

BEGINNING, MIDDLE, AND END

DESCRIPTION OF PROJECT:

Students make a textile collage to illustrate a narrative beginning, middle, or end event.

PROBLEM TO SOLVE:

How can imagery communicate a sequence of events?

STUDENT UNDERSTANDING:

Choices of characters, objects, and setting can communicate one specific event in a narrative.



Selects fabric for descriptive purpose.

LEARNING TARGETS AND ASSESSMENT CRITERIA

The student:

LT: Writes a **narrative**.

AC: Uses descriptive language to create **characters, objects, and setting** with a **beginning, middle, and end**.

LT: Creates a **storyboard** in sketchbook.

AC: Illustrates words with **simplified shapes in several panels**.

LT: Selects to represent **one event** in a **textile collage**.

AC: Cuts simplified shapes from textiles that feature a **key character, objects, and setting elements**.

LT: Uses **textile collage techniques**.

AC: Selects **fabric for descriptive purpose**, cuts **even, smooth edges**, and **adheres glue without observable residue**.

VOCABULARY

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

- canvas
- collage
- *beginning, middle, end*
- *character*
- *narrative*
- *setting*
- storyboard
- *symbol*
- textile

Literacy:

- *beginning, middle, end*
- *character*
- *narrative*
- *setting*
- *storyboard*
- *symbol*

EVIDENCE OF LEARNING

Art: Multi-media Collage

- uses descriptive language to create characters, objects, and setting
- illustrates words with simplified shapes in several panels
- features key character(s)
- features key object(s)
- features key setting attributes
- selects fabric for descriptive purpose
- cuts even, smooth edges
- adheres glue without observable residue

Resources and Materials listed on page 3.

INSTRUCTIONAL STRATEGIES FOR TEACHERS AND STUDENTS

TEACHER	STUDENT
<p>Introduces <i>They Sailed Away for a Year and a Day</i> by Cappy Thompson, <i>Where Will You Go?</i> by Steve Gardner, and/or <i>Dancing at the Louvre</i> by Faith Ringgold.</p> <p>Prompts: Tell me the story you see in the art. Describe characters, objects, and setting. What is happening? Back up your interpretation with observations. Now, tell me what happened before the event you see, and what happened after the event you see. Or is this the beginning, or the ending of a story.</p>	<p>Creates a story to accompany art reference.</p>
<p>Asks students to create a written personal narrative.</p> <p>Prompts: What journey or trip have you taken with friends and/or family? What was your destination? How did you decide to go there? Where did you go? What was it like? What happened? Be sure to use lots of descriptive language to describe the characters, the objects, and the setting for the beginning, middle and end of a narrative. <u>Embedded Assessment:</u> Criteria-based teacher checklist</p>	<p>Writes a narrative using descriptive language identifying characters, objects, and setting.</p>
<p>Guides students in developing multiple events in a storyboard through simplified shapes, lines, and point of view to convey meaning related directly to the words in a narrative.</p> <p>Prompts: Which events in the narrative do you want to illustrate? What objects and characters do you want to create? How can you use simplified shapes to represent these characters and objects? What are the key symbols that might represent these elements of the story? What is the point of view of the story? What lines can you use to direct the viewer's attention? How will you create the point of view of the setting? Is it from above? Or a close view? How can the image say as much, if not more, than your words? <u>Embedded Assessment:</u> Criteria-based teacher checklist</p>	<p>Simplifies shapes and creates a narrative storyboard in their sketchbook.</p>
<p>Guides students to select an event (beginning, middle or end) from their storyboard for a textile collage, and transfers key images from sketchbook into shapes and textile composition.</p> <p>Prompts: As you transfer imagery from sketchbook illustrations, continue to simplify shapes.</p> <p><u>Embedded Assessment:</u> Criteria-based teacher checklist</p>	<p>Selects beginning, middle, or end image from Storyboard; simplifies key shapes for textile collage.</p>
<p>Guides students to create a textile composition from sketchbook imagery.</p> <p>Prompts: Consider the key shapes that can be cut from fabric. Does the shape need to be simplified even further in your sketch? Think about how your idea will translate into this medium. How can patterns, colors, and textures best represent your meaning? For instance, would vertical lines imply attributes of the object or setting? Cut by holding your fabric taut, resting the scissors on a flat surface and rotating the fabric. Arrange and then rearrange your shapes on a canvas background until you feel they best convey the meaning and point of view. You can overlap for depth. Don't glue until your composition is resolved. Paint glue on the back of each shape in its entirety. Be sure glue is smooth and even. Press shape fully against the canvas background surface.</p>	<p>Creates a textile composition.</p> <p><u>Embedded Assessment:</u> Criteria-based teacher checklist</p>

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ART STUDIO TIP

TEXTILE COLLAGE

An artist can rearrange shapes before committing to a final composition in collage. This is an important advantage: withhold glue until students have cut shapes and arranged compositions.

Textiles afford options based on pattern, color, and texture. Materials can help generate ideas. Precut fabric into usable strips and squares (this reduces waste). Fabric can be set out on a counter or table with student groups “shopping” for 2-3 minutes (set a timer) with a limit of up to 5 pieces to start. Students can always go back and select additional materials once every one has gotten started. Also, spools of ribbon, buttons, and yarn can go out on trays for table groups. To clean up, have students cut scraps into squares and rectangles. Sort those usable fabric pieces by color in large clear Ziploc bags.

Sharp scissors are essential to creating clean edges and shapes in fabric.

Ribbons, twine, yarn, and other materials can provide linear elements in compositions. Sheer meshes and nets can become translucent layers. Textile collages can incorporate stitching as well as gluing.

LEARNING STANDARDS

Visual Art

- 1.1.2 Elements: Shape
- 1.2.1 Skills and Techniques: Collage
- 2.3.2 Responding Process: Engages, describes, determines meaning
- 3.2.1 Communicates for a specific purpose

Common Core ELA

- 5.RI.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text (work of art).
- 5.W.3.a. Orient the reader by establishing a situation and introducing a narrator and/or characters: organize an event sequence that unfolds naturally.

LESSON EXPANSION

Students create a series of comics to illustrate a story or previous writing assignment.

EVERYDAY CONNECTIONS

Home/Community References:
illustration in literature, animation, anime

MATERIALS

Resources:

Cappy Thompson, *They Sailed Away for a Year and a Day*, ArtsWA; Steve Gardner, *Where Will You Go?*, ArtsWA; Faith Ringgold, *Dancing at the Louvre*

Art Materials:

textiles: fabrics, fake fur, burlap, lace, meshes, nets (that come off of fruit), textural wallpaper samples, sandpaper, buttons; white glue; scrap paper/newsprint; glue brushes; containers for glue; fabric scissors; 12x12" canvas for each student (alt: mat board or cardboard)

Tell Me About Your Art!

Dear Sixth Grade Families:

Today we created a
BEGINNING, MIDDLE, AND END
 in a textile collage.

Looking: We looked at *They Sailed Away for a Year and a Day* by Cappy Thompson, *Where Will You Go?* by Steve Gardner, and/or *Dancing at the Louvre* by Faith Ringgold.

Talking: We created a **narrative** with a **beginning, middle, and end** based on this art. We decided which part of the story this image could represent.

Writing: We created our own personal narrative about a journey or trip we have taken with family or friends. It could have been a trip very near to home.

Making: We developed simplified shapes and lines and created a **point of view** in a preliminary **storyboard** in our sketchbook. We then selected one event from our narrative (beginning, middle, or end) to represent in a textile collage. We selected fabrics to represent **objects, characters,** elements of **setting**. We cut simplified shapes from fabric to represent these elements. We composed these shapes on a background of **canvas**, and then glued them by carefully painting glue evenly over the back of the shapes.

Art at Home

Together:

You could write a family narrative and select simple shapes to illustrate the story.

Questions to ask:

What is the beginning, middle, and end of your story?
 How can shapes be simplified to represent ideas and objects?

**Choices of characters, objects, and setting
 can communicate one specific event in a narrative.**