage students in practice or skill-spiraling of concepts already introduced in the year or from previous classes that may need refreshing. Consider utilizing sketchbooks when appropriate.



DRAWING FROM OBSERVATION

Set a timer for five minutes and draw your hand, then set a timer for 30 seconds and draw it again.

Draw your shoe using one continuous contour line, never lifting your pencil and making sure to include details.

Place your sketchbook in your lap, then draw an object or person in front of you without looking down at the paper.

Create an eye study by drawing a range of eyes from various people, both in person and from photographs.



SHADING PRACTICE

Draw and shade a range of 3D forms such as a sphere, cube, and cone

Utilize a range of pencils (such as 2H-8B) to shade a value scale. Then, experiment with creating scales using various shading techniques, such as hatching and crosshatching.

Place an object on a table and draw and shade only the spaces and shadows surrounding the object.

Shade a sketchbook page with a medium to dark pencil, then use an eraser to remove the graphite and create an image.



ART HISTORY

Create a drawing of a classroom chair or other piece of furniture in the style of Cubism, emphasizing flat shapes.

Looking at images of two artworks, experiment with merging and juxtaposing parts and pieces of each into one image.

Draw yourself in the style of an artist or style of choice.

Recreate a famous work of art by replacing a key element with a piece of current pop culture.



ELEMENTS AND PRINCIPLES

Write each of the seven elements using word art. Write each word in a decorative way that shows its meaning easily.

Experiment with principles of design by splitting a sketchbook page into eight boxes, filling each box with an example of each principle using the same medium.

Practice creating implied texture by recreating five textures seen around the classroom (think fuzzy hat, curly hair, smooth paint bottle, bristled brush, etc.).