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

Mounds

Grade: 9th-10th

Lesson 4 of 5

Class period: 1 hour

Big Idea: Storytelling

**II. Lesson Rationale:**

This lesson addresses how contemporary artist like Trenton Doyle Hancock incorporate visual narratives into their artwork. The lesson will introduce the artist Lesley Dill and how she uses narrative in her artwork. Students will learn how she uses text in her pieces in a different way than Trenton Doyle Hancock. They will learn how she visually represents Emily Dickenson in her pieces. Students will either write their own poem or use a nursery rhyme or poem by their favorite poet and create a drawing that visually represent and incorporates the text of the poem into their pieces

# 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:

* Learn about the artist Lesley Dill and how she represents story in her contemporary artworks.
* Verbally describe the big ideas of Lesley Dill’s artwork and how contemporary artists tell narratives in their art.
* Describe and articulate what they see and what they think the artworks mean.
* Explore narrative and poetry through a drawing that visually represents and incorporates the text of the poem into their piece.
* Talk about their own and others’ artwork thoughtfully.

**VI. Specific Art Content:**

Lesley Dill’s reproductions of her artworks that use Emily Dickenson poetry including the images, *Homage to N.S*. and *Listen*

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

Computer and projector

PowerPoint presentation of the artist Lesley Dill including reproductions of her artworks that use Emily Dickenson poetry including the images, *Homage to N.S.* and *Listen*

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

Pen or pencils

Sketchbooks

Colored pencils

Drawing Paper

**IX. Instruction and Its Sequencing:**

**Day of the Lesson 1**

1. **Introduction/Motivation:**

* Today we will see how another artist, Lesley Dill tells narrative through her art and visually represents poetry

1. **Guided Practice**

* Show PowerPoint presentation on Lesley Dill and her artwork and specifically her image that incorporate poetry
* Present student with poetry task and allow students to work individually
* Present student with drawing task and allow student to work individually
* Facilitate discussion or critique of pieces

3. Independent Practice

* Students will look and listen to the presentation of Lesley Dill and remain
* Students will brainstorm in their sketchbooks and either write their own poem, nursery rhyme, or poem by their favorite poet to use in their artwork.
* Students will choose a poem and create a colored pencil drawing that visually represents the poem and incorporates the text of the poem into their drawing.
* Students will share and discuss their drawings and with the class.

1. **Closure**

You have now learned about another way to tell narratives through your artwork and have created a work of art that visually tells a poem.

1. **Formative Evaluation**

* Have student write down an explanation of what they understand
* Check the progress of a student’s artwork
* Oral Questioning about Lesley Dill

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?**

* Student understand how Lesley Dill uses Narrative in her artwork

**How will I know it?**

* Student have incorporate text/poems that reflects artwork

**How will I record it?**

* walking around the classroom and taking notes
* observing what student are critiquing about their artwork
* using a grading rubric to take notes

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Full Credit** | **Half Credit** | **No Credit** |
| **Participation in Discussion** | Active and thoughtful participation | Poor participation | No participation in discussion |
| **Creation of a drawing that visually represents a poem** | Created a thoughtful drawing that visually represented a poem and the text of the poem into the piece | Created a drawing that did not visually represent a poem or did not include into the piece | Did not create a 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:

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

**XIII. Art TEKS**

Foundations: observation and perception:

A. Explore 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 create compositions using the elements of art and principles of design

Creative expression:

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.

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

**XIV. National Art Standards**

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

* Explore and invent art-making techniques and approach
* Create personal satisfying artwork using a variety of artistic processes and materials

Anchor Standard 7: Perceive and analyze artistic work:

* Analyze components in visual imagery that convey messages.