



PAUL AND LULU
HILLIARD
UNIVERSITY ART MUSEUM
UNIVERSITY OF LOUISIANA AT LAFAYETTE



Title: Narrative Journeys

Lesson Description: *Students will engage with the Spiritual Journeys: Homemade Art from the Becky and Wyatt Collins Collection exhibit at the Hilliard University Art Museum as a point of departure for exploring the concept of structure and creating their own writing and visual narratives.*

Teacher(s): Amie Rogers and Hilliard Staff		Subject/Arts: ELA/Art	
Date: July 10 th -15 th		Grade Level: K – 8 th grade	
Overarching Theme/Universal Concept: Structure			
Essential Questions: <i>(broad, on-going, cross-curricular):</i> What is structure? Where do we see structure around us? Why is structure important?			
Focus Questions: <i>(specific, directly from this lesson/unit):</i> How do artists structure their artworks? How do writers structure stories? What is a diorama? How is it different from a painting or drawing? <i>Optional, depending on students' levels:</i> How can shape, form, space and texture structure an artwork?			
Arts and Curriculum	Academic Objectives/Content: <i>(standards, learning targets, I-Can's)</i>		Art Objectives/Content: <i>(elements, principles, vocabulary of an art form)</i>
	<p>Language and literacy development focuses on creating stories, evaluating information presented in a variety of ways, collaborating with others, and interacting with technology. Literacy Standards driving instruction include the following.</p> <p>English Language Arts Standards for Writing: <u>CCSS.ELA-LITERACY.CCRA.W.3</u> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. <u>CCSS.ELA-LITERACY.CCRA.W.6</u> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <u>CCSS.ELA-LITERACY.CCRA.W.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>English Language Arts Standards for Speaking and Listening: <u>CCSS.ELA-LITERACY.CCRA.SL.1</u> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building</p>		<p>Art instruction includes using elements and principles of design in composition and creating a diorama. Art Standards guiding instruction include the following.</p> <p>Louisiana Art Standards: K-4 Benchmarks Creative Expression Strand <u>VA-CE-E2</u> Explore and discuss techniques and technologies for visual expression and communication. <u>VA-CE-E3</u> Use art vocabulary and the elements and principles of design to convey the language of art (create and discuss own artwork). <u>VA-CE-E6</u> Identify relationships among visual arts, other arts, and disciplines outside the arts. 5-8 Benchmarks Creative Expression Strand <u>VA-CE-M2</u> Select and apply media techniques, and technology to visually express and communicate. <u>VA-CE-M3</u> Use the elements and principles of design and art vocabulary to visually express and describe individual ideas. <u>VA-CE-M6</u> Understand and visually express relationships among visual arts, other arts, and disciplines outside the arts. K-4 Aesthetic Perception Strand <u>VA-AP-E4</u> Recognize that there are many</p>

Sample Formative Assessment

Interview Questions

Can you bring your sentence to life?

How did you structure your diorama?

Tell me about the choices you made in creating your character, setting and story problem.

Checklist: Check all that apply

Sentence:

- Someone wanted
- Something
- But Problem
- So Solution

Diorama

Background Details:

- Only 1
- 2-3
- 4 or more

Middle Ground Details:

- Only 1
- 2-3
- 4 or more

Foreground Details:

- Only 1
- 2-3
- 4 or more

Character

3-D Elements:

- Only 1
- 2-3
- 4 or more

Moving Parts:

- Only 1
- 2-3
- 4 or more

Character Details:

- Only 1
- 2-3
- 4 or more

Elements and Principle of Design

- | | |
|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Line | <input type="checkbox"/> Balance |
| <input type="checkbox"/> Shape | <input type="checkbox"/> Contrast |
| <input type="checkbox"/> Color | <input type="checkbox"/> Emphasis |
| <input type="checkbox"/> Value | <input type="checkbox"/> Movement |
| <input type="checkbox"/> Form | <input type="checkbox"/> Pattern |
| <input type="checkbox"/> Texture | <input type="checkbox"/> Rhythm |
| <input type="checkbox"/> Space | <input type="checkbox"/> Unity |

Other Art Vocabulary:

Sample Formal Assessment

Writing

	Excellent	Doing Well	Needs Practice
Ideas	<p>Story is clear and easy to understand.</p> <p>Characters are developed and setting is described well.</p> <p>Writer uses many interesting details.</p>	<p>Story stays on topic and includes characters and setting.</p> <p>There are some details that help the reader picture whats happening in the story.</p>	<p>Story does not stay on topic.</p> <p>More work is needed on characters, setting or detail.</p> <p>Story is the same as the summary sentence.</p>
Organization and Structure	<p>Story grabs the reader's attention at the beginning.</p> <p>Events happen in an order that makes sense.</p> <p>Story contains a problem.</p> <p>Story has a clear ending.</p>	<p>Story has a clear beginning, middle and end.</p>	<p>The order of events is sometimes confusing, and the story needs more work on the beginning, middle or end.</p>
Writing Skills and Conversations	<p>All sentences begin with a capital letter, and end with the correct punctuation.</p> <p>Most words are spelled correctly.</p>	<p>Most of the sentences begin with capital letters and end with the correct punctuation.</p> <p>Many of the words are spelled correctly.</p>	<p>The story lacks capital letters and punctuation.</p> <p>Spelling, even if inventive, does not meaningfully correspond to words.</p>

