



# ARTS LESSONS IN THE CLASSROOM

## A COMPREHENSIVE K-6 VISUAL ART CURRICULUM

Aligned with Washington State Arts Standards and Common Core in English Language Arts and Math

4

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## ART LESSONS IN THE CLASSROOM

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## THANK YOU!



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## ART LESSONS IN THE CLASSROOM

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**ARTS EDUCATION FOR ALL**

# FOURTH GRADE LESSON TEN

## 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 ASSESMENT 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 vsual 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 writingt

### EXAMPLE

*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

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

### 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**
- **pencils**

## FOURTH GRADE LESSON TEN // NARRATIVE RESPONSE TO ART

## INSTRUCTIONAL STRATEGIES

## TEACHER

## STUDENT

Guide 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 journals.

Takes a visual inventory of the art. Makes lists of what is seen in journal.

Guide 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.

Guide students to write a story based on the activity in the picture. Encourage 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....."

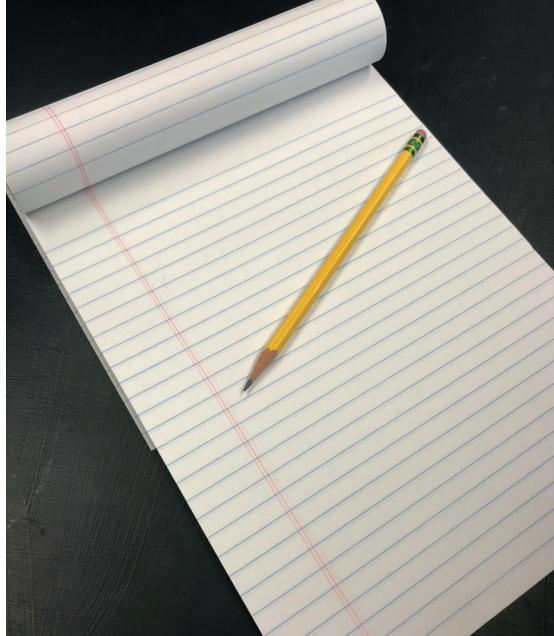
Writes a story using an introduction, a climax, and an ending. Develops characters and uses a shared transition sentence created by the class.

Lead students as they share their individual narratives with other classmates. Guide students to research work of art and its historical/cultural significance.

Reads stories from journal to classmates. Researches historical significance of art.

## FOURTH GRADE LESSON TEN // NARRATIVE RESPONSE TO ART

## SKILLS AND TECHNIQUES



## GUIDE STUDENTS TO WRITE A STORY

## 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.

## 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.

## EVERYDAY CONNECTIONS

exploration of cultural narratives

**FOURTH GRADE LESSON TEN // NARRATIVE RESPONSE TO ART**

**ASSESSMENT CHECKLIST**

LEARNING TARGET	ASSESSMENT CRITERIA
Takes a visual inventory of a cultural work of art.	Describes what is seen by identifying figures, objects, and details.
Infers meaning and writes a narrative.	Using visual information, creates an interpretation by writing a story with a main character, supporting characters, and a beginning, middle, and end.
Researches cultural significance of work of art.	Compares known facts to own writing.

STUDENT	DESCRIBES WHAT IS SEEN BY IDENTIFYING FIGURES, OBJECTS AND DETAIL	INFERS MEANING IN NARRATIVE BY USING CHARACTERS	WRITES A BEGINNING, MIDDLE, AND END	COMPARES KNOWN FACTS ABOUT ART TO OWN WRITING	TOTAL POINTS