# I. Lesson Number, Grade Levels, Title, and Duration:

Mounds

Grade: 9th-10th

Lesson 1 of 5

Class period: 1 hour

Big Idea: Storytelling

**II. Lesson Rationale:**

This lesson addresses how contemporary artists like Trenton Doyle Hancock incorporate visual narratives into their artwork. The lesson will focus on how he uses a single frame image to represent a character and a setting from his story of “The Mounds.” Students will develop their own story and create a single frame painting/drawing of one of the characters and settings from their story. Students will learn how they can tell a story through a single image.

# III. Key Concepts:

Storytelling can be told in many ways

Storytelling can be told from anyone

Storytelling can be uses to communicate ideas

**IV. Essential Question:**

Why are stories told in different ways?

Who can tell stories?

How can stories communicate ideas?

**V. Lesson Objectives:**

The student will be able to:

* Verbally describe the big ideas of Trenton Doyle Hancock’s artwork and how contemporary artists tell stories through their art.
* Describe and articulate what they see and what they think the artworks mean.
* Practice story writing in their sketchbook, especially character and setting development.
* Explore their own ideas of story through a single frame image and create a painting/drawing that includes a character and a setting from their story.

**VI. Specific Art Content:**

Trenton Doyle Hancock, *Mound* Series, *Esther, I See Things, I, I, I, I, and Kos Good*

**VII. Resources & Materials for Teacher:**

Computer and projector

PowerPoint presentation of the artist Trenton Doyle Hancock that discusses his story of “The Mounds” with reproductions of his artworks including single frame character images like Esther, I See Things, I, I,I, I, Etc…,and Kos Good

**VIII. Resources & Materials for Students:**

* Pens or pencils
* Sketchbook
* Paint and painting materials (water, brushes, etc.)
* Painting paper

**IX. Instruction and Its Sequencing:**

**Day of the Lesson 1**

**Introduction/Motivation:**

* Who likes to be told stories? Who likes to tell stories?
* Students will be learning about how the artist TDH tells stories through his art and how you can tell stories through your own.

**Guided Practice**

* Show PowerPoint presentation of TDH and his artwork of “The Mounds” and specifically of his single frame character images.
* Present students with story brainstorming task in sketchbooks and allow students to work individually and be available for questions.

Independent Practice

* Students will look and listen to the presentation of TDH and remain in their seats.
* Students will brainstorm in their sketchbooks with images and writings to create their stories and develop characters and settings.

**Closure**

* You have now been able to introduce a character and setting from your story through a single frame image. Keep on thinking about your story and continue to develop it.

**Formative Evaluation**

* Students are active and thoughtful participation.
* Students began to write and draw story in sketchbook and developed a character and setting.

**Classroom Management Procedures**

* Student will be working on ideas the whole class period
* Paper and pencil art each table
* PowerPoint with high quality images ready at the begin of class

**Day of the Lesson 2**

**Introduction/Motivation:**

* Students will continue to brainstorms ideas based on approval from teacher
* Student will begin to paint/draw characters on final paper

**Guided Practice**

* PowerPoint presentation of TDH and his artwork of “The Mounds” as reference for students.

Independent Practice

* Students will continue brainstorm in their sketchbooks with images and writings to create their stories and develop characters and settings.
* Students who finished brainstorm with begin to work on final piece

**Closure**

* Keep on thinking about your story and continue to develop it.

**Formative Evaluation**

* Students are active and thoughtful participation.
* Students begin to write and draw story in sketchbook and develop a character and setting.
* Student will have to get teacher’s approve on theme/concept of artwork to continue

**Classroom Management Procedures**

* Student will be working on ideas the whole class period
* Paper and pencil art each table
* PowerPoint with high quality images ready at the begin of class
* Have one-on-one meeting with student that have an questions

**X. Summative Assessment and Evaluation:**

**What do I want to know?**

* Student are brainstorming ideas and begin to work on final projects

**How will I know it?**

* Student will be working in class in sketchbooks or final projects

**How will I record?**

* Students will turn in sketchbook at the end of class
* Take notes on what students ideas and concepts are for final project

**XI. Interdisciplinary Connections:**

English-Students develop critical and creative thinking by seeking new pathways or solutions when they evaluate knowledge, ideas and possibilities. These skills are integral to activities that require reason, logic, imagination and innovation. In learning to think broadly and deeply students use reason and imagination to direct their thinking for different purposes.

# XII. References & Resources:

Landfall Press <http://www.landfallpress.com/dill.htm>

Art:21, Inc. <http://www.pbs.org/art21/artists/hancock/index.html>

**XIII. Art TEKS**

Foundations: observation and perception:

A. Explores and communicate ideas drawn from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;

Creative expression:

A. Integrate ideas drawn from life experiences to create original works of art;

B. Create compositions using the elements of art and principles of design; and

**XIV. National Art Standards**

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

* multiple approaches to a creative art or design problem
* Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.