

We're All Teachers of Literacy Now – What Does That Mean in an Art Class?

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Objective: Participants will be able to identify how narrative can be used to help “read” art and create art.

Grade Level: Adaptable

Materials

The Mysteries of Harris Burdick by

Chris Van Allsburg

Images loaded on PPT

Ipads loaded with Layover App

Drawing paper, both 8x12 and 12x16

oil pastels

pencils

Standards

Visual Art (HS Proficient) 1.1, 1.2, 2.5, 3.2, 4.5, 5.3

CCSS.ELA-LITERACY.CCRA.R.1, CCSS.ELA-LITERACY.CCRA.R.7, CCSS.ELA-LITERACY.CCRA.SL.1, CCSS.ELA-LITERACY.CCRA.SL.2, CCSS.ELA-LITERACY.CCRA.SL.5

Instructional Sequence

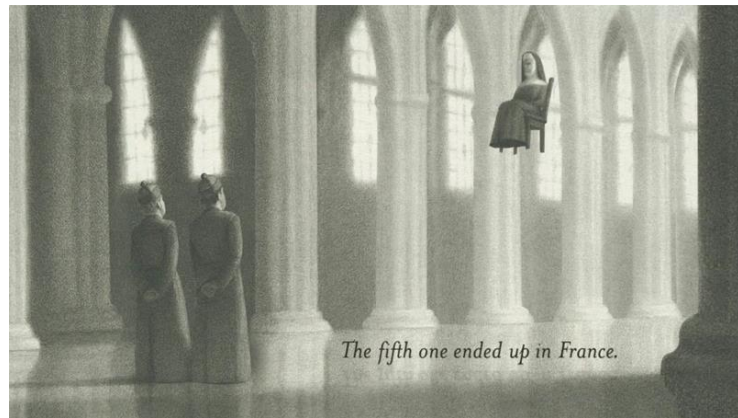
Lecture-Demonstration

Gather input: What does literacy mean in an arts class? (Responses may include: reading and learning about art, artists, art movements; “reading” a piece of art, using artistic perception, creative expression, cultural/historical context, aesthetic valuing as tools of art literacy; deriving meaning from art; creating a work of art to convey meaning; etc.)

What do we know about CCSS and arts?

How do we use literacy, specifically the impulse towards narrative, to improve instruction in art classrooms?

Storytelling from art: Narrative is hardwired into us, we use narrative as a structure for remembering, understanding, connecting, teaching, sense making, exploring the unknown, building empathy, problem solving and so much more. Build on this impulse to get students to observe art deeply. Show slides: **The Blind Man of Toledo** by Joaquín Sorolla, **Las Meninas**

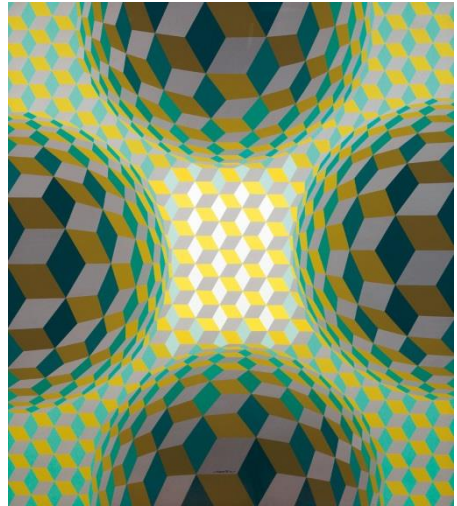


by Diego Velázquez, and untitled by Victor Vasarely. In each case ask, what's the story? Do not explain the painting, do not relate its importance, and do not give any information about the painting. As students reply make them provide justification for their stories. Why do you say that, how do you know? What do think happens next? You will be surprised.

The process should focus on the creative and not the analytical. It should provide participants with a feeling of ownership over the viewing process.



Each of these artworks inspired a story from the viewer. How did it do that? Make a list which may include: the figures, what the figures are doing, the clothing, the setting, the colors, the mood, the style. The artist carefully thought about each of those in order to convey meaning to you, the viewer. All artists do that - painters, film makers, web site designers, advertisers.



Some artists specifically create art that inspires narrative. Share *The Mysteries of Harris Burdick* with participants. Ask what stories are inspired by these illustrations. Ask how Van Allsburg uses the elements of art and principles of design.

Participants will have the opportunity to make their own artwork. Their artwork should inspire narrative in the viewer. Participants will have the opportunity to create their work by 1) using oil pastels on a single piece of paper, 2) creating a story board with three squares, or 3) using the layover app on the Ipad or their own mobile device. Remind participants of the ways in which artists have used the elements of art and principles of design to do this. They can write an evocative sentence to go with their artwork.

Demonstrate Layover app.

Students at Work

Allow time for participants to create an art work that inspires the creation of narrative in the viewer.

Critique/Exhibition

Divide participants into three groups, the single artwork group, the story board group, and the Layover group. Within each group have participants share work and discuss how they used the media and how they created their works. Do the works inspire a narrative in the viewer? What elements of art and principals of design are used? How would they create a rubric for this activity?

Have whole group exhibit their art. Discuss differences/similarities. Were some artworks more successful at inspiring a narrative? Why or why not? What elements made them so? How important is this exhibition and critique? What skills have we been using that are literacy skills? How can we build on this?

Extensions

This lesson can be adapted and used as an introductory lesson to an animation or video assignment. The lesson can also be adapted to introduce students to a lesson on illustration, i.e., provide students with a story or piece of text and have them illustrate it, focusing on how illustration expands on text. The lesson can also be used as an introduction to scene design class. For lower grades, the story board is an excellent means to teach sequence and is often used as a springboard to writing (sometimes called sketch and write). The lesson could be adapted to look at advertising and then to create advertisements.

Differentiation

For students who need more structure use the storyboard, labeling “beginning,” “middle,” and “end.” A selection of illustrations from children’s literature may also prove useful.