

Art and Storytelling

Sources:

Karl's 101 drawing class

Developmental Considerations

Child Development and Arts Education: A Review of Current Research and Best Practices



UNIT FOUNDATIONS

Enduring Idea

Core enduring idea: Storytelling

Branch enduring ideas:

- Community
- Identity
- Power

The core enduring idea of this unit is storytelling. As the unit continues we will introduce three “branch enduring ideas” which include community, identity, and power.

Brief Overview of Unit

In the first week, students will be introduced to storytelling in visual culture. This week provides general coverage of the entire project while also getting students excited about the art projects to come. The second and third weeks serve as time to hone understanding of community and the ways that groups of people can work together to create narratives. In these weeks students will participate in the creation of a collaborative mural. Weeks four and five shift focus to the branch idea of identity, where students are given an opportunity to tell a personal narrative via a self-portrait. This week builds on skills in previous weeks, but provides students with more independent work time. Weeks six and seven shifts focus once more, giving students a chance to explore the power of storytelling through a curatorial project. Here, students will be asked to curate a body of work by using virtual reality software. In the final week of the unit, students will participate in reflective activities, looking back on everything they learned, identifying elements of the unit that they liked or disliked. This week serves as a way of identifying strengths and weaknesses of the lesson for future modifications, as a way of quantifying student growth through the course of the unit.

Development

1. List 5 – 8 developmental characteristics of students this age that are relevant to your investigation from the article *Childhood Development and Arts Education*.

- Motor skills have reached adult level by age 16-17
- Can be self-conscious
- Increasingly varied aesthetic values relative to younger ages, and acknowledge cultural differences contributing to these values
- Deepening of understanding of concepts introduced in middle school years, increasingly sophisticated ways of thinking
- Social relationships and popular culture are now extremely important and relevant
- Enjoy autonomy, like the freedom to move around a classroom and make choices regarding their work, rather than being told what to do

- Capacity to think abstractly and metaphorically

2. List how to respond to students' works in this grade band. Reference *Childhood Development and Arts Education*.

- Provide choices to students to allow for individuality and risk taking
- Help students make connections between the subject of study and the outside world
- Facilitate peer to peer discussions, rather than teacher led

Summary and Rationale

Art is, at its core, an expression of human emotion in an effort to condense and make sense of a convoluted world in a more finite and tangible way. Given this, art is inherently about the sharing of our individual and collective stories as they pertain to the human condition; art is storytelling. To exist in and contribute to the art world, artists need to be well versed in reading and writing in the language of art. The ability to communicate artistically is increased by practicing the technical aspects of art (value). In order to communicate, you have to learn the language.

Again, at its core, art is about telling the story of our individual and collective experiences. An artist tells a story in a single canvas, but these stories change when combined and mixed with other pieces of artwork in a gallery. Just as the author of a textbook contextualizes and recontextualizes information from external sources, students will repurpose, empower, and shape the stories of other artists by curating their own exhibit. By creating their own textbook of artwork that they've personally defined as powerful, they refine their process of telling their own stories through art.

Key Concepts	Essential Questions
Storytelling builds community.	In what ways does storytelling build community?
Storytelling contributes to identity.	How does storytelling contribute to identity?
Storytelling is powerful.	How is storytelling powerful?

Slideshow

<https://docs.google.com/presentation/d/1ZezAglra8gfBxNHAhgC6oMqfdbMpFPJrQDg1ow8daLY/edit?usp=sharing>

STANDARDS AND ESSENTIAL UNDERSTANDINGS FOR THE UNIT

MT Art Standards

<https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-Revision>

- develop plans for creating art and design works using various materials and methods from traditional and contemporary practices
- complete artworks or designs incorporating relevant criteria as well as personal artistic vision
- curate artifacts and artworks for presentation and preservation

MT Common Core Standards

<https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-Revision>

- TI.GC.9.12.2 create original works or responsibly repurpose or remix digital resources into new creative works

- TI.GC.9.12.3 communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations

MT Indian Education for All Essential Understandings

<https://opi.mt.gov/Educators/Teaching-Learning/Indian-Education>

- History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from American Indian perspectives frequently conflicts with the stories mainstream historians tell.

Overview

Week 1: Introduction to unit (hook writing activity, essential questions and essential understandings), artist slideshow, artist research and sharing, introduction to value scales

Weeks 2 and 3: Collaborative mural project (mini-lessons in value, color theory and glazing), art multi-modality activity, mid-process and finished critiques, reflection

Weeks 4 and 5: Self-portrait project (mini-lessons in gridding, value, and color theory), art multi-modality activity, mid-process and finished critiques, reflection

Weeks 6 and 7: Virtual reality curating project (mini-lessons in software use and gallery curation), art multi-modality activity, critique, reflection

Week 8: Unit summary and reflection, artist statement, critique, summative assessment

Overview Calendar

Unit Overview Calendar					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Hook writing activity, introduction to unit beginning slideshow (EU, KC, EI)	Artist slideshow	Research artists	Share artists	Pre-assessment on value
Week 2	Intro to collaborative mural project Demo on scaling	Exercise on building value gradient Work time	Revisit value pre-assessment Demo on value in forms Work time	Student work time	Mid-progress critique
Week 3	Student work time	Demo glazing Work time	Finish glaze demos Student work time	Student work time	Final critique, project reflection
Week 4	Project intro, slideshow on portrait artists, print student photos	Demo color gradient stip, student work time	Demo gridding, student work time	Student work time	Student work time
Week 5	Critique etiquette, in-progress critique	Value identification and painting demo, student work time	Student work time	Student work time, begin final critique	Finish critique, project reflection
Week 6	Curation Introduction - looking at galleries,	Cover Themes of Art/Elements of	Themes, Elements, Principles Cont'd, Importing artwork	Finding artwork/artists Importing artwork	Importing and arranging artwork

	Software Introduction	Art/Principles of Design	Identifying artists for their gallery		
Week 7	Midway Critique	Work Time	Work Time	Begin sharing galleries with classmates	Finish Sharing, Final Critique
Week 8	Write Artist Statements for weeks 4+5	Proof Read and Revise artist statements	Discuss display, prepare work for hanging	Hang work, summative assessment	Written and verbal discussion on unit

Supplies Order List

Business/Up-cycled	Supplies/material	Quantity	Individual Price	Total Price
Dickblick	Drawing Paper Pad w/ 24	2	\$21.08	\$42.16
Dickblick	Pencils HB	23	\$1.50	\$34.5
Dickblick	Oil Paint	23	\$8.47	\$194.81
Staples	Printed B/W Photos	1 20lbs	\$21.49	\$21.49
Dickblick	Acrylic Paint 500 ml	23	\$12.23	\$281.29
Dickblick	Rulers	23	\$7.09	\$163.07
Dickblick	Watercolor Paper	3 pads	\$19.66	\$58.98
Dickblick	Paint Brushes Size 10	23	\$54.98	\$1,264.54
Up-cycle	Water Cups		—	0
Dickblick	Gamsol 3.76 L	1	\$38.40	\$38.40
Up-cycle	Rags		—	0

Total price for unit: \$2,099.24

INDIVIDUAL INVESTIGATIONS

Week 1: INTRODUCTION

Summary, Artmaking Method Taught, and Prompt

After an introduction to the unit, which includes a hook writing activity about storytelling, a slideshow on enduring ideas and essential questions, and second slideshow providing a run down on artists who use storytelling in their own artwork, students will begin working with value to then use as a tool in their first major project- a collaborative mural. When teaching on value we would ask students to: "Demonstrate your understanding of value and its relation to 3D objects by rendering a 3D sphere complete with the six elements of light."

Art Materials and Equipment

- Watercolor
- Paintbrushes
- Watercolor Paper
- Pencils



Pre-Class Preparation

List materials and technical support you will need.

Class Preparation

- Fill 23 watercups, put paint brushes in each cup
- Prep watercolor paper for accessibility
- Sharpen pencils

Early Bird Activities

- Paint or draw in your sketchbook

Daily Sequencing

Week 1: Monday

Beginning routine- cover daily schedule and learning targets

Students participate in a writing activity about storytelling. "What do you know about storytelling? How has storytelling impacted your life? How does storytelling play a part in history? Tell me a story!"

Students volunteer to share several writing samples

As a group, make a list of what we know about storytelling, how it is used, or techniques for good storytelling

Slideshow on essential questions, essential understandings, unit plan, and unit outcomes

Learning Targets:

- Students will be able to identify at least one way in which storytelling is relevant to them.

Week 1: Tuesday

Beginning routine- cover daily schedule and learning targets

Slideshow on artists who are working with storytelling in their own art

Learning Targets:

- Students will be able to identify at least two artists who use storytelling in their own artwork.

Week 1: Wednesday

Beginning routine- cover daily schedule and learning targets

Work time for students to research and find another artist who uses storytelling in one piece of artwork and make a mini-presentation to share on Thursday. Any unfinished work is homework.

Learning Targets:

- I can find and research an artist who utilizes storytelling in one of their artworks to share with the class.

Week 1: Thursday

Beginning routine- cover daily schedule and learning targets

Presentation time, roughly 3 mins per student, other students take notes on classmates presentations

Learning Targets:

- I can identify at least one new artist who uses storytelling in one of their artworks, and justify how they do so.

Week 1: Friday

Beginning routine- cover daily schedule and learning targets

Pre-assessment on student understanding of value and its relation to 3D objects by rendering a 3D sphere and labeling the gradient within design.

Discuss relationship between elements of light and uses of value in art

Learning Targets:

- Students will be able to render a sphere with values and labeled elements

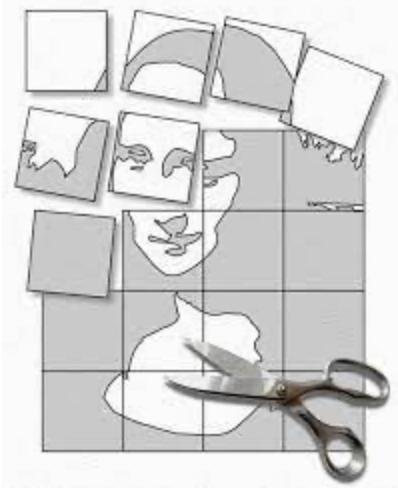
Weeks 2 and 3: First Artmaking Project

Summary, Artmaking Method Taught, and Prompt

After last week's introduction to the unit and value scales it is time to begin the first major art project. For weeks two and three, students will be working collaboratively to create a large-scale mural. Each student will be assigned a small section of the greater image, which they then have to render with correct scale and value so that when re-assembled the image will read as a whole, finished mural. Students will have to apply their skills working with the value scale, as well as a finishing glaze which will be taught in week three.

Art Materials and Equipment

- watercolor paper
- oil paint
- gamsol
- rags
- paintbrushes
- glazes
- rulers
- pencils



Pre-Class Preparation

List materials and technical support you will need.

- pre-divide large image into small equal sections

Class Preparation

List what you will need to do-to at the site to prepare for teaching.

- Prep watercolor paper for accessibility
- Sharpen pencils

Early Bird Activities

- Paint or draw in your sketchbook
- Draw with values from a still life model

Daily Sequencing

Week 2: Monday

Beginning routine- cover daily schedule and learning targets

Introduction to collaborative mural project (explain how they all connect)

Assign equal sections to students

Demo on scaling and keeping proportions, replicating image

Work time- Create the outline of the section using scaling techniques.

Learning Targets:

- Students will be able to scale the image larger or small using a variety of scaling methods.

Week 2: Tuesday

Beginning routine- cover daily schedule and learning targets

Exercise of building value gradients

Students will revisit value pre-assessment and discussion areas of improvement.

Exercise of building value gradients

Students will create a warm or cool gray and build a monochromatic value scale

Work time- Students will work to create value gradients using pencil and oil paints.

Learning Targets:

- Students will be able to create their own value gradient and identify the different levels of value.

Week 2: Wednesday

Beginning routine- cover daily schedule and learning targets

Demo on utilizing value gradients in paint.

Work time- Students will use a warm or cool gray and monochromatic value scale in practice on the collaborative class project

Learning Targets:

- **Students will be able to incorporate value into their own works and explain how value is used.**

Week 2: Thursday

Beginning routine- cover daily schedule and learning targets

Work time- Students will use a warm or cool gray and monochromatic value scale in practice on the collaborative class project

Learning Targets:

- **Student will be able to explain choices behind how they've arranged artwork**

Week 2: Friday

Beginning routine- cover daily schedule and learning targets

Cover critique etiquette

Mid-progress critique

Simple topic questions for students

- What elements are working?
- What elements are not working?
- Why have you organized the artwork as you have?
- How do they speak of community or identity?

Learning Targets:

- **Students will be able to identify elements of scale and value in other students' work and discuss the technical process of creating their work.**

Week 3: Monday

Beginning routine- cover daily schedule and learning targets

Work time - Students will continue working and make any necessary changes from knowledge gained from critique.

Learning Targets:

- **Students will be able to use critiques to improve and refine their projects and process.**

Week 3: Tuesday

Beginning routine- cover daily schedule and learning targets

Glazing Demo, safety with oil paints, medium, and Gamsol

Work time - Students will work on their glazing demos

Learning Targets:

- **Students will be able to learn and use a method of glazing their artwork using oil and medium.**

Week 3: Wednesday

Beginning routine- cover daily schedule and learning targets

Work time - Finish glazing demo and start working on glazing their project.

Learning Targets:

- **Students will be able to practice on glazing demos and apply new knowledge to their projects and process.**

Week 3: Thursday

Beginning routine- cover daily schedule and learning targets

Work Time - Students glaze their projects

Learning Targets:

- **Students will be able to utilize new techniques on their project.**

Week 3: Friday

Beginning routine- cover daily schedule and learning targets

Final critique

Simple topic questions for students?

- What elements direct the viewer toward storytelling?
- What elements discuss storytelling as individual identity and community?
- Where are the lightest/darkest areas of value?
- Is the value consistent throughout the piece?

Reflection on lesson and relatedness to community/storytelling

Learning Targets:

- Students will be able to make connections between learned techniques and skills in subject matter, scale, value and glazing to the enduring idea.

Weeks 4 and 5: Second Artmaking Project

Summary, Artmaking Method Taught, and Prompt

After learning skills based in value and color, students will be given an opportunity to complete an individual study, focused on the enduring idea of identity, expanding on and integrating new art making processes. “Using knowledge of value and color, create a self-portrait using gridding and a single color of paint.”



Art Materials and Equipment

- printed self-portrait photographs
- rulers
- watercolor paper
- pencils
- acrylic paint
- paintbrushes
- watercups

Pre-Class Preparation

- Printer and printer paper

Class Preparation

- Precut all of the value test strips

Early Bird Activities

- Create an abstract portrait
- Draw in your sketchbook

Daily Sequencing

Week 4: Monday

Beginning routine- cover daily schedule and learning targets

Writing activity- “How does your appearance tell a story to others? Is it your clothes? Your jewelry? Your hairstyle? Your expression? Write a few sentences about who you are and how you show your identity to others.”

Project introduction

Find and print student’s black and white self-portrait photographs

Learning Targets:

- Students will be able to identify ways in which they show their identity to others, like a visual story.

Week 4: Tuesday

Beginning routine- cover daily schedule and learning targets

Demo a single color gradient

Work time for students complete their own color gradient strips

Learning Targets:

- Students will be able to complete a single color gradient practice strip when given the correct materials.

Week 4: Wednesday

Beginning routine- cover daily schedule and learning targets

Demo gridding out student-portrait

Work time for students to grid out their own portraits

Learning Targets:

- Students will be able to follow directions in order to successfully grid out their self-portraits.

Week 4: Thursday

Beginning routine- cover daily schedule and learning targets

Demo on transferring information after gridding

Work time for students to transfer information

Learning Targets:

- Students will be able to demonstrate application of processes learned.

Week 4: Friday

Beginning routine- cover daily schedule and learning targets

Work time for students to continue transferring information

Remind students of an in-progress critique on Monday

Learning Targets:

- Students will be able to demonstrate application of processes learned.

Week 5: Monday

Beginning routine- cover daily schedule and learning targets

Talk about critique etiquette

Mid-progress critique

- Does the chosen image represent the artist well?
- What do you think the artist wants you to know about them?
- How does your eye move around the piece?
- What element is the most captivating?

Learning Targets:

- Students will be able to share thoughts on artwork in critique format, giving valuable feedback to classmates.

Week 5: Tuesday

Beginning routine- cover daily schedule and learning targets

Demo on identifying values

Work time for students begin painting

Learning Targets:

- Students will be able to identify values in a black and white photograph and translate them to a single color gradient of their choice.

Week 5: Wednesday

Beginning routine- cover daily schedule and learning targets

Student work day

Learning Targets:

- Students will be able to demonstrate application of processes learned.

Week 5: Thursday

Beginning routine- cover daily schedule and learning targets

Final touches

Begin critique (for students who had already finished and have dry paintings)

- How does the chosen color add meaning to the piece?
- Does the color seem to match the emotion of the figure in the portrait?
- What areas stand out to you?
- How does the portrait seem to tell a story about the artist?

Learning Targets:

- Students will be able to demonstrate application of processes learned.

Week 5: Friday

Beginning routine- cover daily schedule and learning targets

Finish critique

Reflection on lesson and relatedness to identity/storytelling

Learning Targets:

- Students will be able to reflect on what they learned and identify at least one thing they liked and one thing they did not like about the self-portrait lesson.

Weeks 6 and 7: Curatorial Project

Summary, Artmaking Method Taught, and Prompt

Drawing inspiration from previous exhibits (like Magicians de la Terra), create your own gallery that centers around the concept of power. Using the software provided, fill the virtual gallery space with artwork and create a space that your classmates can walk through. Use this opportunity to learn about and share artists who are creating what you would deem as successful or important contemporary art. Consider how you, the curator, influence the message of the artwork through your display.



Art Materials and Equipment

- Computers
- VR Headsets

Pre-Class Preparation

- Presentation on previous art exhibits
- Software installed for virtual reality exhibits

Class Preparation

- Computers set up for students

Early Bird Activities

- Sketchbook
- Digital drawing
- Try experimental features in the program

Daily Sequencing

Week 6: Monday

Beginning routine- cover daily schedule and learning targets

Curation introduction - Whitney Biennial, Magiciens de la Terre, Curation

Brief show of Software

Cover 8 themes of art - Time, Body, Memory, Science, Identity, Spirituality, Language, Place

Learning Targets:

- Student will be able to identify 4-8 themes of art
- Student will be able to define the job of a curator

Week 6: Tuesday

Beginning routine- cover daily schedule and learning targets

Review 8 themes of art

Idea generation - The power of storytelling, you have the power. Identify and find artists that are creating art that aligns with your belief of what art should be. Social justice, aesthetics, spirituality, etc.

Identifying successful art - Elements and Principles of Art and Design

Learning Targets:

- Student will be able to identify 4-8 themes of art
- Student will be able to define their idea of successful art

Week 6: Wednesday

Beginning routine- cover daily schedule and learning targets

Mini-lesson - Introduce software for virtual reality space (how to import artwork and layout virtual space)

Idea Generation - Finding artists that are creating art that tells a story

Learning Targets:

- Student will be able to import images into virtual reality software
- Student will be able to identify 2 artists creating art that tells a story

Week 6: Thursday

Beginning routine- cover daily schedule and learning targets

Idea Generation - Find additional artists that are telling a story with their art

Importing photos into gallery space

Learning Targets:

- Student will be able to import images into virtual reality software

Week 6: Friday

Beginning routine- cover daily schedule and learning targets

Mini-lesson - Artwork organization in a gallery

Laying out artwork in the gallery

Learning Targets:

- Student will be able to explain choices behind how they've arranged artwork

Week 7: Monday

Beginning routine- cover daily schedule and learning targets

Mid-way critique

- Why have you organized the artwork as you have?
- Does your artwork relate to the overall theme of storytelling?
- How does your vision conflict/agree with the vision of the artists?

Learning Targets:

- Student will be able to think critically and constructively about their art exhibit

Week 7: Tuesday

Beginning routine- cover daily schedule and learning targets

Work time

Learning Targets:

- Student will be able to explain choices behind how they've arranged artwork
- Student will be able to import images into virtual reality software

Week 7: Wednesday

Beginning routine- cover daily schedule and learning targets

Work time

Final touches on project

Learning Targets:

- Student will be able to explain choices behind how they've arranged artwork
- Student will be able to import images into virtual reality software

Week 7: Thursday

Beginning routine- cover daily schedule and learning targets

Share projects with classmates

Time to interact with classmates' projects

Learning Targets:

- Student will be able to share 1-2 comments with classmates about their gallery

Week 7: Friday

Beginning routine- cover daily schedule and learning targets

Reflection on lesson and relatedness to power/storytelling

Learning Targets:

- Student will be able to share 1-2 comments with classmates about their gallery
- Student will be able to share 1-2 comments about their own gallery

Week 8: Reflection, Exhibition, Artist Statement, Etc.

Summary, Artmaking Method Taught, and Prompt

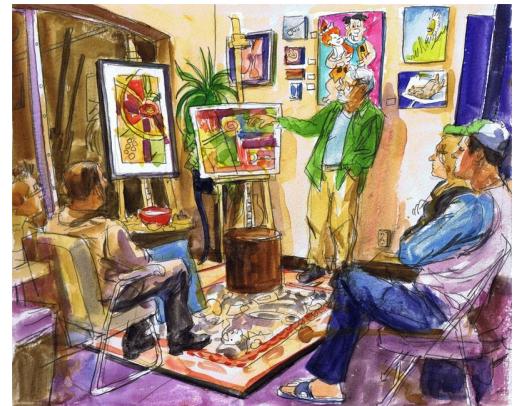
This week is all about wrapping up! We will teach students how to write artist statements, have them participate in an artist statement writing workshop, and complete and evaluation of the entire project identifying areas of growth.

Art Materials and Equipment

- Lined paper and pencils
- Finished student work from weeks 4 and 5 for critique

Pre-Class Preparation

List materials and technical support you will need.



Class Preparation

List what you will need to do at the site to prepare for teaching.

Early Bird Activities

- Draw on scratch paper
- Write a fictional story related to your finished artwork
- Help clean the classroom

Daily Sequencing (Fill in this section after you've made your eight-week overview.) Ensure that you write each day's learning target.

Week 8: Monday

Students will write artist statements for their individual studies from weeks 4 and 5.

Learning Targets:

- Students will be able to compose a rough draft artist statement.

Week 8: Tuesday

Students will proofread peers artist statements and make revisions as needed

Learning Targets:

- Students will be able to identify areas for change in peer statements, based on artist statement guidelines and a rubric.

Week 9: Wednesday

Final day of writing artist statements and prepping work to be hung in the school

Learning Targets:

- Students can make decisions about how to display work.

Week 8: Thursday

Hang student work, and begin reflective practice

Learning Targets:

- Students can justify their methods for display, as well as reflect on their efforts in these projects.

Week 8: Friday

Students will be asked to reflect on the entire lesson. This will include a discussion about the enduring ideas of storytelling, community, identity and power. In doing so students can express elements they found engaging as well as areas we can improve for future use.

Learning Targets:

- Students will be able to express areas of engagement, areas lacking engagement, and overall connectivity of storytelling, community, identity, and power in visual culture.