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

Mounds

Grade: 9th-10th

Lesson 5 of 5

Class period: 1 hour

Big Idea: Storytelling

**II. Lesson Rationale:**

This lesson continues to address how contemporary artists incorporate visual narratives into their artwork. This lesson will focus on how Lesley Dill incorporates titles of her artworks into the pieces themselves to enhance them. Students will learn another way to incorporate narrative and text into their artworks. Students will think of a concept that is one or two words and tell the narrative visually through the combination of image and title in a collage and mixed media piece.

# 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?

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**V. Lesson Objectives:**

**The student will be able to:**

As a result of this lesson, students will/should be able to:

* Learn about and verbally describe how the artist Lesley Dill incorporates the text of the titles of concepts into her artworks.
* Describe and articulate what they see and what they think the artworks mean.
* Explore narrative through a collage and mixed media piece that visually represents a concept and incorporates the text of the concept into their piece.
* Talk about their own and others’ artwork thoughtfully.

**VI. Specific Art Content:**

Lesley Dill including reproductions of her artworks that use title enhancement including the images, Light and It is the Return.*Good*

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

Computer and projector

PowerPoint presentation of the artist Lesley Dill including reproductions of her artworks that use title enhancement including the images, Light and It is the Return.

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

Pens or pencils

Sketchbook

Collage materials

Found images/objects

Mate medium

Gel medium

Collage paper

Cardboard

**IX. Instruction and Its Sequencing:**

**Day of the Lesson 1**

1. **Introduction/Motivation:**

 Today we will look at how title enhancement is another way to visually represent narratives.

1. **Guided Practice**
* Show PowerPoint presentation of Lesley Dill and her artworks and specifically her images that incorporate title enhancement.
* Present students with title enhancement task and allow students to work individually and be available for questions.
* Present students with collage/mixed media task and allow students to work individually and be available for questions
* Facilitate discussion of critique of pieces

3. Independent Practice

* Students will look and listen to the presentation of Trenton Doyle Hancock and remain in their seats.
* Students will brainstorm in their sketchbooks and think of a concept that is one or two words (such as “unraveled light”) and think of ways to tell the narrative
* Students will choose a concept and create a collage and mixed media piece that visually represents the concept and title in their piece
* Students will share and discuss their pieces with the class
1. **Closure**

 What concluding event can I design that allows students to reflect on the essential question and how the lesson helps to investigate the big idea?

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 and how she uses text in her artwork
1. **Classroom Management Procedures**
* Have materials read for students
* Remind students about critique strategies
* Student will remained working on project

**Day of the Lesson 2**

1. **Introduction/Motivation:**

Critiquing final project and turning in

1. **Guided Practice**
* Due to time, students will be broken up in to group to critique their project to their classmates
* I will inform student what to critiquing ad what to ask the artist

3. Independent Practice

* Students will inform their classmates what their story was and read off their poem to the group
* Student will talk about the step brainstorming their concepts
* Audience in the group will ask any addition information
1. **Closure**

Everyone has a story can be told in many ways, whether that be with words or pictures. They are many ways to tell a story and what we learn in class are only a few ways of doing so

1. **Formative Evaluation**
* Walking around the classroom making sure students are participating
* Audience in group are engaged and reply back to artist
* Using Element of Principal of design word choice
1. **Classroom Management Procedures**
* Students will be broken up into group
* Student will take 5-10 to present and ask question
* A warming mark of time will be give
* Student will turn in their final project

**X. Summative Assessment and Evaluation:**

**What do I want to know?**

* Students will learn another way to incorporate narrative and text into their artworks
* Critiquing if own projects

**How will I know it?**

* They will brainstorm in their sketchbooks and/or work on final project
* Discussed in groups

**How will I record it?**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Full Credit**  | **Half Credit**  | **No Credit** |
| **Participation in****Discussion** | Active andthoughtfulparticipation | Poor participation | No participation inDiscussion |
| **Creation of a****Collage and Mixed****Media Piece that****Visually****Represents a****Concept with Title****Enhancement** | Created a thoughtfulcollage and mixedmedia piece thatvisually representeda concept andincluded the text ofthe title of theconcept i | Created a collageand mixed mediapiece that did notvisually represent aconcept or did notinclude the text ofthe title of theconcept into thepiece | Did not create acollage and mixedmedia piece |
| **Participation in****Critique** | Active andthoughtfulparticipation | Poor participation | No participation incritique |

**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. explores and communicates 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:

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

Critical evaluation and response:

 B. 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 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.

Anchor Standard 7: Perceive and analyze artistic work

* Analyze components in visual imagery that convey messages.