

Visual and Narrative Storytelling

Grade

●3–5

Teacher-In-Residence

●Daniel Garbark

Subjects

●English Language Arts,
Visual Arts

Carnegie
Museum of Art

Goals

- Create a figurative or representational artwork from an abstract starting point.
- Learn to use discipline-specific vocabulary to describe visual aspects of artwork.
- Explore the link between elements of art and emotions in viewing abstract artwork.
- Write a narrative based on an abstract artwork.
- Use discipline-specific vocabulary in writing a fictional narrative.

Objectives

- Students will interpret ideas using elements of art in their personal artwork.
- Students will speak knowledgeably about artwork using discipline-specific vocabulary.
- Students will analyze elements within an abstract work of art to bring forward feelings.
- Students will analyze elements of artwork within an abstract work of art to bring forward meaning.
- Students will relate a work of fiction incorporating discipline-specific vocabulary and using artwork as the basis for the narrative.

Standards

Common Core/National Core Arts Standards:

Visual Arts—Creating

- **VA:Cr1.1.3a** Elaborate on an imaginative idea.
- **VA:Cr1.1.4a** Brainstorm multiple approaches to a creative art or design problem.
- **VA:Cr1.1.5a** Combine ideas to generate an innovative idea for art-making.
- **VA:Cr1.2.4a** Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.
- **VA:Cr1.2.5a** Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.

Visual Arts—Responding

- **VA:Re.7.1.4a** Compare responses to a work of art before and after working in similar media.
- **VA:Re.7.1.5a** Compare one's own interpretation of a work of art with the interpretation of others.
- **VA:Re.7.2.3a** Determine messages communicated by an image.
- **VA:Re.7.2.4a** Analyze components in visual imagery that convey

messages.

- **VA:Re8.1.3a** Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.
- **VA:Re8.1.4a** Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.
- **VA:Re8.1.5a** Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.

PA Standards (if applicable)

Arts and Humanities

- **9.1.5.C** Know and use fundamental vocabulary within each of the arts forms.
- **9.1.5.E** Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.
- **9.1.5.F** Describe works of others through performance or exhibition in two art forms.
- **9.3.5.A** Identify critical processes in the examination of works in the arts and humanities.

Standards

- oCompare and contrast
- oAnalyze
- oInterpret
- oForm and test hypotheses
- oEvaluate/form judgments

English Language Arts

- CC.1.4.5.A** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CC.1.4.5.C** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
- CC.1.4.5.E** Write with an awareness of style.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying length.
- CC.1.4.5.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.5.M** Write narratives to develop real or imagined experiences or events.

Materials

- Drawing paper
- Lined composition paper
- Pencils
- Art-making tools—colored pencils, markers, crayons, etc.

Vocabulary

- Line
- Shape
- Color
- Value
- Texture
- Space
- Form
- Representational
- Figurative
- Non-representational
- Abstract
- Narrative

Artwork



Piet Mondrian, *Trees*, ca. 1912,
Patrons Art Fund, 61.1

Lesson



Trees, version 1

Day 1: Read Between the Lines

Introduction: Teacher will introduce the concept of a blind scribe drawing, wherein the artist marks a surface without looking at it and without raising the mark-making instrument from the surface. This can be demonstrated on a whiteboard or chalkboard. Then the scribe is analyzed to find a context on

which to create a more detailed figurative image.

Vocabulary terms: line, shape, form.

Transition: Next, the teacher presents version 1 of *Trees* without context (no title, artist name, or background information). Version 1 consists of just the black lines from *Trees*. Teacher will guide students through the “See, Think, Wonder” method to analyze the image.

Activity: Provide students a copy of *Trees*, version 1 on paper. They will alter the image, similar to a “scribble drawing,” discerning patterns in the lines and shapes to create a representational image.

Assessment: Teacher will provide individual guidance during studio time. Students may then present their work on a “gallery walk,” where the teacher can determine students’ understanding of the concepts and offer further feedback on an individual basis.

Extensions/Modifications: Teachers should pace the lesson plan based on their individual classrooms and students. Following the introduction,

Lesson

teachers may find it advantageous to have the students create their own blind scribble drawing so that they may “learn while doing.” However, students struggling with the blind scribble drawing concept may find more success starting with the version 1 imagery. Conversely, students finding fast success in completing the version 1 project should be encouraged to add more detail or concepts to their image or create their own scribble drawing.

Day 2: Roots of an Idea

Introduction: Teacher will review previous day’s takeaways from See, Think, Wonder analysis of *Trees*, version 1, and the vocabulary terms line, shape, and form. Teacher will begin discussion on narrative storytelling. Using student artwork from the previous day’s lesson, the teacher will guide students on telling the story presented in their artwork.

Transition: Next, the teacher will introduce version 2 of *Trees* without context (no title, artist name, or background information). Version 2 consists of a graytone version of *Trees*. Students will analyze the painting using See, Think, Wonder.

Vocabulary terms: value, texture.

Activity: Then, the students will write a narrative based on their interpretation of version 2. The paragraph should consist of 5 sentences (1 introduction, 3 body, and 1 closing) and utilize 3 of the 5 vocabulary terms presented: line, shape, value, texture, form.



Trees, version 2

Lesson

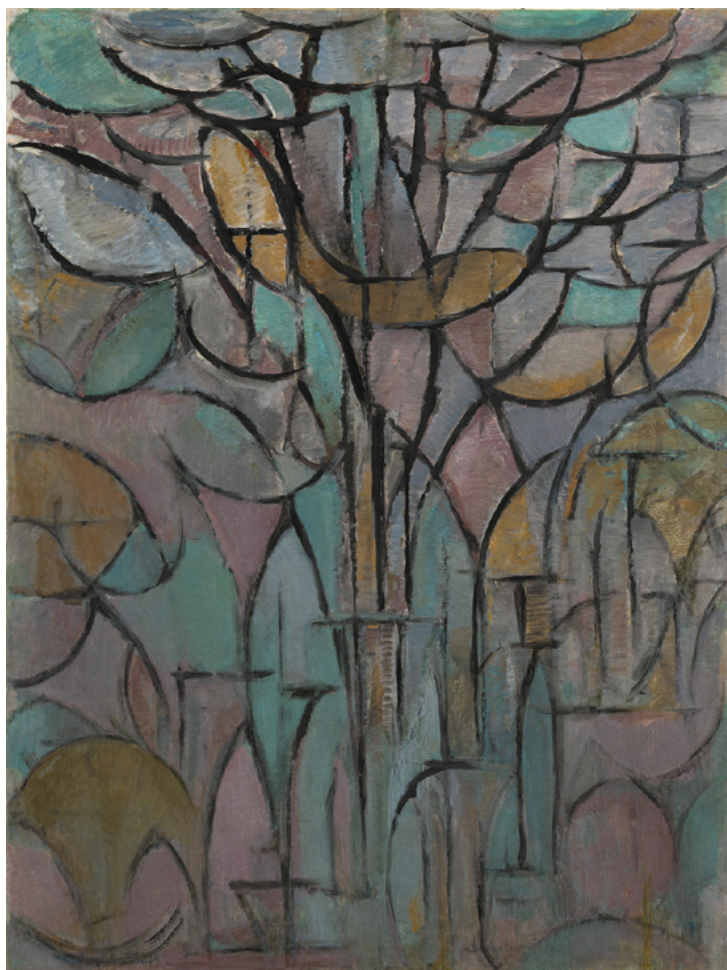
Assessment: Teacher will provide individual guidance during writing. Rubric can be formulated for summative assessment based on criteria above (number of sentences, number of vocabulary words used).

Extensions/Modifications: Students struggling with the version 2 paragraph can alternatively write fewer sentences or use fewer vocabulary terms. Students working above grade level may write a more complex narrative, using more sentences and adding personal feelings evoked by version 2.

Day 3: Forest for the Trees

Introduction: Teacher will review previous days' takeaways from See, Think, Wonder analysis of *Trees*, versions 1 and 2, and the vocabulary terms line, shape, form, value, and texture. Teacher will continue discussion on narrative storytelling using student writings from the previous day's lesson.

Transition: Next, the teacher will introduce version 3 of *Trees* without context (no title, artist name, or background information). Version 3 is the painting as it exists in the



Trees, version 3

collection. Teacher will lead students through See, Think, Wonder, focusing on the colors.

Vocabulary terms: color, space.

Activity: Then, students will write a narrative based on their interpretation of *Trees*, taking into consideration the feelings and emotions evoked by the colors. The paragraph should

Lesson

consist of 5 sentences (1 introduction, 3 body, 1 closing) and utilize 4 of the 7 vocabulary terms presented: line, shape, value, texture, form, color, space. Additionally, the paragraph should reference feelings and emotions.

see what aspects of the piece are universal and exist within all versions of the painting that have been presented.

Assessment: Teacher will provide individual guidance during writing. Rubric can be formulated for summative assessment based on criteria above (number of sentences, number of vocabulary words used, inclusion or absence of feelings and emotions).

Extensions or Modifications:

Students struggling with the paragraph can alternatively write fewer sentences or use fewer vocabulary terms. Students working above grade level may write a more complex narrative with more sentences.

Conclusion: Finally, the title, artist, and context of *Trees* is given to the students. Teacher will curate a discussion with the students about what makes the painting successful or not. Comparisons will be drawn between previous writings and musings (See, Think, Wonder) to