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(Above)
Thomas Hart Benton, American, 1889–1975, Engineer’s Dream, 1931, Oil on panel, Eugenia Buxton Whitnel Funds 75.1.

(Front Cover)
Lesson Plan

Grade Level: 1st - 6th grade
Number of Students: 60 maximum

Learning Standards

TN State Standards in Visual Art:
Standard 1.0 Media, Techniques, and Processes:
Students will understand and apply techniques, media, and processes.

Standard 3.0 Evaluation:
Students will choose and evaluate a range of subject matter, symbols, and ideas.

Standard 4.0 Historical and Cultural Relationships:
Students will understand the visual arts in relation to history and cultures.

Standard 5.0 Reflecting and Assessing:
Students will reflect upon and assess the characteristics and merits of their work and the work of others.

Standard 6.0 Interdisciplinary Connections:
Students will make connections between visual arts and other disciplines.

Common Core Language Arts Standards met during the Tour Experience:

Writing
Grades 4-5: 1, 2, 3, 4, 10
Grades 6-12: 3, 4, 10

Speaking and Listening
Grades 4-5: 1, 4
Grades 6-12: 1, 2, 4

Language
Grades 4-8: 1, 3, 6,
Grades 9-12: 1
Goals of the Tour Experience

Students will discuss narrative in works of art and discover how artists use various meanings associated with different media and forms.

Tour Objectives

Students will:

- Connect prior knowledge about the elements of a story to the new concept that art can relay a visual story.
- Discover visual cues that artists use to create narrative content.
- Explain the key components of narrative that can be seen in art, such as: character, setting, action, conflict, and resolution.
- Recognize the role that audience, author (artist), and viewpoint play in looking at art.

(Above)
Carroll Cloar (active in Memphis), 1913-1993, *Story Told by My Mother*, 1955, Casein tempera on Masonite, Bequest of Mrs. C. M. Gooch 80.3.16. © Estate of Carroll Cloar
Objectives Established with Bloom’s Taxonomy

The learner will:

Remember
Draw on prior knowledge and interest to discuss: the term narrative, favorite stories, book illustrations, and related topics.

Understand
Analyze artworks from different time periods and discuss how the elements of art, body language, and other visual techniques are used to create a visual story and convey meaning. The learner may also discuss similarities between visual art terms and literary terms such as setting, character, or symbol.

Apply
Use new knowledge to discuss artwork from different time periods while identifying techniques artists use to convey narrative through the use of: visual art, literary terms, elements of art vocabulary, and other descriptors.

Analyze
Compare and contrast artworks from different time periods and cultures. Consider the methods artists can use to create a story.

Evaluate
Make personal judgments about how effectively selected artworks communicate narrative.

Create
Students will create their own three-part story sequence using crayon and watercolor.
Classroom Preparation Prior to Visit

- Review suggested vocabulary (page 7) with students.
- Before reading a weekly story, or any book with illustrations, ask students to thumb through the pages and examine the illustrations. Challenge students to make predictions about what is going to happen in the story.

  Discussion Prompts:

  - “What is going on in this picture?”
  - “What do you see that makes you say that?”
  - “What do you think is going to happen next?”
  - “What do you see that makes you say that?”

- Review Museum Guidelines with students and chaperones.
  
  http://www.brooksmuseum.org/school-tours#MuseumGuidelines

Teacher Resources

Websites:

1. Brooks e-Museum
   http://emuseum.brooksmuseum.org/

2. Examples of narrative in painting from the Tate Modern.
   http://www.tate.org.uk/collections/glossary/definition.jsp?entryId=183

3. Tips for Teaching about Narrative Artwork from the Getty Museum.
   http://www.getty.edu/education/teachers/classroom_resources/curricula/esl/esl_narrativeart.html
Please use your discretion when determining the appropriate content for your class.

**Art Terms:**

**Portrait**
A work of art that represents a specific person, a group of people, or an animal; portraits usually show what a person looks like as well as revealing something about the subject's personality. Portraits can be either a two-dimensional artwork or a three-dimensional artwork.

**Landscape**
A painting, photograph, or other work of art which depicts scenery such as mountains, valleys, trees, rivers, and forests. A landscape is a work of art that represents a view of a natural outdoor scene; also consider cityscapes and seascapes.

**Still-life**
A picture of inanimate objects. Common still-life subjects include vessels, food, flowers, books, and clothing.

**Sculpture**
A three-dimensional work of art that is typically carved, modeled, or cast.

**Color**
What the eye sees when light is reflected off of an object.

**Line**
A continuous mark made on a surface. Lines can vary in length, width direction, and curve. Lines can be used alone or combined to create shapes.

**Texture**
The surface quality of an object or feel of an image, such as: smooth, rough, soft, etc. Texture can be implied by line, shape, or color.

**Literary Terms:**

**Narrative**
A story or account of events and experiences, either true or fictitious. A narrative has a clear beginning, middle, and end.

**Myth**
A legendary narrative that presents part of the beliefs of a people. Typically, a myth explains a practice or natural phenomenon within its culture of origin.

**Religious story**
A story relating to religious beliefs.

**Legend**
A story that is passed down from the past. A legend is popularly accepted as dramatized historical fact, but is not verifiable.

**Character**
A person represented in a drama, story, etc. Also a set of features and traits that form the individual nature of a person or thing.

**Plot**
The pattern of events, or main story, in a narrative/drama comprised of a series of events that gradually unfold, sometimes by unexpected means.

**Setting**
The surroundings or context of a dramatic performance or visual artwork.

**Hero/heroine**
A person admired for having done something very brave or having achieved something great. A hero is also the main character in a book, film, or play, who is admired for their good qualities.

**Allegory**
Occurs when the literal content of a work stands for abstract ideas suggesting a parallel, deeper, symbolic meaning.

**Symbol**
A form, image, or subject representing a meaning other than the one with which it is usually associated; something that means more than an object's literal definition (for example: A dog is a symbol of fidelity.)
Post-Visit Classroom Activities

The following activities will prepare your students to further explore and engage with the elements of art. Many of these activities are purposefully open ended to further explore and engage with the use of narrative in art.

Activity 1 | Language Arts Connection

Grades 1-2: Give students a writing prompt, then ask them to write and illustrate a story with a beginning, middle, and end. Assign your own grade level expectations for your student's writing.

Suggested Common Core Standards in Writing:

**Writing**
Grades 1-2: 2, 3

**Language**
Grades 1-2: 1, 2

Grades 3-6: Ask students to use the artwork they created at the museum to write a story that includes a clear beginning, middle, and end. Assign your own grade level expectations for writing. Show off your hard work to your principal and parents by displaying this project in your classroom or hallway. Hang student artworks and stories with a description of the project and their experience at the Brooks!

Suggested Common Core Standards in Writing:

**Writing**
Grades 3-6: 2, 3, 4

**Language**
Grades 3-6: 1, 2

Luca Giordano, Italian, 1634 – 1705, *The Slaying of the Medusa*, ca. 1680, Oil on canvas, Gift of Mr. and Mrs. Hugo N. Dixon 57.111.
Activity 2 | Language Arts Connection

Grades 3-6: Using the Brooks e-Museum (link: http://emuseum.brooksmuseum.org/), show students Carroll Cloar’s Wedding Party. Have students look silently at the artwork for 30 seconds, then guide a class discussion by asking the following questions:

- What do you see in this painting?
- What do you notice about the setting?
- What season do you think this is and why?
- What do you think these people are doing and why?
- What details do you notice about the people?
- What do you think is going to happen next in this scene?

Ask the students to talk with their families (parents, relatives, or guardians) about two or more family traditions. Have students write these traditions down for homework. The next day, ask students to share their favorite traditions with the class. Prompt students to construct a paragraph describing one of their family traditions, being sure to use time-order words (for example: first, next, then, later, etc.) to connect their ideas.

Suggested Common Core Standards in Language Arts:

Writing
Grades 3-6: 2, 3, 4

Language
Grades 3-6: 1, 2

Speaking and Listening
Grades 4-5: 1, 3

Activity 3 | Math Connection

Using the Brooks e-Museum (link: http://emuseum.brooksmuseum.org/) display images of the following works of art in the museum’s collection: The Hen and the Hawk by John Steuart Curry, Brick Self-Portrait by Robert Arneson, and Sunday at the Marshes by Carroll Cloar. Instruct each student to write and solve a word problem inspired by each work of art. Ask students to share what they’ve created with the class and explain the steps they used to solve their problem. Assign your own grade level expectations for your student’s word problems.

Example word problem: If two baby chicks in The Hen and the Hawk fly away, how many chicks are left in the painting? Answer: Two chicks.

Suggested Common Core Standards in Math:

Operations & Algebraic Thinking
Grade 1: A.1, A.2, B.3, B.4, C.5, C.6
Grade 2: A.1, B.2
Grade 3: A.3, C.7, D.8
Grade 4: A.2, A.3

Numbers & Operations
Grade 5: A.2

Expressions & Equations
Grade 6: B.7
Activity 4 | Visual Arts Connection

Working in pairs, have students strike three poses and take note of the overall shape of their body by sketching the outline on a piece of paper. Cut out one shape reflecting each pose. Imagine these shapes are characters and make up a story about them that has a beginning, middle, and end. Use the Planning Your Narrative Artwork (attached, Appendix A) worksheet to guide students in conceptualizing the content and narrative in their artwork. Recreate a scene from the story by pasting their characters onto another sheet of paper and add a background using crayons, pencils, or markers. Last, write your story or create speech bubbles for the characters in your scene. Source: http://www.metmuseum.org/learn/educators/lesson-plans/the-story-in-art

Suggested Tennessee State Standards in Visual Art:

**Media, Techniques and Processes**
Grades 1-6: 1, 2, 3

**Structures and Functions**
Grades 1-6: 1, 2, 3, 4

**Interdisciplinary Connections**
Grades 1-6: 1, 2

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APPENDIX A: Planning Your Narrative Artwork

Name  

Class  

My visual narrative story is about:


The characters are:


The setting is:


My big idea behind this artwork is:


My big idea fits into this theme (check one):

☐ People to people relationships
☐ People to nature relationships
☐ People to their culture or society relationships
☐ Personal emotions within a person
Ralph E. W. Earl, American (b. England), 1788-1838, Portrait of General Andrew Jackson, President of the United States, 1833, Oil on canvas, Memphis Park Commission purchase 46.2.