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.

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.

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

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

VOCABULARY

Art and Literacy
Concepts shared by Art and Literacy are in italics

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

MATERIALS

Resources:

Velino Shije Herrera, *Buffalo Dance*, MAC;

Roman, Late Severan Period, *Sarcophagus Front: The Return of the Body of Meleager to Kalydon;*

Art Materials:

journal/sketchbook pencil

INSTRUCTIONAL STRATEGIES FOR TEACHERS AND STUDENTS

TEACHER	STUDENT
Guides 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 journal.	Takes a visual inventory of the art. Makes lists of what is seen in journal.
Guides 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?	Shares the details listed from their journal.
Guides students to write a story based on the activity in the picture. Encourages 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………"	Writes a story using an introduction, a climax, and an ending. Develops characters and uses a shared transition sentence created by the class. Embedded Assessment: Criteria-based self-assessment
Leads students as they share their individual narratives with other classmates. Guides students to research work of art and its historical/cultural significance.	Reads stories from journal to classmates. Researches historical significance of art.

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.

EVERYDAY CONNECTIONS

Home/Community References: exploration of cultural narratives

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.

ART LESSONS IN THE CLASSROOM

LEARNING TARGETS	ASSESSMENT CRITERIA
The student:	*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.**

ASSESSMENTS CHECKLIST

Student	Visual Inventory	Infers Meaning in Narrative		Researches Art	Total Points: 1-4
	Describes what is seen by identifying figures, objects and detail	Creates an interpretation using characters	Writes a beginning, middle, and end	Compares known facts about art to own writing	
Total					
Percentage					

Teacher Comments:

Tell Me About Your Art!

Dear Fourth Grade Families:

Today we analyzed an artwork, and created a

NARRATIVE RESPONSE TO ART.

Looking:	We considered all the **characters** and the relationships of the characters to each other seen in art: in *Buffalo Dance* by Velino Shije Herrera or *Roman Sarcophagus.* We also noticed relationships of shape, color, and line and other details in the art.
Talking:	We visualized a story based on our **interpretation** of what was going on in the art. We created a **narrative transition sentence** or phrase that everyone could use as they wrote their story about the art.
Writing:	We each wrote a story informed by the art. We created a **main character**, **supporting characters**, a **beginning, middle, and an end** to the story. We shared our stories with the class. Last, we researched the historical time and place associated with the art and compared our interpretation with historical facts.

Art and Writing at Home

Together:

You could work together to research a time in history and then create a story that includes accurate historical information and invented characters.

Questions to ask:

What information is crucial to representing a particular time in history?
How does art translate history over the course of time?

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