Narrative Journeys
Created by Amie Rogers, Olivia Morgan, and Sandy LaBry
Hilliard University Art Museum
Narrative Journeys Lesson Plan
Teacher: Amie Rogers
Subject/Arts: ELA/Art
Grade Level: K-8th Grade

Lesson Description:
Lesson Description: Students will engage with the Spiritual Journeys: Homemade Art from the Becky and Wyatt Collins Collection exhibit at the Hilliard University Art Museum as a point of departure for exploring the concept of structure and creating their own writing and visual narratives.

Overarching Theme/Universal Concept: Structure

Essential Questions (broad, on-going, cross-curricular):
• What is structure?
• Where do we see structure around us?
• Why is structure important?

Focus Questions (specific, directly from this lesson/unit):
• How do artists structure their artworks?
• How do writers structure stories?
• What is a diorama? How is it different from a painting or drawing?
• Optional, depending on students’ levels: How can shape, form, space and texture structure an artwork?
Arts and Curriculum

Academic Objectives/Content: (standards, learning targets, I-Can's)
Language and literacy development focuses on creating stories, evaluating information presented in a variety of ways, collaborating with others, and interacting with technology. Literacy Standards driving instruction include the following.

English Language Arts Standards for Writing:

**CCSS.ELA-LITERACY.CCRA.W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**CCSS.ELA-LITERACY.CCRA.W.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**CCSS.ELA-LITERACY.CCRA.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

English Language Arts Standards for Speaking and Listening:

**CCSS.ELA-LITERACY.CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-LITERACY.CCRA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Art Objectives/Content: (elements, principles, vocabulary of an art form)
Art instruction includes using elements and principles of design in composition and creating a diorama. Art Standards guiding instruction include the following.

Louisiana Art Standards:

**K-4 Benchmarks Creative Expression Strand**

**VA-CE-E2** Explore and discuss techniques and technologies for visual expression and communication.
**VA-CE-E3** Use art vocabulary and the elements and principles of design to convey the language of art (create and discuss own artwork).

**VA-CE-E6** Identify relationships among visual arts, other arts, and disciplines outside the arts.

**5-8 Benchmarks Creative Expression Strand**

**VA-CE-M2** Select and apply media techniques, and technology to visually express and communicate.

**VA-CE-M3** Use the elements and principles of design and art vocabulary to visually express and describe individual ideas.

**VA-CE-M6** Understand and visually express relationships among visual arts, other arts, and disciplines outside the arts.

**K-4 Aesthetic Perception Strand**

**VA-AP-E4** Recognize that there are many possibilities and choices in the processes for designing and producing visual arts.

**5-8 Aesthetic Perception Strand**

**VA-AP-M4** Demonstrate awareness of various new ideas, possibilities, options and situations pertaining to the art world.

**National Art Standards:**

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

**Anchor Standard 2:** Organize and develop artistic ideas and work.
Enriched Assessment

Academic Content Assessment:
(how will students demonstrate understanding)
Students will demonstrate understanding via informal and formal assessment strategies.

Informal assessment strategies:
• Question and observe to determine students’ understanding and to inform next steps in instruction.
• Pose open-ended questions to elicit students’ connections to real-life experiences and prior knowledge.
• Examine students’ prewriting (graphic organizer, summary sentence, diorama with characters, and student-to-student discussions) to structure a story with a defined character, setting and problem.
• Use peer-response to help students edit story drafts.

Formal assessment strategies:
• Apply a rubric (ideally co-constructed with students after viewing and discussing mentor works) to completed narratives to assess story elements and description that match the artwork s/he creates.
• Students can apply the rubric to their own and others’ writing.
• A sample rubric is attached in the event that time does not allow for student participation in this process.

Art Content Assessment:
(how will students demonstrate understanding)
Students will demonstrate understanding via informal and formal assessment strategies.

Informal assessment strategies:
• Question and observe to determine students’ understanding and inform next steps in instruction.
• Pose open-ended questions to elicit students’ connections to real-life experiences and prior knowledge.
• Examine students’ art-making processes (material selection, application of media techniques, collaboration) in creating a diorama with story characters and setting.
• Use peer and/or teacher critique to guide revisions of art work.
Formal assessment strategies:

- Apply a rubric (ideally co-constructed with students after viewing and discussing mentor works) to completed dioramas and students’ presentations to assess use of media techniques, composition, art vocabulary -- including elements and principles of design
- Students can apply the rubric to their own and others’ art work.
- A sample rubric is attached in the event that time does not allow for student participation in this process.
Experiential Learning and MLPs

Instructional activities (what will students do)

Prior to museum gallery visit, students will:
- listen to museum overview;
- discuss gallery etiquette & protocols.

During the lesson, students will:
- discuss the Overarching Concept (structure) and Essential Questions;
- visit the gallery exhibition or classroom exhibition with a quiet walk-through, noticing structures and images How do artists structure their artworks? (stable, unbalanced, gridded, volumetric, fragile, bouncy, geometric, layered, organic, 2-D or 3-D, etc.;
- participate in a Visual Thinking Strategies discussion about one of the artworks;
- discuss Focus Question, “How do writers structure their stories?”
- discuss character, setting and narrative in reference to the artwork selected for VTS;
- use graphic organizers to record their own selection of a character(s) and setting from two different works in the exhibition and add details that they will use later in art making (they may sketch and or make notes);
- in transition to next segment, think about additional potential story elements to complete the sentence, “My character wanted _(something)__ but ___(problem)___, so ___(resolution)__.
- engage in peer talk about their summary sentence and record individual ideas on their graphic organizers;
- listen to explanation of diorama on Power point, view examples while discussing materials, art elements and structure;
- collaborate with the teacher in constructing and presenting a simple diorama and story with:
  - a story structure (beginning, middle and end) for characters in the setting and
  - physical structure (foreground, middle ground, background in 3 dimensions);
- individually or in groups come up to:
  - select materials and
  - construct a diorama base for the setting of the narrative summarized in their key sentence
  - construct a character
  - elaborate on their narratives;
• reflect periodically on their use of art elements (line, color, shape, texture, form, space, value); principles (pattern, balance, contrast, movement, emphasis, rhythm, unity); and structures used in artmaking and writing;
• rehearse their presentations (including animating dioramas and commenting on their learning);
• present their work to an audience for assessment via a rubric (The presentations may be videotaped to augment assessment and making work public.).

MLPs:
(what modalities and intelligences are engaged)
ELA and art activities in this lesson engage students through learning pathways that are primarily
• verbal-linguistic,
• visual-spatial,
• kinesthetic, and
• interpersonal.

Learners are offered choice of story elements and details in story composition, as well as choice of materials, techniques, and design of artwork. They may choose to work alone or with peers to complete the writing and artwork.

☐ Auditory  ☐ Kinesthetic  ☐ Tactile  ☐ Visual

Collaboration

Student Collaboration:
Students collaborate with each other by engaging in
• “partner-talk” to discuss prior knowledge, ideas, and potential solutions to problems;
• peer feedback on writing and design of artwork;
• videotaping fellow artists as they tell/read their stories and explain their artworks.

Teacher Collaboration:
Teachers collaborate in
• monitoring and prompting students’ engagement and safety
• assessing students’ knowledge and products
• post-lesson debriefing.
Infrastructure and Climate

Time frame:
**Gallery:** 2-3 hours per session with 3 transitions: Look, write, make, show and tell.
**Classroom:** Expand for week long lesson with time to write stories and revise their projects.

**Space/Classroom: Museum:** Gallery and A.Hays town Building.

**Tools:** Stapler, hole punch, hot glue gun, scissors, paint brushes, paper cutter, recording device, iPads/video recording device, projection device. (possible x-acto and cutting board)

**Materials:** 12 x 12 construction paper for corner diorama structure, construction paper scraps, tissue paper scraps, 12 or 6 inch skewers, glue, masking tape, scotch tape, pipe cleaners, toothpicks, hot glue sticks, small bits of recyclables: extra small cardboard boxes from the pantry - Jello boxes, cardboard toilet paper and paper towel tubes, buttons, string, yarn, and fabric bits, caps, covers and lids - metal or plastic, small fake flowers, plastic toy bits, office bits, extra small tin cans and bottles - travel size shampoo bottles/mushroom cans, clear plastic packing containers, bits of Styrofoam, straws, toothpicks, chopsticks, popsicle sticks, bubble wrap, bread ties, etc.

**Adaptations:** Use appropriate scaffolding, adapt as need for a theater play-writing lesson or a ceramic relief sculpting lesson. Scribes could be used for students who cannot yet write.

**Resources:** [http://www.wikihow.com/Make-a-Diorama](http://www.wikihow.com/Make-a-Diorama)  
[http://www.stormthecastle.com/diorama/what-is-a-diorama.htm](http://www.stormthecastle.com/diorama/what-is-a-diorama.htm)  
[https://vtshome.org/](https://vtshome.org/)  
[https://www.watershed-ed.org/](https://www.watershed-ed.org/)

**Climate:** Environmental print includes: The Elements and Principles of Design posters; 3-D Picture Plane poster; Diorama and 3-D character maquettes; Material Techniques poster; Materials for student self-selection; PowerPoint, and Graphic Organizer.

(Climate for classroom adaptation: Print out and hang the provided images from the *Spiritual Journey*’s Exhibition to create an art installation in your classroom.)
Resources

**Arts Integration Resources for Teachers**

The Paul and Lulu Hilliard University Art Museum
http://www.hilliardmuseum.org/Learn/field-trips

ARTSEDGE: The Kennedy Center’s Art Education
Network- lesson plans
https://artsedge.kennedy-center.org/educators.aspx

Education Closet- lesson plans and continuing education
https://educationcloset.com/

Louisiana A+ Organization
http://www.aplusla.org/

Cindy Ingram The Art Curator for Kids- lesson plans for teaching art history
https://artcuratorforkids.com/

The Alexandria Museum of Art – Visual Thinking Strategies Training, lesson plans
http://themuseum.org/teachers

The Art of Ed: An Online Resource for Art Teachers
https://www.theartofed.com/

Visual Thinking Strategies
http://vtshome.org/

Wolf Trap Institute for Early Learning through the Arts
http://www.wolftrap.org/education/institute-for-early-learning-through-the-arts.aspx

Watershed Organization- Visual Thinking Strategies
https://www.watershed-ed.org/

https://www.nytimes.com/column/learning-whats-going-on-in-this-picture?mcubz=1

**Art Standards**

National Core Arts Standards
http://www.nationalartsstandards.org/

Louisiana Arts Content Standards
https://www.louisianabelieves.com/resources/library/k-12-arts-resources

**Grants**

George Rodrigue Foundation- George’s Art Closet art supplies for schools
http://www.georgerodriguefoundation.org/site306.php

Acadiana Center for the Arts – Arts Grants for Teachers
http://acadianacenterforthearts.org/arts-grants-teachers

Target Field Trip Grants

Crystal Bridges Reese Fellowship
http://crystalbridges.org/reese-fellowship/
Part One

1. Select a character from the gallery exhibition
2. Select a setting from a different artwork in the gallery
3. Draw/Write down details that you notice

Part Two

1. Imagine a problem your character could encounter in the setting and how they could use their imagination and skills to solve it.
2. Summarize your story idea by completing the example sentence below.

Details/Traits

Character

What else catches your eye?

Setting

Surrounding Details

Beginning

(somebody)

(something)

Middle

but

(problem)

End

so

(solution)

COMMON STORY PROBLEMS

Stolen  Broken  Lost
Locked  Enemy  First Day
Mistake  Stranger  White Lie
Invitation  Misplaced  Magic
Flying  Attack  Fear
Part Three

Write out your complete story with a beginning, middle, and end. Remember to describe the setting, character, problem, and solution using sensory details.

Beginning (Introduce characters and setting)

Middle (Narrate the Problem)

End (Tell how the problem is solved)
Photo by Robin May.
Photo by Robin May.
# Sample Formal Assessment

## Writing

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Doing Well</th>
<th>Needs Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
<td>Story is clear and easy to understand.</td>
<td>Story stays on topic and includes characters and setting.</td>
<td>Story does not stay on topic.</td>
</tr>
<tr>
<td></td>
<td>Characters are developed and setting is described well.</td>
<td>There are some details that help the reader picture what's happening in the story.</td>
<td>More work is needed on characters, setting or detail.</td>
</tr>
<tr>
<td></td>
<td>Writer uses many interesting details.</td>
<td></td>
<td>Story is the same as the summary sentence.</td>
</tr>
<tr>
<td><strong>Organization and Structure</strong></td>
<td>Story grabs the reader's attention at the beginning.</td>
<td>Story has a clear beginning, middle and end.</td>
<td>The order of events is sometimes confusing, and the story needs more work on the beginning, middle or end.</td>
</tr>
<tr>
<td></td>
<td>Events happen in an order that makes sense.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Story contains a problem.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Story has a clear ending.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing Skills and Conversations</strong></td>
<td>All sentences begin with a capital letter, and end with the correct punctuation.</td>
<td>Most of the sentences begin with capital letters and end with the correct punctuation.</td>
<td>The story lacks capital letters and punctuation.</td>
</tr>
<tr>
<td></td>
<td>Most words are spelled correctly.</td>
<td>Many of the words are spelled correctly.</td>
<td>Spelling, even if inventive, does not meaningfully correspond to words.</td>
</tr>
</tbody>
</table>
# Diorama

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Doing Well</th>
<th>Needs Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td>Student’s work includes a background, middle ground and foreground; using a variety of 3-D techniques to build details.</td>
<td>Student’s work includes a background and foreground; incorporates 2-D and 3-D techniques to create details. The setting elements do not extend outside of the framework.</td>
<td>Student’s work has little or no 3-D elements or details. The setting elements are unclear.</td>
</tr>
<tr>
<td><strong>Character</strong></td>
<td>Student uses 3-D materials to build up the details of the character.</td>
<td>Student’s character has minimal 3-D elements and implies action without using movable parts in the design</td>
<td>Student’s character is 2-D, and in a neutral position</td>
</tr>
<tr>
<td></td>
<td>Student incorporates movable parts in their character design.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Design and Story Elements</strong></td>
<td>Material and design choices contribute to the story.</td>
<td>Material and design choices contribute to the story.</td>
<td>Material and design divert from the story.</td>
</tr>
<tr>
<td></td>
<td>Student includes many details that support the character and the setting</td>
<td>Student has included a few details that support the character and setting.</td>
<td>Student has included very few details to support the character and the setting.</td>
</tr>
<tr>
<td><strong>Presenting</strong></td>
<td>Student identifies 3 or more art elements or principles used in construction of the diorama.</td>
<td>Student identifies at least 2 art elements or principles used in construction of the diorama.</td>
<td>Student identifies at least 1 art element or principle used in the construction of the diorama.</td>
</tr>
<tr>
<td></td>
<td>Student can deliver their story using their character and setting.</td>
<td>Student uses character to explore the setting.</td>
<td>Student uses character to tell a spontaneous story.</td>
</tr>
</tbody>
</table>
**Sample Formative Assessment**

**Interview Questions**
Can you bring your sentence to life?
How did you structure your diorama?
Tell me about the choices you made in creating your character, setting and story problem.

**Checklist: Check all that apply**

**Sentence:**
- [ ] Someone wanted
- [ ] Something
- [ ] But Problem
- [ ] So Solution

**Diorama**

<table>
<thead>
<tr>
<th>Background Details:</th>
<th>Middle Ground Details:</th>
<th>Foreground Details:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Only 1</td>
<td>[ ] Only 1</td>
<td>[ ] Only 1</td>
</tr>
<tr>
<td>[ ] 2-3</td>
<td>[ ] 2-3</td>
<td>[ ] 2-3</td>
</tr>
<tr>
<td>[ ] 4 or more</td>
<td>[ ] 4 or more</td>
<td>[ ] 4 or more</td>
</tr>
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</table>

**Character**

<table>
<thead>
<tr>
<th>3-D Elements:</th>
<th>Moving Parts:</th>
<th>Character Details:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Only 1</td>
<td>[ ] Only 1</td>
<td>[ ] Only 1</td>
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**Elements and Principle of Design**

- [ ] Line
- [ ] Shape
- [ ] Color
- [ ] Value
- [ ] Form
- [ ] Texture
- [ ] Space
- [ ] Balance
- [ ] Contrast
- [ ] Emphasis
- [ ] Movement
- [ ] Pattern
- [ ] Rhythm
- [ ] Unity

**Other Art Vocabulary:**

- ____________________________
- ____________________________
- ____________________________
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