

Art Tells a Story

Grade

●8

Teacher-In-Residence

●Tracy Smith

Subjects

●English Language Arts

Carnegie
Museum of Art

Goals

- Stimulate students' imagination using the analysis of a variety of artwork found in the Carnegie Museum of Art.
- Help students create a narrative to show understanding of the elements of plot within a fictional story.

Objectives

- Students will brainstorm and list the characteristics of good artwork, followed by listing the characteristics of good writing.
- Students will analyze four pieces of art found in the Carnegie Museum of Art by completing an Art Analysis worksheet individually, then sharing their thoughts with the class.
- Students will show knowledge of the elements of plot in fiction stories by choosing the artwork that they connect with the most and creating a story that supports the artwork's setting. The story will be told in first-person as being told by one of the persons within the artwork.

Standards

Common Core/National Core Arts Standards

Arts and Humanities

- **9.3.8.A** Explain and apply the critical examination processes of works in the arts and humanities.
- Compare and contrast
- Analyze
- Interpret
- Form and test hypotheses
- Evaluate/form judgements

ELA

- **CCSS.ELA-Literacy.W.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **CCSS.ELA-Literacy.W.8.3.a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- **CCSS.ELA-Literacy.W.8.3.b** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

- **CCSS.ELA-Literacy.W.8.3.e**

Provide a conclusion that follows from and reflects on the narrated experiences or events.

- **CCSS.ELA-Literacy.W.8.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **CCSS.ELA-Literacy.W.8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

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Materials

- Art Appreciation Student Survey worksheet
- Venn diagram worksheet
- Art Analysis worksheet
- Principles of Design handout
- Narrative Planning worksheet
- Computer/ tablet

Vocabulary

Elements of plot

- Exposition
- Conflict/ types of conflict
- Rising action
- Climax
- Falling action
- Resolution
- Protagonist
- Antagonist
- Theme

Literary Terms

- Audience
- Fiction
- Nonfiction
- Dialogue
- Flashback
- Foreshadowing
- Imagery
- Mood

Artworks



Robert Gwathmey, *Hoeing*, 1943, Patrons Art Fund, 44.2 © Estate of Robert Gwathmey / Licensed by Artists Rights Society (ARS), New York



Paul Gauguin, *Landscape with Three Figures*, 1901, Acquired through the generosity of Mrs. Alan M. Scaife, 63.9



Paul Signac, *Place des Lices, St. Tropez*, 1893, Acquired through the generosity of the Sarah Mellon Scaife Family, 66.24.2



Childe Hassam, *Fifth Avenue in Winter*, ca. 1892, Purchase, 00.2

Lesson

Day 1:

Begin the lesson with the Student Survey worksheet (See Resources).

Give students 5–8 minutes to complete the survey independently.

- Next, instruct students to turn and talk to the person next to them, as they list what they think “good artwork” looks like (e.g. color, shapes, a story, pictures, details).
- Then, students will share with the class the characteristics that they listed as the teacher lists them on the chalk/smartboard using a Venn diagram.
- To follow, the teacher will ask “Now take a minute to think about art in the form of writing—what does good writing look like? What elements do you find in good writing (mysteries, narratives, fairy tales, etc.)? Turn and talk to the student next to you and list the elements of good writing (e.g.. conflict, suspense, details)
- Afterwards, students will share the characteristics that they listed with the class as the teacher lists them on the chalk/smartboard using a Venn diagram.
- Finally, the teacher will lead a discussion in which students will complete the Venn diagram by identifying the similarities between

art and writing—both being forms of communication.

Day 2:

- Teacher will begin the lesson by reviewing the Venn diagram created in yesterday’s lesson.

- Next, the teacher will ask students “How many of you have been to an art museum? Then, explain to students that together as a class, they are going to analyze pieces of art found in the Carnegie Museum of Art located in Pittsburgh, PA.

“We will take a close look at various pieces of art and answer a few questions based on what we see and how it makes us feel.”

- Students will complete the Art Analysis worksheet for the artworks listed above. The teacher will complete the first analysis together with the class, and then the others will be completed independently by the students- followed by a discussion of each analysis.

Main Activity, Days 3 and 4:

- Teacher will begin the class by reviewing the Student Survey completed on day 1 by instructing students to rethink each statement in the survey as the teacher reads them aloud. Afterwards, the teacher

Lesson

will ask students if they changed their response to any of the statements.

Students will share and discuss.

- Next, the teacher will ask students to review the artwork & analysis worksheets from day 2.
- Instruct students to “Turn and talk to the student next to you. Share your analysis from yesterday, and what you liked/disliked about each piece of art. Then, choose the piece of art that you connect with the most and share why you like that particular piece the most.” Allow students 5–8 minutes to share with each other.

Transition(s):

- Then, the teacher will explain the assignment of Art Tells a Story. Students will use the Narrative Planning worksheet to begin writing their stories using their chosen art piece as the setting of their story. The teacher will instruct students to “Put yourself into the artwork that you chose. Choose a character within the artwork, and be that person. Write your story from that person’s perspective, based on what is going on within the picture. Use your imagination and creativity to tell your story.”

Questions:

- “What do you think is the most important plot element to decide on before you begin the writing process? (Answer: Conflict—what is the problem?)
- Why is it important to know who your audience is before you begin writing? (Answer: Because your audience determines how you will write the story, your word choices, and the conflict.)

Assessment:

- Students will determine the plot elements of their stories by completing the Narrative Planning worksheet.
- Students use the Planning worksheet to write or type their stories as instructed by the teacher. Students will staple a printed copy of their chosen artwork to serve as the cover of their original story.

Lesson Extensions and Modifications

- Students will share their stories with another student. While reading the story, students will identify the elements of plot within the story using a plot diagram.
- Students will complete this assignment with a partner

Resources

- Art Analysis Worksheet
- Art Appreciation Survey
- Venn Diagram

Art Analysis Worksheet

Name of Artwork: _____

Artist Name: _____

Date: _____

Description

What do you see?

List four nouns:

List four adjectives:

Analysis

How is the work organized? Review the *Principles of Design* handout, and list the tools used to plan and organized the artwork.

Interpretation:

What is happening? What is the artist trying to say?

Judgement:

What do you think of the artwork? Do you like it? Explain in 2-3 sentences.

Art Appreciation Survey

I'd like to learn more about your thoughts and feelings about art. Please answer the questions as honestly as you can. There are no right or wrong answers—just share what you really think and feel about art.

Thank you for taking the time to share your thoughts. Let's get started!

Date(s): _____

1. How often do you look at or think about art?

- Daily
- Weekly
- Monthly
- Rarely
- Never

2. What types of art do you enjoy the most? (Select up to 3)

- Painting
- Drawing
- Sculpture
- Photography
- Digital Art
- Street Art
- Other (please specify): _____

4. Have you ever visited an art museum or gallery?

- Yes
- No

If yes, what did you enjoy most about it?

5. How do you feel when you look at a piece of art that you like?

- Inspired
- Relaxed
- Curious
- Happy
- Other (please specify): _____

6. Do you create your own art?

- Yes, often
- Yes, occasionally
- No, but I would like to
- No, and I'm not interested

7. What do you think makes a piece of art interesting or special? (Select up to 3)

- Use of color
- Unique style
- Emotional impact
- Creativity
- Technique/Skill
- Message or story
- Other (please specify): _____

8. How important do you think art is in your daily life?

- Very important
- Somewhat important
- Not very important
- Not important at all

9. Would you like to learn more about different types of art or famous artists?

- Yes, definitely
- Maybe
- No, not really

10. Do you have any suggestions for how to make art appreciation more fun or engaging in school?

11. Share a memorable experience you've had related to art (it could be a favorite piece, a visit, or a personal project):

12. Is there any type of art or artist you'd like to learn more about?

Venn Diagram

Art

Writing

