ART of Story

Arts & Letters Literacy Links

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Goals and Objectives

Art of Story is a creative way to engage students' natural storytelling by inspiring students to create original stories inspired by the art.

Students will benefit by realizing that literature and art are multifaceted and interconnected; that what you see is not always what you get and that there is often more to uncover beneath the surface.

The students will learn or review the elements of literature such as plot, character, conflict, setting, climax, and so on. They will learn or review literary devices such as metaphor, simile and symbol.

Students will learn or review elements of art such as color, line, shape, texture, form, space and value. Students will also learn about and incorporate principles of design such as balance, emphasis, rhythm, pattern, variety, harmony and so on. They will examine artistic and literary perspective and point of view.
Art of Story will have a positive impact on student affect, confidence, and behavior. Students will gain confidence in their own creative and artistic abilities as they explore the relationship between storytelling from the visual artist's perspective and what they are used to seeing as storytelling in their language arts classrooms. Students will experience positive relationships with their classmates as they work

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collaboratively to continue or finish other students' stories. Students will learn to show their appreciation for the ability, effort, skills and talent of their peers.

Sunshine State Standards

Given instruction in *Art of Story Arts and Letters Literacy Links* students will meet Sunshine State Standards[1] for Visual Arts, Language Arts and Reading, Social Studies, and Technology components, as follows:

Visual Arts

Aesthetic and critical inquiry

- Student makes judgments about works of art; describe how elements of art and principles of design are used in a work of art to make a personal statement; apply the critique process of description, analysis, interpretation, and judgment both orally and in written form. (VA.D.1.4.2.)

Cultural and historical context

- Student understands how social, cultural, ecological, economic, religious, and political conditions influence the function, meaning, and execution of works of art. (VA.C.1.4.1)
- Student understands how recognized artists recorded, affected, or influenced change in a historical, cultural, or religious context. (VA.C.1.4.2)
- Student demonstrates awareness of the importance of art in influencing the quality of everyday life. (VA.C.1.4.2)
- Student analyzes the functions of particular works of art in the cultures which produced them. (VA.C.1.4.1) (VA.C.1.4.2)
- Student recognizes that non-Western art mirrors the beliefs and practices of a culture and should be judged in relationship to that culture. (VA.C.1.4.1)

Skills and Techniques

- Student uses tools, media, processes, and techniques proficiently, knowledgeably, and in a safe and responsible manner. (VA.A.1.4.2)
- Student uses effective control of media, techniques, and tools when communicating an idea in both two-dimensional and three-dimensional works of art. (VA.A.1.4.4)
- Student integrates the elements of art when applying the principles of design. (VA.A.1.4.3) (VA.B.1.4.4)
- Student produces works of art with particular composition, subject matter, expressive quality, or expressive content. (VA.C.1.4.3) (VA.B.1.4.1)
- Student makes a plan for a finished artwork. (VA.A.1.4.3)

1 Although a range of Sunshine State Standards for apply to this unit, the teacher is free to modify how the "Art of Story" Arts and Letters Literacy Links ideas are incorporated into her or his curriculum. Focus will vary depending on subject area and individual teacher objectives. This list of Standards is not intended to be comprehensive.

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Creation and Communication

- Student applies various subjects, symbols, and ideas in works of art. (VA.B.1.4.1)
- Student understands that works of art can communicate an idea and elicit a variety of responses through the use of selected media, techniques, and processes. (VA.B.1.4.2)
- Student understands some of the implications of intentions and purposes in particular works of art. **(**VA.B.1.4.3)
- Student knows how the elements of art and the principles of design can be used and solves specific visual art problems at a proficient level. (VA.B.1.4.4)

Personal development

- Student creates artwork for a school, district, or community art show. (VA.E.1.4.1)

Language Arts

Literary Analysis — Fiction

- The student explains how ideas, values, and themes of a literary work often reflect the historical period in which it was written (LA.910.2.1.8).

Writing Process — Prewriting

- The student prewrites by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests (LA.910.3.1.1).

Prewriting

- The student uses prewriting strategies to generate ideas and formulate a plan (LA.5.3.1.1; LA.5.3.1.2; LA.5.3.1.3).

Writing Process — Editing for Language Conventions

- The student edits for correct use of spelling (LA.910.3.4.1);
- The student edits for correct use of capitalization (LA.910.3.4.2);
- The student edits for correct use of punctuation (LA.910.3.4.3);
- The student edits for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement (LA.910.3.4.4); and
- The student edits for correct use of sentence formation, including use of fragments for effect (LA.910.3.4.5).

Writing Process — Publishing

- The student prepares writing using technology in a format appropriate to the purpose (e.g., for display, multimedia) (LA.910.3.5.1);
- The student includes such techniques as principles of design (e.g., margins, tabs, spacing, columns) and graphics (e.g., drawings, charts, graphs) (LA.910.3.5.2); and
- The student shares with others, or submits for publication (LA.910.3.5.3).

Publishing

- The student writes a final product for the intended audience (LA.3.3.5.1; LA.3.3.5.2; LA.3.3.5.3).

Publishing

- The student prepares writing using technology in a format appropriate to audience and purpose (LA.5.3.5.1);

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- The student uses elements of spacing and design to enhance the appearance of the document and adding graphics where appropriate (LA.5.3.5.2); and
- The student shares the writing with the intended audience (LA.5.3.5.3).

Writing Applications — Creative

- The student writes in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description (LA.910.4.1.1); and
- The student incorporates figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format (LA.910.4.1.2).

Creative

- The student develops and demonstrates creative writing.
- The student writes narratives that establish a situation and plot with rising action, conflict, and resolution (LA.5.4.1.1); and
- The student writes a variety of expressive forms (e.g., fiction, short story, autobiography, science fiction, haiku) that employ figurative language (e.g., simile, metaphor, onomatopoeia, personification, hyperbole), rhythm, dialogue, characterization, plot, and/or appropriate format (LA.5.4.1.2).

Communication — Listening and Speaking

- The student researches and organizes information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations) (LA.910.5.2.2)

Information and Media Literacy — Media Literacy

- The student ethically uses mass media and digital technology in assignments and presentations, citing sources according to standardized citation styles (LA.910.6.3.2).

Information and Media Literacy — Technology

- The student uses appropriate available technologies to enhance communication and achieve a purpose (e.g., video, digital technology) (LA.910.6.4.1).

Technology

- The student develops the essential technology skills for using and understanding conventional and current tools, materials and processes.
- The student selects and uses appropriate available technologies to enhance communication and achieve a purpose (e.g., video, presentations) (LA.5.6.4.1): and
- The student determines and uses the appropriate digital tools (e.g., word processing, multimedia authoring, web tools, graphic organizers) for publishing and presenting a topic (LA.5.6.4.2).

Social Studies

People, Places, and Environments [Geography]

- Standard 2: The student understands the interactions of people and the physical environment. (SS.B.2.4)
  Understands past and present trends in human migration and cultural interaction and evaluates their impact on physical and human systems.

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Time, Continuity, and Change [History]

- Standard 5: The student understands U.S. history from 1880 to the present day. (SS.A.5.4)
  Understands the development of federal civil rights and voting rights since the 1950s and evaluates the social and political implications of these events.
  Knows significant political events and issues and how these have shaped domestic policy decisions in contemporary America.

Government and the Citizen [Civics and Government]

- Standard 2: The student understands the role of the citizen in American democracy. (SS.C.2.4)
  Understands issues of personal concern:
  the rights and responsibilities of the individual under the U.S. Constitution, the importance of civil liberties, the role of conflict resolution and compromise, and issues involving ethical behavior in politics.
  Understands the distinction between citizens and noncitizens (aliens) and the process by which aliens may become citizens.

Course Outline/Overview

Art of Story is an exploration of the connection between visual art and the process of storytelling. This exploration is reciprocal and may be approached from either the art or the literary side.

Students may view art and use the art work to inspire their own creative writing or they may read a story or literary selection and use the written text to inspire their own creation of a visual work of art using a range of media and formats.

For this particular workshop, students will explore the art of African American artist Romare Bearden and write an original narrative based on what they see in the collage panel painting titled "The Block."

Lesson Plan: The Block

In this lesson, the students use art as inspiration to create original stories.

Write

Have students do a free-write based on the story-starter "On My Block..."

Sample Prompt:

Think about where you live.

What is a typical day like on your street? What does your

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neighborhood or block look like? Are there houses, apartments, stores? Is there a park or playground? Who are the people that live on your block or in your neighborhood? What are the people doing? Is there a lot of activity or is the block quiet? Is the feeling you get when you walk through your neighborhood positive or negative? Are there trees, lawns, animals, cars, bicycles, children playing? What is your block like on days, such as 4th of July, holidays, Martin Luther King Jr. Day, birthdays, weddings, and so on?
Now, write to tell the story of your block. Begin with the words: "On my block…"

Important Note on Personalization
You know your students and your curriculum best. Consider adjusting the prompt for your students' interests and abilities, as well as the grade level. This lesson can be simplified or expanded to fit a variety or classroom situations and teacher, curricular, or student needs.

Share

Have students share their quick-writes with the class.

Extension option: Have students trade papers so that each student now has another student's story in front of them. Have students read their classmate's story. Have students add a new sentence or paragraph to the story. Students can write a new beginning or ending, or they can add a new part somewhere in the middle of the story.

Connect

Students will view a presentation of the art of Romare Bearden. In particular, the students will take an online* guided tour of "The Block" a 6-panel mixed media collage painting. Following the guided tour, students will use the interactive tool to view the block in close-up, exploring the details of the life of the block captured in the painting.

Website

This image is linked to "The Block" exploration website.

Resources
Please refer to the section on resources for additional information about locating Romare Bearden websites and information.

Variations/Accommodations:—Dealing with our realities
Ideally, each student or small groups of students will have access to computers and be able to explore "The Block" on their own. However, as technology resources will vary from classroom to classroom and school to school, this exploration may be done by presenting the art material to students in the form of posters, post cards, overhead projection of transparencies, etc. Ideas for doing this project in a variety of environments and with a range of resources are provided in the *Technology Options* table in the Resource List.

Write

Write a story based on "The Block"
Students will select one scene and write a narrative based on that scene.

Students will exchange stories and after reading each other's stories, they will continue the stories of their classmates.

Students will use the steps of the writing process to revise their stories into final texts that they will type.

The students will learn or review the elements of literature such as plot, characterization, conflict, setting, climax, and so on. They will learn or review literary devices such as metaphor, simile and symbol.

They will review and edit their writing, adding or revising elements for interest.

For your consideration:
As they work to incorporate these elements into their own writing, students will be able to recognize the elements in the texts they read. Furthermore, the close work of developing a story based on the artistic interpretation of famous artists will engage students in a recursive exploration of the world around them. The students will examine the issues faced by the people in the painting and relate these situations and issues to their own lives.

Adjusting for your Classroom/Teaching
This project can be done with any number of students and any grade or

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achievement level. The project may be adjusted to fit any student audience by reducing or increasing the length of the story or the number of elements from the artwork that must be incorporated into the story.

From the Classroom

Reflections from the Classroom

A happy surprise in doing this project in class was the degree of the students' imagination and creativity. The students, in creating narrators and selecting a point of view for their stories, chose to tell the story from the perspective of angels, birds, the person in the coffin at the funeral, an unborn child.

Perspective, Narrator, Point of View

The students became active participants in the scene or told the story as the artist creating the painting. Their narrators watched from across the street, unseen and outside the frame of the canvas. Some looked out a window or watched the scene from their vantage point on a stoop.

The painting became instantly relevant and accessible to the students as they saw reflections of their present circumstances and experiences in the painting. Romare Bearden's work spoke to them in today's language and images, even though the painting was created over twenty-five years ago.

Options

Art of Story Books

The project could also go full circle by having students illustrate the stories written based on the artwork. This additional step makes it possible to turn the student written and illustrated stories into books. Simple line drawings can be easily photocopied and turned into coloring books. This further engages the students by reading the created books and limits the expense of printing or copying books.

The student created *Art of Story* books can be used in buddy reading or other peer tutoring and literacy programs. Students can take their books home to share with their families. Books can also be donated to the school media center or to public libraries.

<u>Wordless books</u>

The paintings become pages in a wordless book. Students in younger grades will select 4 images and tell the story orally or to an older student, or the teacher, who will record what they say.

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Collaboration

Collaboration between art teacher and language arts or social studies teacher will be helpful in providing information for students from more than one perspective. Community involvement, such as opening the school for an exhibit of the finished student stories, or a visit by students to a sister or feeder pattern school or a community center, will help to disseminate the students' work in a service learning framework.

Service-Learning

Combining Classroom Learning with Authentic Service

Collaboration between art teacher and language arts or social studies teacher will be helpful in providing information for students from more than one perspective. Community involvement, such as opening the school for an exhibit of the finished student stories, or a visit by students to a sister or feeder pattern school or a community center, will help to disseminate the students' work in a service learning framework.

Upper grade students could turn their stories into books for younger students as part of an inter-school literacy, peer tutor, or peer mentor program. Elementary school children could create books to donate to a homeless shelter, women's and family shelters or to children in foster care for example.

Resource List

Supplies & Materials

The materials needed for this project are writing supplies such as paper and pencil or pen. The students need to be able to view the artwork, but the project can be adapted to other artists with the teacher providing copies of the artwork to students.
Art transparencies and prints are often provided with textbook resources and may be used beyond the scope of the particular textbook lesson plan.

<u>Scholastic Art Magazines</u>
Scholastic Art. *Working with Juxtaposition: Romare Bearden*. February 1996, Vol. 26, No. 4
Scholastic Art. *Working with Shapes: Jacob Lawrence*. April/May 1995, Vol. 25, No. 6

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Online Resources

Romare Bearden

Additional Romare Bearden Internet Resources and Links

Below are additional resources on Romare Bearden to use to build student background knowledge on the artist and the issues he portrayed through his art.

Wikipedia article:
http://en.wikipedia.org/wiki/Romare_Bearden

Romare Bearden: Let's Walk the Block
@ The Metropolitan Museum of Art
http://www.metmuseum.org/explore/the_block/index_flash.html

Click on the image of the webpage to connect to the site.

The Metropolitan Museum of Art: Collection Database
(click on the link to search the Metropolitan art database)
Romare Bearden's *The Block*

The Art of Romare Bearden
@ npr.org
http://www.npr.org/templates/story/story.php?storyId=1428038

The Romare Bearden Foundation
http://www.beardenfoundation.org/

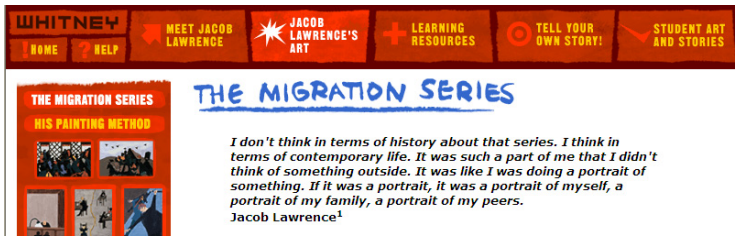
The National Gallery of Art, Washington, D.C.
The Art of Romare Bearden Children's Guide (pdf)

Jacob Lawrence

Jacob Lawrence Internet Resources and Links

Wikipedia Article
http://en.wikipedia.org/wiki/Jacob_Lawrence

Jacob Lawrence @ The Whitney Museum
http://www.whitney.org/jacoblawrence/



Click on the image to connect to the website.

Art Post Cards

Using art post cards:

- Auguste Renoir: Book of 30 Postcards (Postcard Books (Todtri Productions)) - $5.95
- Cezanne Paintings: 24 Full-Color Cards (Card Books) - $4.95
- Chagall Cards: 24 Ready-to-Mail Cards (Card Books) - $6.95
- Claude Monet (Postcard Books (Todtri Productions)) - New Line Books - $5.95
- Dali Paintings: 24 Cards (Card Books) - Dali Museum - $6.95
- Gauguin Paintings: 24 Art Cards (Card Books) - $5.95
- Great Impressionist and Post-Impressionist Paintings: 24 Cards From The Art Institute of Chicago Collection (Card Books) - Art Institute of Chicago - $6.95
- Leonardo Paintings and Drawings: 24 Cards - Leonardo da Vinci - $6.95
- Mary Cassatt Cards: 24 Cards (Card Books) - Mary Cassatt - $6.95
- Pablo Picasso Postcard Book (Postcard Books (Todtri Productions)) - $5.95
- Thirty Photographs: A Postcard Folio Book - Ansel Adams - $8.79
- Treasures of the Louvre: 30 Postcards - Abbeville Gifts - $8.95
- Van Gogh Paintings: 24 Cards (Card Books) - $6.95
- Vincent Van Gogh: Book of 30 Postcards (Postcard Books (Todtri Productions)) - $5.95

Books

A selection of children's books, in particular books by Faith Ringgold, can be used to demonstrate how picture and story are woven together. The case of Faith Ringgold is of particular interest for this project since

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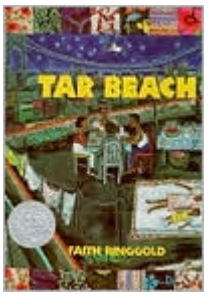
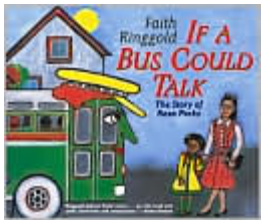
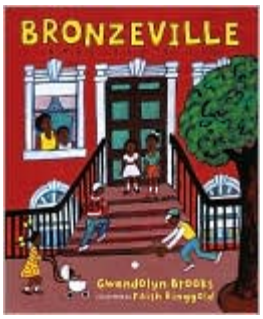
some of her children's books started out as painted quilts while other stories evolved into quilts.







- Cassie's Word Quilt by Faith Ringgold (Paperback - Jan 13, 2004; $6.99)
- Aunt Harriet's Underground Railroad in the Sky by Faith Ringgold (Paperback - Dec 12, 1995; $6.99)
- Faith Ringgold (Getting to Know the World's Greatest Artists) by Mike Venezia (Paperback - Mar 2008; $6.95)
- If A Bus Could Talk: The Story of Rosa Parks by Faith Ringgold (Paperback - Jan 1, 2003; $7.99)
- My Dream of Martin Luther King (Dragonfly Books) by Faith Ringgold (Paperback - Dec 7, 1998; $7.99)
- Faith Ringgold: A View From the Studio by Faith Ringgold and Curlee Raven Holton (Hardcover - April 25, 2005; $19.95)
- What Will You Do for Peace? Impact of 9/11 on New York City Youth by Faith Ringgold (Hardcover - Dec 10, 2004; $16.95)

Twice Told: Original Stories Inspired by Original Artwork, by Scott Hunt ($19.95)

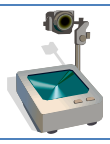
Reading level: Young Adult
Hardcover: 272 pages
Publisher: Dutton Juvenile (April 6, 2006)
ISBN-10: 0525468188
ISBN-13: 978-0525468189

Field Trips

Field trips can enhance students' experience with *Art of Story* lessons, but they are not necessary or required. If scheduling or space does not allow two classes to work together, perhaps a language arts class can visit the art class on an in-school "field trip." Students can view art work by other students and write narratives based on these.

Technology Requirements

Art of Story Arts and Letters Literacy Links lessons can be adapted for any classroom or teaching and learning environment. Below are some ideas for how to adapt the lessons to the technology resources available to individual teachers.

Technology Options	Artifact / Activity Options
Low/No tech	Paper reproductions Magazines Post cards Art books on sale Obsolete textbooks Photographs
Overhead projector 	Make transparencies Use art transparencies that come with textbooks
Opaque Projector/Digital Document reader	Magazines Post cards Art books on sale Obsolete textbooks Photographs Library books
LCD projector	PowerPoint presentation
LCD projector with Internet access	PowerPoint presentation with links to art or museum websites.
Student computer stations in class	Student access to interactive websites and museum education sites.
Computer lab	PowerPoint presentation with links to art or museum websites. Student access to interactive websites and museum education sites.

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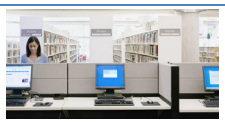
Technology Options	Artifact / Activity Options
Media Center 	PowerPoint presentation with links to art or museum websites. Student access to interactive websites and museum education sites. Magazines Art books Other library books: biographies, storybooks, art history

Notes

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