

Chemistry/Art

Name: _____

Chemistry/Art Notebooks

Purpose of Chemistry Sketchbooks/Notebooks:

To provide a place for students to process their chemistry knowledge and experiences in multiple ways to create a deeper opportunity for learning while also considering aesthetic choices. To provide an opportunity for students to consider bigger questions related to science and the world.

Your Chemistry/Art Notebooks will consist of three parts:

1. Your Chemistry Notebook (completed regularly in class)
2. Your Chemistry/Art Sketchbook pages (1 per week)
3. Your Big Question pages (1 per week)

Your Chem/Art Notebook should be kept in a three ring binder or three prong folder, and contain both lined and unlined paper.



What is a Chemistry Notebook?

A Chemistry notebook is a notebook that will be used to keep your do nows, notes, homework, labs, written responses, vocabulary, reference pages, and projects. You will be using your notebook daily to keep a running log of progress in this class. Because there is so much stuff inside of a Chem/Art notebook, it is a big part of your grade. You can keep your notebook organized by color, by binder clips, by post it tabs... however you'd like, as long as it stays organized.

Where will I keep my notebook?

You should bring your notebook to class with you every day. If you do not need to take it home, you may store it in the classroom.

What does my notebook have to have?

- Your notebook should have a cover stating the title, your name, your hour, and the school year.
- The back cover should have anything (school appropriate) that represents you. Please feel free to bring in photos and items that you'd like to decorate with.
- A **table of contents** that should list what's in your notebook and where to find it!
- **All pages should be numbered in the top outside corner of each page. Do not skip any pages and do not tear any pages out.**

How will my notebook be graded?

Your notebook will be graded once a week, on Thursdays; and. they will be graded by rubrics by me, you, and your peers.

Why do I need a Chemistry notebook?

Many great thinkers throughout history have kept running logs of their discoveries and ideas. This is yours. This assignment will prepare you for college where you will likely have to keep a running lab notebook detailing your progress.

Chem/Art Sketchbook pages

1 page per week

The purpose of your sketchbook pages are to take your chemistry knowledge and think deeper about them and process them visually. By taking information and putting it through different parts of your brain (auditory from listening to your teacher, kinesthetic by writing your notes, visually by creating your visual notes) you process the information deeper and better, making more neurological connections. Your sketchbook pages also give you time to think about the topic in a deeper way, providing more opportunity to make connections in your brain and with the real world. They allow you to review your Chemistry/Art experiences for the week. Consider them a visual journal.

Expectations of Sketchbook pages:

- One full page in your Chem/Art notebook per week, done on unlined paper
- Should be predominately visual
- Should be detailed and a complete thought
- Should provide your insight into the concept you are focusing on
- Should be interesting visually, creative
- Should be scientifically accurate (do some studying or research if you need to!)
- Please date your pages
- You should be working on them consistently throughout the week. Do not leave all your pages to the last minute. We will know and you will be marked down (it defeats the purpose of regular review!)
- Although you may get class time, your sketchbook pages will be done predominantly out of class. They provide you a way to review your notes for the week.
- Each page should take about an hour's worth of effort (all at once or 10 minutes a day is fine)
- Will be graded in both Chemistry and Integrated Art at the end of each marking period
- See rubric

What should my Sketchbook pages be?

When you create your visual notes, we want you to take one or two ideas that you learned from the week and create a visual representation of it. You can include words but the representation should be very visual (see examples we shared in class, below and also on pratt.kwoods.org). Consider using the following prompts to guide your visual notes investigation:

- *Visually represent something you learned this week – how can you represent the ideas through images?*
- *Visually represent a page of your written notes – how can you represent the ideas through images?*
- *What is something you still don't understand? Create a page of visual notes to reflect your questions and find an answer to them and include your answers too!*
- *If the chemistry concept was in a story, what would its narrative be?*
- *Process timeline – create a visual timeline of the chemistry concept. What happens first, second, third, and so on?*
- *Mindmap/Concept map – create a visual (use more pictures than words) mindmap of a chemistry concept.*

Big Question

1 page per week

Each week you will be asked to consider one big question that you want to think more about. Your big question should start with the words WHY or HOW and should not have an easy or a yes or no answer! It should connect your science and/or art experiences to the real world.

Your big question page also gives you time to think about the topic in a deeper way, providing more opportunity to make connections in your brain and with the real world. Consider it your visual journal.

Expectations of Big Question pages:

- One full page in your Chem/Art notebook per week, done on unlined paper
- Your question should be written in a prominent way
- Should be predominately visual
- Should be detailed and a complete thought
- Should provide your insight into the question you are focusing on
- Should be interesting visually, creative
- Should be scientifically accurate (do some studying or research if you need to!)
- Please date your pages
- You should be working on them consistently throughout the week. Do not leave all your pages to the last minute. We will know and you will be marked down (it defeats the purpose of regular review!)
- Although you may get class time, your sketchbook pages will be done predominantly out of class. They provide you a way to review your notes for the week.
- Each page should take about an hour's worth of effort (all at once or 10 minutes a day is fine)
- Will be graded in both Chemistry and Integrated Art at the end of each marking period
- See rubric

What should my Big Question be?

When you create your Big Question page, we want you to take an idea that **you** are curious and passionate about and investigate and think about it. Create a visual representation of it, but your question should be written in a prominent way on the page. You can include additional words but the representation should be very visual (see examples we shared in class, below or on pratt.kwoods.org). Consider using the following prompts to guide your Big Question investigation:

- *What is something you are curious about? How can you represent the question through images?*
- *What is something you still don't understand? Create a page of visual notes to reflect your questions and find an answer to them and include your answers too!*
- *What is a problem you want to solve? How can you represent the problem (and maybe solution) through images?*



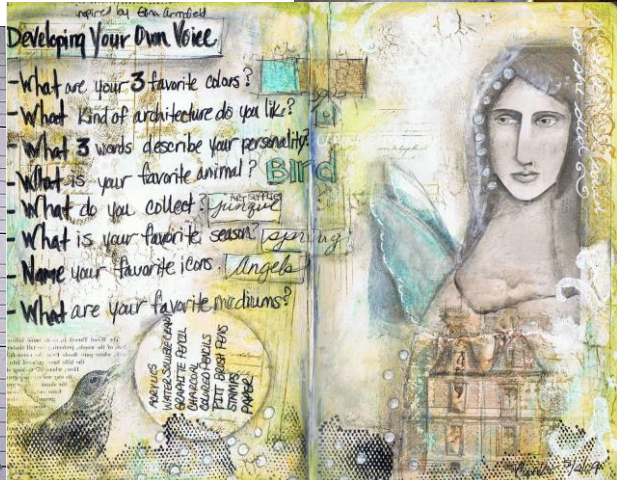
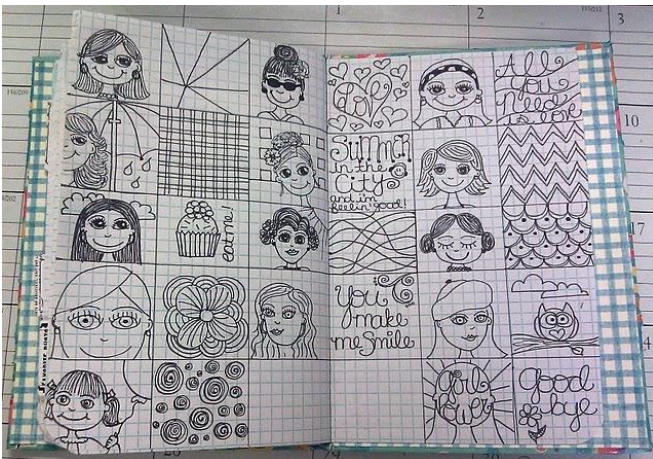
page by Juliana Coles

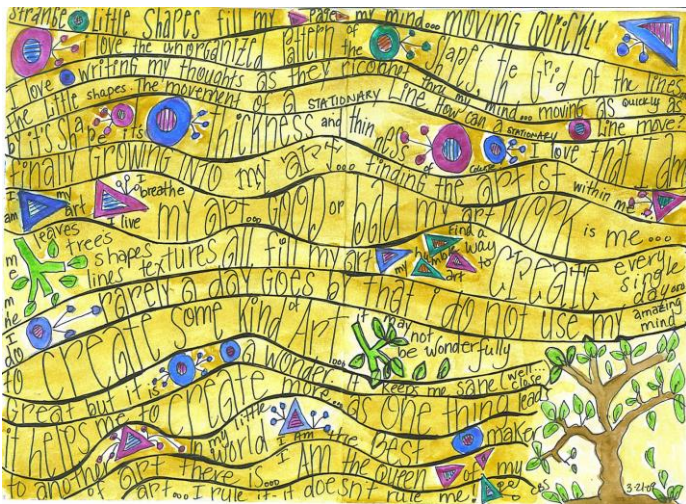


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#1924fte.

EDWARD TUFTE'S BEAUTIFUL EVIDENCE

CONSENT IS OFTEN IMPROVED BY PRODUCTION TECHNIQUES.

AT A SCREEN NEED WAITING

Visible certainty (Blocks so few walkable agreements)

SHOW:

- Comparison, Contrast, Difference
- Causality, Mechanics, Structure, Dynamics
- Multi-voice data (3 or more)

PRESENT INFORMATION WITHIN ONE SPACE, NOT STACKED IN TIME.

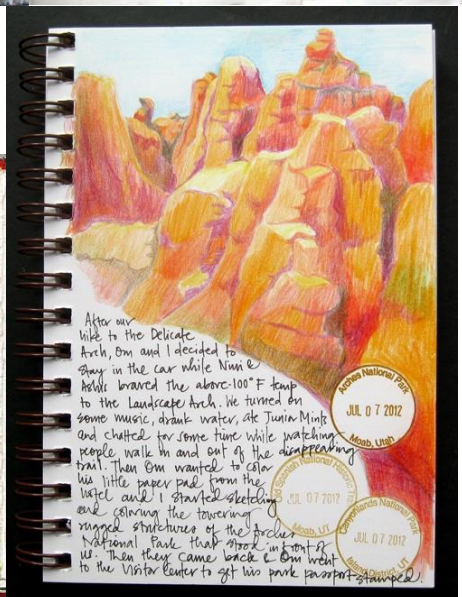
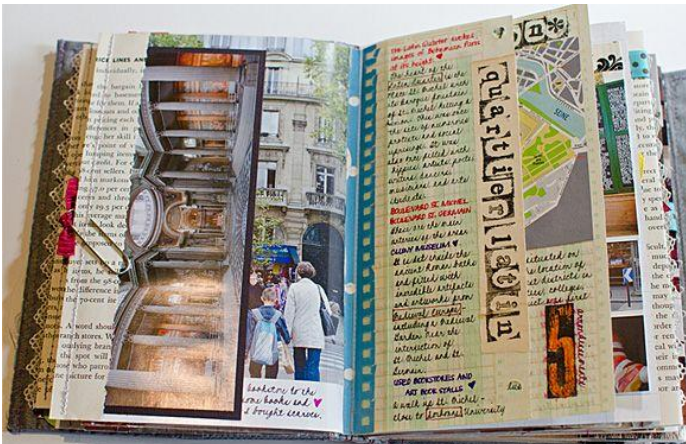
Integrate Text, Image, Main Texts, etc.

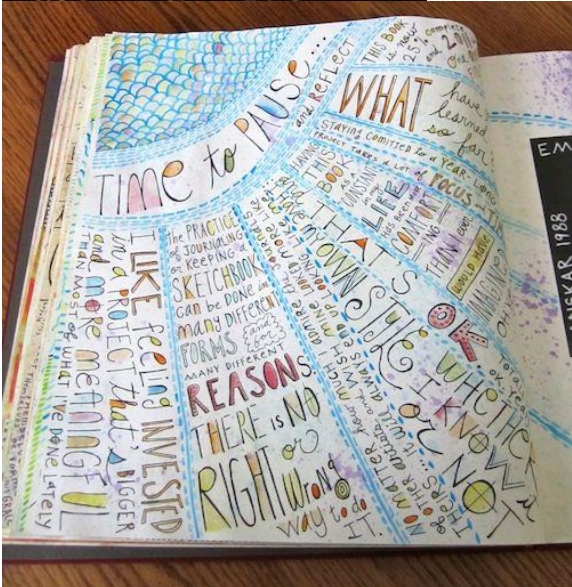
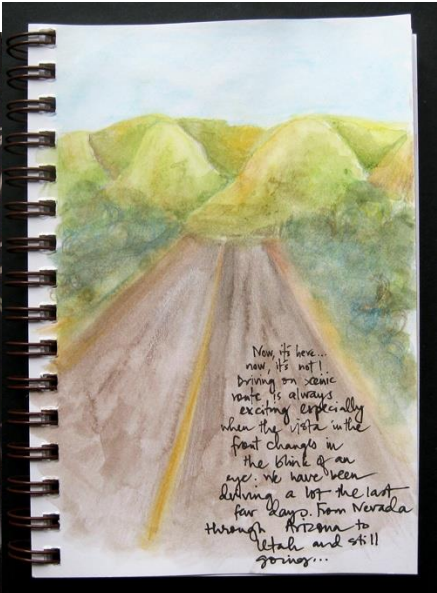
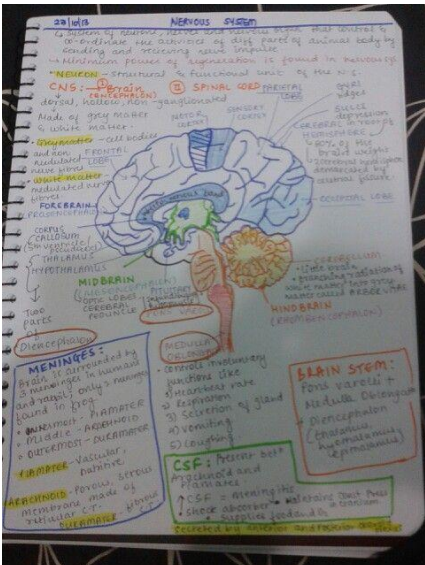
CREDIBILITY: Document sources and display it.

INTERITY, QUALITY & RELEVANCE OF THE CONTENT.

ET 2010

IG 2 RES





ONE that can make you BETTER @ SKILL EVERYTHING

INTERESTING TALKS @ ST JAMES CHURCH, PICCADILLY : MONDAY 8TH APRIL '15

When do you have to get information from people?
A VITAL life skill

JUDY REES @Judrees
X-ray listener... 'clean language' trainer former reporter...

Interviewing is a skill BUT few people have formal training...

MISTAKES THAT PEOPLE MAKE WHEN CONDUCTING AN INTERVIEW...

1 DON'T be afraid to ASK
What kind of? is there anything else? what is important to you? why?

2 MAKING the interviewee do all the WORK
you need to prepare questions and pay attention...
Flower example: we raised a high level concept but differ at details.

3 DON'T ask over complicated questions... (usually when people are trying to impress.)
SIMPLE, OPEN QUESTIONS

4 DON'T OVER PREPARE
Trend in newspapers for formula Q&A that celebrities can pre-approve... You miss the nitty gritty, in the details.
React to what surprises you.

5 Don't let them... ESCAPE
Take them back gently to the area that they are avoiding...
"Logical Levels" -IN VLP-

6 Don't forget to LISTEN
Always pay attention otherwise the person will just STOP!

THE TIMES: not the case for newspaper journalists... they are constantly reacting to flows...



CHEM/ART

Sketchbook Rubric

Name: _____ Big Question OR Sketchbook: MP: _____ Score: _____/100

This grade reflects your Sketchbook as a whole. Remember that sketchbooks count for 10% of your final grade.

Category	9-10	8-9	6-8	1-6	0
Relationship to concept/ Big ?	Work relates strongly and convincingly to chemistry concept or big question and deeply investigates them, leading to informed decision making and discovery.	Work clearly relates to chemistry concept or big question and investigates them on a somewhat deep level, leading to some clear decision making and discovery	Work sporadically relates to chemistry concepts or big questions, and the work demonstrates little sense of investigation or discovery.	Connection to chemistry concept or big question is lacking; the work appears inadequately thought out and insufficiently explored.	There is little or no evidence of connection to chemistry concept or big question
Accuracy POINTS x2	Work shows strong accuracy related to chemistry and art concepts and the rest of the world. Research is evident.	Work shows strong accuracy related to chemistry and art concepts and the rest of the world.	Accuracy is evident, but not across the board.	Major errors in accuracy	Innaccurate.
Visual-ization of concepts POINTS x2	Concepts or Big Question are visualized in a very strongly thoughtful, creative and clear/understandable way.	Concepts or Big Question are visualized in a thoughtful, creative and clear way.	Concepts or Big Question are visualized in a thoughtful, creative and clear way most of the time.	Concepts or Big Question are not visualized in a thoughtful, creative and clear way.	Concepts or Big Question are visualized
Creative	Concept, imagination and compositional elements are used in an innovative and engaging way to create a new interpretation/perspective of concept and aesthetics	Concept, imagination and compositional elements are used in an innovative and engaging way to create a new interpretation/perspective of concept but maybe not aesthetics	Concept, imagination and compositional elements are used in a somewhat effective way to are used to create a somewhat new interpretation/perspective of concept and aesthetics	Concept, imagination and compositional elements are used to create a slightly new interpretation/perspective of concept and/or aesthetics	Requirements not met for a creative work
Detail/ Complexity	Large amounts of detail, easy to tell because of skillful technique and composition	Large amounts of detail, detail may be somewhat disguised due to technique	Substantial amount of detail, but could be more due to how image was composed or technique used	Some detail, may be disguised due to composition or technique	Little to no detail
Effort	Significant amount of thought and effort behind the work. Work is better because of it	Significant amount of thought and effort behind the work.	Substantial amount of thought and effort behind the work, but could be more	Minimal amount of thought and/or effort put into work	No thought or effort
Risk Taking	The work shows successful engagement with experimentation and/or risk taking.	The work may show successful engagement with experimentation and/or risk taking in some ways	The work may show attempts at experimentation and/or risk taking, but with limited success.	The work shows little attempt at experimentation and/or risk taking, or the experimentation has little success.	The work shows little risk taking, or the risk taking is unsuccessful.
Variety	A large variety of medium an ideas are investigated	A significant amount of mediums and/or ideas are investigated, but more would have made sketchbook richer and more engaging	Some variety in medium/ideas, but more could definitely be used	Minimal amounts of mediums or ideas.	No variety of medium/idea.