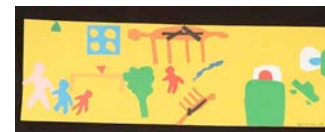


ARTS IMPACT SUMMER SCHOOL

READING/WRITING/VISUAL ART LESSON – FOURTH GRADE

Narrative: Beginning, Middle, End



Selects and communicates the beginning, middle and end of a story.

Problem to Solve: How can elements of art tell a story?

Understanding: Use of simplified shapes, selected color, and directed line can tell a story.

Brief Description of Task/Project

Students tell the story of an historical character at three stages in their lives.

Target Learning and Assessment Strategies

Knowledge and skills: *The student:*

Target: Uses purposeful line.

Criteria: Directs the eyes of the viewer within the composition to key figure or event.

Target: Uses simplification to represent people, objects, and setting.

Criteria: Reduces detail to basic shapes of object.

Target: Uses palette to create a main character and to unify art.

Criteria: Selects and repeats one color for main character and repeats same palette in each panel.

Target: Tells a sequence in a story.

Criteria: Selects and communicates the beginning, middle and end of a story in images and words.

Target: Uses cutting techniques.

Criteria: Cuts smoothly opening scissors fully, and holding scissors upright.

Evidence of Student Learning
collage

Instructional Strategies for the Teacher and Student

1. **Teacher:** **Introduces art *Harriet Tubman Series*, by Jacob Lawrence** and guides students to **find use of shape, color, and line.** *Prompts: What kind of woman is Harriet Tubman? How do you know? What did the artist do to show you she was strong? (shape and line) Where is Harriet Tubman in the next image? How did you know? (color-coded) How does the artist use line in this image (directs the viewer's eyes). How did the artist simplify objects by using basic shapes?*

Embedded Assessment: Teacher checklist

Student: Finds shapes, colors, and line in paintings. Identifies use of ovals, circles, triangles, and other simplified shapes. Identifies purposeful use of line to direct the viewer's eye and tell more about the character.

2. **Teacher:** **Asks students to describe the way the artist uses color to unify** the art.

Embedded Assessment: Criteria-based teacher checklist

Student: Recognizes repetition of the same limited palette in each panel. Names color in limited palette.

3. **Teacher:** **Brainstorms with students for historical characters/events and asks students to read to find the main character and the beginning, middle and end of story.** *Prompts: What other figures are significant in history? (Abraham Lincoln, etc.) What other time periods have significant characters? What are some significant figures from other countries?*

Student: Brainstorms to identify a large number of historical characters or personal stories from the past and present.

4. **Teacher:** **Demonstrates cutting simple shapes and cutting techniques** to represent people, settings, and objects.

Prompt: To get a smooth cut, don't turn yourself into a pretzel! Keep your scissors upright and open the blade fully. Anything is possible now! Demonstrates using purposeful line to direct the viewer's eyes. Prompt: Where do you want to look if I put a line going in a diagonal direction? Embedded Assessment: Criteria-based teacher checklist

Student: Practices cutting on scrap paper.

5. **Teacher:** **Directs students to create a 3-panel story**, beginning, middle, and end with a color-coded main character, simplified objects and setting, purposeful line, and unified composition. Models writing a beginning, middle and end of story for art.

Student: Creates 3-panel story.

6. Teacher: Leads criteria-based art criticism discussion.

Student: Tells how they best met one lesson criteria. *Embedded Assessments*: Criteria-based student self-assessment; peer reflection (finds main character in classmate's art); Criteria-based teacher checklist

Vocabulary

- beginning, middle, end
- characterization
- color
- diagonal lines
- palette
- setting
- shape
- simplification
- unity

Selected Resources

Art Reference: Jacob Lawrence, *Harriet Tubman Series, 1938-39*

Classroom Resource: book with historical character

Art Materials: 6 x 18 in. Kraft paper, scissors, glue sticks

Student Applications of Learning

Student uses color, line, and shape to communicate through illustrations.

Essential Learnings

REL 1.3 reads fluently: read fluently when incorporating new skills or reading materials: beginning, middle, end

REL 1.4 elements of literature: shows characterization

WEL 2.2 writes for different purposes: such as telling stories

AEL 1.1 concepts: simplified shape, color for characterization and unity, line for directionality

AEL 1.2 skills and techniques: cutting

AEL 2.1 creative process: conceptualization

AEL 3.2 for a purpose: illustration: narrative: beginning, middle, end

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Criteria: Cuts smoothly opening scissors fully, and holding scissors upright.

ASSESSMENTS CHECKLIST

Student	Line	Shape	Color	Unity	Story	Cutting	Total points 6
	ARTISTIC RESPONSE uses purposeful line to direct the eyes of viewer to key figure or event	ARTISTIC RESPONSE simplifies by reducing detail to basic shapes	ARTISTIC RESPONSE selects and repeats one color for main character	ARTISTIC RESPONSE unifies composition by using same limited palette in each panel	LITERACY / ARTISTIC RESPONSE selects and communicates the beginning, middle, and end of a story	ARTISTIC RESPONSE cuts smooth line	
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Mean							
Median							

Teacher Comments:

ARTS IMPACT

Narrative: Beginning, Middle, End

Dear Family:

Your child read a story and told it in **images** and **words**.

1. We looked at the Harriet Tubman series by Jacob Lawrence and considered the ways he used **color, lines** and **shape** to tell a story.
2. We talked about the way **simplified shapes** can communicate clearly and quickly. We talked about the why an illustrator **color** codes their main character so that it can be found again and again in each illustration. We considered the ways an artist uses line: a **diagonal line** to emphasize **strength** or to **direct the viewer's eyes** in the work of art.
3. We read a story about an historical character. We also considered the beginning, middle, and end of the story we read. We selected the character and used the same color on the character each time. We cut smooth, **simplified shapes** by using **scissor techniques**: an upright scissor and full, open blade. We used a diagonal line to direct the viewer's eye somewhere in one of our compositions. We told the beginning, middle and end of their story.

You could consider the way we recognize story characters in words and images.

How does the author help us to recognize the main character?

How does an artist help us to recognize the main character?

What parts of a favorite story can best be told with color, shape, and line?

UNDERSTANDING

***Use of simplified shapes, selected colors,
and directed line can tell a story.***