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

Mounds

Grade: 9th-10th

Lesson 3 of 5

Class period: 1 hour

Big Idea: Storytelling

**II. Lesson Rationale:**

This lesson will focus on continuing the development of artwork. Students will finish developing their own story and create a painting/drawing of an aspect of their story that uses a single frame approach that incorporate text into their pieces. Student will learn how to use words in their artwork to help tell their story. Students will share their story and their painting/drawing with the class.

# 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 incorporates text into his painting/drawings to help tell his story.
* Practice story writing and wrapping up their story in their sketchbook.
* Explore their own ideas of story through art making with the incorporation of their story.
* Talk about their own and others’ artwork thoughtfully.

**VI. Specific Art Content:**

Trenton Doyle Hancock’ “*The Mounds*” and “, *Rememor with Memory and The Legend is in Trouble*”

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

Computer and projector

PowerPoint presentation of the artist Trenton Doyle Hancock with reproductions of his artworks that use text from “The Mounds” story including the images, Rememor with Memory and The Legend is in Trouble.

**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** (e.g., 1st day, 2nd day, etc.)

1. **Introduction/Motivation:**

 Now that you have made a single frame image to show a character and place from your story and a multi-frame image to tell an event from your story, you will make another painting to finish your series that incorporates their story into the artwork.

1. **Guided Practice**
* Present students with story writing completion task and allow students to work individually and be available for questions
* Present students with painting/drawing task and allow students to work individually and be available for questions.
* Facilitate discussion of critique of final piece.

3. Independent Practice

* Students will finish their stories using images and writing in their sketchbooks.
* Students will choose an aspect from their story to create a single frame or multi-frame painting/drawing that incorporate text
* Students will share and discuss their stories and their three artworks form their series with the class.
1. **Closure**
* You have now told a story that you created through three works of art. Next we will look at how others types of stories are told through art.
1. **Formative Evaluation**
* Observe students working on final project
* Art work are aligned with a them and space
* Students will have finished work of art and have text to follow artwork
1. **Classroom Management Procedures**
* Have materials read for students
* Remind students about critique strategies
* Student will remained working on project

**X. Summative Assessment and Evaluation:**

**What do I want to know?**

* students have created three works of art that tell a story using text

**How will I know it?**

* students will turn in projects at the end of class

**How will I record it?**

* I will be using a grading rubric to take one on what students are turning in

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Full Credit** | **Half Credit** | **No Credit** |
| **Participation in Discussion** | Active and thoughtful participation  | Poor Participation  | No participation in discussion |
| **Wrapping up story in Sketchbook**  | Finished story in sketchbooks through words and images | Continue to write and draw story in sketchbook, but did not finish  | Did not add anything to or finish story in sketchbook |
| **Creation of a Painting /Drawing that Incorporated Text** | Created a thoughtful multi-frame painting/drawing of an event from a story | Created a multi-frame paint/drawing that did not include an event from a story or was not thoughtful | Did not create a painting or drawing |
| **Participation in Critique** | Active and thoughtful participation  | Poor Participation  | No Participation in critique |

**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**

Creative expression:

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

C. Produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of art media and materials.

Historical and Cultural relevance

D.Investigate connections of visual art concepts to other disciplines.

Critical evaluation and response:

 A. Use methods such as written or oral response or artist statements to identify emotions found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums.

**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 technique and approaches.

Anchor Standard 3: Refine and complete artistic work:

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

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation

* Analyze components in visual imagery that convey messages.
* Evaluate an artwork based on given criteria