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

Mounds

Grade: 9th-10th

Lesson 2 of 5

Class period: 1 hour

Big Idea: Storytelling

**II. Lesson Rationale:**

This lesson continues to address how contemporary artist like Trenton Doyle Hancock incorporate visual narrative into their artwork. The lesson will focus on how he uses a multi-frame image to tell an even from his story of “The Mounds.” Students will continue to develop their own stories and create a multi-frame painting/drawing of one event from their story. Students will learn how they can tell a story through a multi-frame 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?

**Lesson Objectives:**

The student will be able to:

* Learn about and verbally describe how the artist Trenton Doyle Hancock represents an event from a story through a multi-frame image.
* Practice story writing in their sketchbook, especially developing an event.
* Explore their own ideas of story through a multi-frame image and create a Painting/drawing of an event from their story.
* Understand how an image can tell a story.

**VI. Specific Art Content:**

Trenton Doyle Hancock, “The Mounds” and “Studio Floor Encounter with Vegans”

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

Computer and projector

PowerPoint presentation of the artist Trenton Doyle Hancock with reproductions of his artworks that tell events from “The Mounds” story including the multi-frame image, Studio Floor Encounter with Vegans

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

Pens and pencils

Sketchbook

Paint and painting materials (water, brushes, etc)

Painting paper

Scraps for collage(fabric, buttons, glitter)

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**IX. Instruction and Its Sequencing:**

**Day of the Lesson**

**Introduction/Motivation:**

 Now that you have made a painting of a character and setting you will continue to tell more of your story by making painting of an event by using a multi-frame comic book like Trenton Doyle Hancock.

1. **Guided Practice**
* Present students with story writing task and allow students to work individually and be available for questions
* Present students will painting/drawing task for final project and allow students to work individually and be available for questions

3. Independent Practice

* Students will continue to develop their stories, including and even, in their sketchbooks with images and writing.
* Students will choose an event from their story to create a multi-frame painting of frames that best tells the event.
1. **Closure**
* You have now been able to tell an event from your story through a multi-frame image. Keep on thinking about your story and continue to develop it and start thinking of ways to conclude it.
1. **Formative Evaluation**
* Students have brainstormed ideas and themes for final project
* Students have begun painting characters and setting
* Student will have a writing in their sketchbooks about what they want their even/setting to be
1. **Classroom Management Procedures**
* Have supplies ready and enough for everyone including a finished example of project
* Make sure students understand process, step by step instructions on board for reference
* Make sure to walk around and monitor , see who needs help

**X. Summative Assessment and Evaluation:**

**What do I want to know?**

* Students have a well develop theme and concept for their final project.

**How will I know it?**

* Student have one-on-one meeting to get approval to continue working.

**How will I record it?**

* I will be taking participation point using a rubric for grading.

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| --- | --- | --- | --- |
|  | **Full Credit** | **Half Credit** | **No Credit** |
| **Participation in Discussion** | Active and thoughtful participation | Poor participation  | No participation in discussion |
| **Continue Development of Story in Sketchbooks**  | Continue to write and draw story in sketchbooks and develop an event  | Continue to write and draw story in sketchbooks, but did not develop an event  | Did not continue to write and draw story in sketchbook. |
| **Creation of a Multi-Frame Painting/Drawing of an Event** | Created a thoughtful multi-frame painting/drawing of an event from story | Created a multi-frame painting/drawing that did not include an event from story or was not thoughtful | Did not create a painting/ drawing  |

**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:

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

**XIII. Art TEKS**

Foundations: observation and perception:

A. Discuss the elements of art as building blocks and the principles of design as organizers of 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.

**XIV. National Art Standards**

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

* Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.

Anchor Standard 2: Organize and develop artistic ideas and work:

* Explore and invent art-making techniques and approaches.

Anchor Standard 3: Refine and complete artistic work:

* Revise artwork in progress on the basis of insights gained through peer discussion.