

ILLUSTRATING A STORY

DESCRIPTION OF PROJECT:

Students construct a collage illustrating one event in a narrative sequence.

PROBLEM TO SOLVE:

How can an artist tell a story and represent depth?

STUDENT UNDERSTANDING:

Sequencing events with shapes to represent a beginning, middle, and end tells a visual story; making close shapes larger and far shapes smaller creates depth through size.



Locates a key figure or object in space by placing key figures or objects: close by sizing it large and far by sizing it small.

LEARNING TARGETS AND ASSESSMENT CRITERIA

The student:

LT: Identifies or creates the **sequence of a story**.

AC: Describes the **beginning, middle, and end** of a story.

LT: **Represents** a part of a story.

AC: **Illustrates a specific event** in the **beginning, middle, or end** of a story.

LT: **Locates** a key figure or objects **in space**.

AC: **Places** important character or setting elements **close by sizing large**, and **far by sizing small**.

LT: Uses **collage techniques**.

AC: **Cuts smoothly** and **glues securely**.

VOCABULARY

Art:

- character
- collage
- far
- narrative
- near
- setting

Literacy:

- beginning, middle, end
- sequence of events
- key ideas and details

EVIDENCE OF LEARNING

Art: Collage

- identifies the beginning, middle, and end of a story
- makes a beginning, middle, or end event that relates to a specific incident
- locates figure/objects near and far
- cuts smoothly and glues securely

Resources and **materials** listed on page 3

INSTRUCTIONAL STRATEGIES FOR TEACHERS AND STUDENTS

TEACHER	STUDENT
<p>Introduces <i>The Builders</i> by Jacob Lawrence, <i>Reading Aloud</i> by Fay Jones (or <i>The Scream</i> by Edvard Munch) and asks students to engage in critical thinking. Students analyze/interpret art by imagining what event preceded the scene and predicting what event followed.</p> <p>Prompts: Art can communicate ideas and stories without words. What’s going on here? What sequence do you imagine happened first (the beginning), what is happening now (middle), and what will happen last (end)?</p>	<p>Responds by imagining a beginning, middle, and end in response to the art.</p>
<p>Reviews a familiar story and asks students to identify <u>key characters</u> and <u>elements of setting</u> and recount <u>the beginning, middle, and end</u> of the narrative. Students visualize and/or sketch one event from a part of the story to represent in their collage.</p>	<p>Brainstorms for beginning, middle, and end of the story with classmates. Begins to visualize/sketch an event from a story.</p>
<p>Demonstrates cutting practice with scrap paper by opening scissors fully, holding scissors upright, and turning paper, not scissors. Shows use of simple paper shapes for characters, objects, and setting.</p> <p>Prompts: What shapes will you need to create your character? Setting? Objects to tell the viewer more about the story? What happened first? What happened next? How did the story end? Which part are you showing in your collage?</p>	<p>Chooses to illustrate a specific event (beginning, middle, or end) in either an imaginary story that accompanies art or a familiar story.</p>
<p>References the characters and setting seen in <i>The Builders</i> (or other art).</p> <p>Prompts: What did the artist place closest to you? What did the artist place farthest away? How did you know the figure was close? How did you know the other figures were farther away (size)?</p>	<p>Responds to the depth of specific images in art.</p>
<p>Demonstrates making a setting for the beginning, middle, or end of a story by selecting colors and cutting simple bold shapes for landscape/interior features. Encourage original illustration.</p> <p>Prompts: Did the beginning, middle, or end you chose happen out-of-doors or indoors? What objects do you need to create this setting? As you begin to cut your shapes don’t forget to hold your scissors upright and move the paper. Cut details from paper too, don’t draw.</p>	<p>Makes setting; uses cutting techniques.</p> <p><u>Embedded Assessment:</u> Criteria-based teacher assessment</p>
<p>Guides student to size important figures or objects in their collage illustrations to show depth: Guides student in making small if far away or large if close. Encourages the students to add cut details.</p>	<p>Selects objects or figures that show the event. Sizes a figure or an object larger for close, and another smaller, for farther away.</p>
<p>Guides students as they compose and organize their compositions. Provides glue sticks and guides gluing.</p>	<p>Discusses composition with teacher before gluing shapes permanently.</p>

ILLUSTRATING A STORY

ART STUDIO TIP

In collage, the placement of paper shapes can be explored until the composition communicates what is intended by the artist, then glued.

Hold back glue sticks until you have talked to each student about how their composition communicates their story event.

Conserve quality papers by having students trim leftover ragged paper into tidy squares and rectangles ready for the next artist.

MATERIALS

Resources:

Jacob Lawrence, *The Builders*, MAC;
Fay Jones, *Reading Aloud*, 4Culture;
Edvard Munch, *The Scream*

Story with clearly defined beginning, middle, and end.

Art Materials:

drawing paper,
pencils,
scrap cutting practice paper,
scissors,
fadeless color kraft paper (alt: color copy paper) cut into ¼ or ½ sheets to conserve paper,
patterned paper (catalogs, gift wrap, cards),
9x12 in. color cardstock paper for background,
glue sticks,
glue mats/papers to protect tables and art

LESSON EXPANSION

Creates a sequence of three drawn or collage scenes to illustrate the beginning, middle, and end of a story from reading or from any **artworks** that suggest a narrative.

EVERYDAY CONNECTIONS

Home/Community References:
literature, predicting ends to stories

LEARNING STANDARDS

Visual Art

1.1.2 Elements: Shape

1.1.5 Elements: Space

1.1.1 Skills and techniques: Explores the tools and processes of visual arts.

Common Core ELA

2.SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

2.RL.5. Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.

2.RL.7. Use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot.

LEARNING TARGETS	ASSESSMENT CRITERIA
<i>The student:</i>	<i>The student:</i>
LT: Identifies or creates the sequence of a story.	AC: Describes the beginning, middle, and end of a story.
LT: Represents a part of a story.	AC: Illustrates a specific event in the beginning, middle, or end of a story.
LT: Locates key figures or objects in space.	AC: Places important character or setting elements close by sizing large, and far by sizing small.
LT: Uses collage techniques.	AC: Cuts smoothly and glues securely.

ASSESSMENTS CHECKLIST

Student	Shapes <small>identifies the shapes forming, middle, and reference</small>	Sequence <small>creates that event in the beginning, middle or end of a story</small>	Watercolor Techniques: Masking and Glazing <small>illustrates objects that are transparent</small>	Space <small>places character/setting elements close and far</small>	Repetition and Compositional Organization <small>repeats shapes smoothly and glues securely</small>	Collage	Total points 1-4
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
Total							
Percentage							
22.	<i>Teacher Comments:</i>						
23.							

26.							
Total							

Tell Me About Your Art!

Dear Second Grade Families:

Today we worked on

ILLUSTRATING A STORY.

Looking:	We analyzed and interpreted art that suggests a story or narrative . We imagined an event that might have happened before the scene represented in the art and also an event that might follow that scene.
Talking:	We also reviewed and talked about a story we have been reading together and considered the beginning, middle, and end of the story. We talked about the sequence of events .
Making:	We focused on a familiar story (or an imaginary story inspired by the art we have looked at). We chose to illustrate a beginning, middle, or end event from that story. We used collage techniques to cut and glue paper shapes representing characters, setting, and story objects. We placed one figure or object close and one figure or object far away by choosing sizes for the objects: large for close and small for far away.

Art at Home

Together:

You could read stories together or look at a work of art and identify the key events at the beginning, the middle, and the end of the story. Choose one event to illustrate by drawing with paper and pencil and choose two objects in the event. Place one close and one far away by choosing a large size for close and a small size for far away.

Questions to ask:

What happened first? What happened next? What was the last event in the story?

Sequencing events with shapes to represent a beginning, middle, and end tells a visual story; making close shapes larger and far shapes smaller creates depth through size.