

Explore Art! The Journal Project

**The Key Idea**

Create a piece of key inspired art and writing that will become part of a large-scale community art project.

Keys have been used for thousands of years to lock and unlock our valuables; they are essential to our way of life. We lock up our important things; we share our keys cautiously. Keys have power; they can include and exclude. Memories frequently include keys, think about a roller skate key, a bike lock, the latchkey, the key to your first apartment or car. We put them on rings and adorn them with our favorite trinkets. We never go far without them. We collect them and find them hard to throw away.

Through donations of keys from people in many states and several countries, we can make connections to others through creativity, art and writing. The Key Idea is a multigenerational project that explores what is important at different stages of life. People of all ages participate by selecting key, creating a piece of art then writing about what it might open or start or do. Alternatively, students could describe what the key might lock or secure.

**Symbolism**

The key is an object with symbolic qualities with power to open and close. It represents knowledge, mystery, initiation, freedom and curiosity. Wikipedia

**Cape Wide Collaboration**

Members of the Cape Cod and Islands Art Educators are invited to participate in the first large-scale collaboration of this kind. Selected pages will be grouped by age and included in an exhibit at Cotuit Center for the Arts, opening on October 10 and running through November 23, 2015. Each individual page will join other creative, thoughtful, funny, deep or introspective pieces to represent our community from our youngest though the most elderly.  Events will be planned to encourage participation by people of all ages. Please include your own work!

**Materials- most basic**

Heavyweight watercolor paper- either 5.5” or 11” square

Sharpie markers

Stickers- white 2” x 4” (optional)

Assorted keys

Beyond that…take this project anywhere. Students can use any type of drawing materials, crayons, paint, mixed media, collage, printmaking, relief…it could easily be incorporated into a them of an favorite project. Could be fun to share ideas at meetings, increase the collaboration even more.

Suitable for all grades and ages

**Process**

1. Show the students a variety of common keys. Look at them and discuss the ways they may have been used. Brainstorm what types of things may be locked and unlocked; both concrete and abstract as appropriate for the grade level.

2. Students will each select a key from a variety offered. They will imagine the endless possibilities of what their key would open or start or do.

3. Students will create a piece of artwork with the key as the focus. The substrate is heavyweight watercolor paper in squares of either 5.5 inches or 11inches. The process can be as simple as a marker drawing or as elaborate and complex as the paper will support. Art should not extend more than 2 inches from the surface.

4. The students will write sentences describing what they imagine their key would unlock. Details are encouraged. This project lends itself to collaboration with ELA teachers.

5. Students should consider the use of lettering in relationship to the image. Again, this is wide open. It can be as simple as their best handwriting to carefully designed text.

**Extensions**

This project has unlimited potential, it can be completed with any kind of art materials that are appropriate for the support. Retain the common elements.

1. Watercolor paper in a 5.5” or 11” square
2. Use a key as the focus of the piece
3. Include a visual of a key and at least one legible word.
4. Art should not extend more than 2 inches from the support paper.

**Differentiated instruction**

Discuss types of locks and locking mechanisms

Create key inspired 3D pieces- *a limited number of pieces will be accepted into the exhibit*.

**Submitting work**

Contributions of individual or student work must be grouped by grade/age and must include a signed release attached to the reverse of the work.

Participating teachers must be members of the Cape Cod and Islands Art Educators.  Work will be accepted at all CCIAE association meetings through April 16, 2015.  Work that is not accepted for the exhibit will be returned to the teacher at the general meeting on May 21, 2015.

*The Key Idea*™ materials will be included in the **Keys: Connecting** exhibit at Cotuit Center for the Arts, October 10-November 23, 2015.  Opening reception October 10, 2015.

For more information please contact

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National Standards for Visual Arts Instruction PreK-12

**Anchor Standard 2: Organize and develop artistic ideas and work.**

***Enduring Understanding 1: Artists and designers experiment with forms, structures, materials, concepts media and art-making approaches.***

1st - Explore uses of materials and tools to create works of art or design.

6th - Demonstrate openness in trying new ideas, materials, methods and approaches in making works of art and design.

HS Advanced- Experiment, plan, and make multiple works of art and design that explores a personally meaningful theme, idea, or concept.

***Enduring Understanding 3: People create and interact with objects, places and design that define shape, enhance and empower their lives.***

Pre K- Create and tell about art that communicates a story about a familiar place or object.

5th- Identify, describe, and visually document places and/or objects of personal significance

8th – Select, organize and design images and words to make visually clear and compelling presentations.

HS Advanced- Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits and/or empowers people’s lives.

**Anchor Standard 6: Convey meaning through the presentation of artistic work.**

***Enduring Understanding 1: Objects, artifacts and artworks collected, preserved or presented either by artists, museums or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.***

2nd- Analyze how art exhibited inside and outside of schools contributes to the community.

7th- Compare and contrast viewing and experiencing collections and exhibitions in different venues.

HS Proficient – Analyze and describe the impact that an exhibition or collections has on personal awareness of social, cultural or political beliefs and understandings.

**Anchor Standard 7: Perceive and analyze artistic work.**

***Enduring Understanding 2: Visual imagery influences understanding of and responses to the world.***

1st - Compare images that represent the same subject.

3rd – Determine messages communicated by an image.

8th – Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions and actions.

HS Accomplished - Evaluate the effectiveness of an image or images to influence ideas, feels and behaviors of specific audiences.