



ARTS LESSONS IN THE CLASSROOM

A COMPREHENSIVE K-6 VISUAL ART CURRICULUM

Aligned with Washington State Arts Standards and Common Core in English Language Arts and Math

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ART LESSONS IN THE CLASSROOM

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THANK YOU!



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ART LESSONS IN THE CLASSROOM

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ARTS EDUCATION FOR ALL

FOURTH GRADE LESSON TEN

NARRATIVE RESPONSE TO ART

Description Of Project:

Students use an historical/cultural object to stimulate a written narrative with character relationships and a beginning, middle and end.

Problem To Solve:

How can visual analysis provide information to support a narrative?

Student Understanding:

Using inference based on figural relationships in art can create the basis for a narrative response to a cultural work of art.

EXAMPLE

Beatrice was a beautiful poor slave...her father was sent by Princess Patamil to the other side of the kingdom... She always gave her orders... One day a prince came to the palace...and fell in love...she sneaked into the gardens where the Prince was waiting.. they married and named their baby Patries which means freedom.

By Idan

LEARNING TARGETS AND ASSESSMENT CRITERIA

The Student:

LT: Takes a visual inventory of a cultural work of art.

AC: Describes what is seen by identifying figures, objects, and detail.

LT: Infers meaning and writes a narrative.

AC: Using visual information, creates an interpretation by writing a story with a main character, supporting characters, and a beginning, middle, and end.

LT: Researches cultural significance of work of art.

AC: Compares known facts to own writing.

VOCABULARY

- **beginning**
- **character**
- **end**
- **interpretation**
- **middle/climax**
- **narrative**

RESOURCES

Velino Shije Herrera,

Buffalo Dance, MAC;

Roman, Late Severan

Period, Sarcophagus

*Front: The Return of
the Body of Meleager to
Kalydon,*

EVIDENCE OF LEARNING

Writing: list of visual details, story

describes what is seen by identifying figures, objects, and detail

infers meaning and writes a narrative by creating a story with main character, supporting characters, and a beginning, middle, and end

compares known facts to own writing

ART MATERIALS

- **journal/sketchbook**
- **pencils**

FOURTH GRADE LESSON TEN // NARRATIVE RESPONSE TO ART

INSTRUCTIONAL STRATEGIES

TEACHER

STUDENT

Guide students to focus on details in a work of art: *Buffalo Dance* by Velino Shije Herrera or *Roman Sarcophagus* through analyzing shapes, line, and color.

Prompts: Take a few minutes to just take in everything you are seeing. Make notes in your journals.

Guide students to look more closely.

Prompts: What's going on here? Who are the people? What can we know about them just by looking at them? What are these people doing? Where are they going?

Guide students to write a story based on the activity in the picture. Encourage students to develop an introduction, characters, relationships between characters, an event or two, and an ending.

Prompts: Does there seem to be a leader or a direction? How will you introduce each of the groups of figures in your story? What relationship do you believe each of the figures has to the central character? What's happening? What are the people doing? What transition sentence could we write that we all use in our stories, such as, "On our journey we left.... and arrived at...."

Lead students as they share their individual narratives with other classmates. Guide students to research work of art and its historical/cultural significance.

Takes a visual inventory of the art. Makes lists of what is seen in journal.

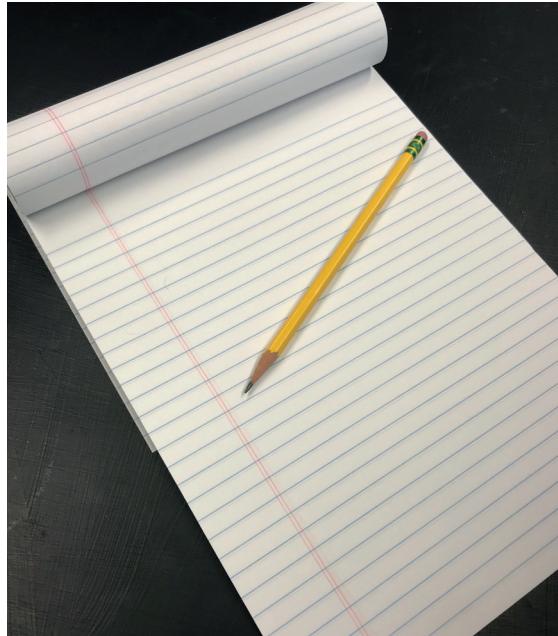
Shares the details listed from their journal.

Writes a story using an introduction, a climax, and an ending. Develops characters and uses a shared transition sentence created by the class.

Reads stories from journal to classmates. Researches historical significance of art.

FOURTH GRADE LESSON TEN // NARRATIVE RESPONSE TO ART

SKILLS AND TECHNIQUES



LESSON EXPANSION

Ask student groups to research a specific time and place in history, and the cultural groups from that time and place.

Then introduce students to a specific object from that time in history like Yoruba Peoples (Africa), Epa Cult Mask or Spruce Root Hat, Killer Whale Design in the online resources.

Asks students to describe the use for the object during that time in history and its journey all the way to the museum.

EVERYDAY CONNECTIONS

exploration of cultural narratives

GUIDE STUDENTS TO WRITE A STORY

LEARNING STANDARDS

Visual Art

2.3.1 Responding Process: Engages, describes, communicates

Common Core ELA

4.W.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

4.W.3.c. Use a variety of transitional words and phrases to manage the sequence of events.

4.W.3.d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

FOURTH GRADE LESSON TEN // NARRATIVE RESPONSE TO ART

ASSESSMENT CHECKLIST

LEARNING TARGET	ASSESSMENT CRITERIA
Takes a visual inventory of a cultural work of art..	Describes what is seen by identifying figures, objects, and details.
Infers meaning and writes a narrative.	Using visual information, creates an interpretation by writing a story with a main character, supporting characters, and a beginning, middle, and end.
Researches cultural significance of work of art.	Compares known facts to own writing.