

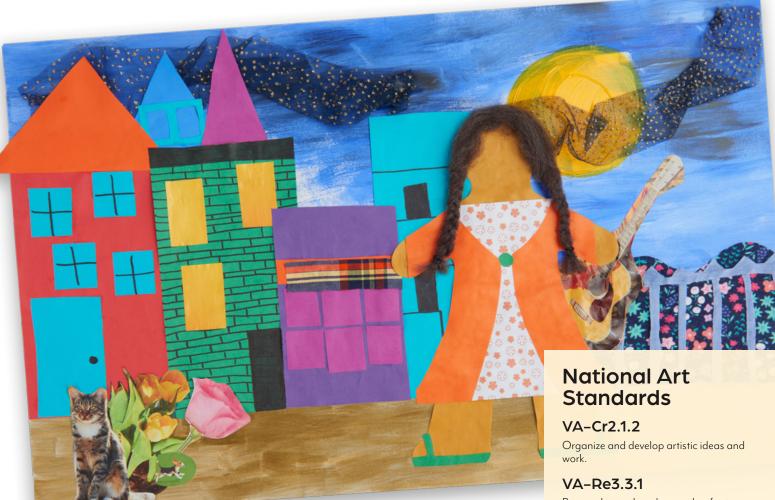
LESSON PLAN

Art/SEL/



Volume 142 | Gr. 2-5 Time: 2–3 class periods

The art of personal storytelling



Objectives

Students will...

- $\boldsymbol{\cdot}$ Understand the storytelling themes present $\boldsymbol{\cdot}$ Create their own storytelling artwork in the artwork of Faith Ringgold and Romare Bearden
- · Analyze and discuss the narrative elements, symbols, and artistic elements in the selected artworks
- Extend their learning by writing a poem or story inspired by their artwork or the artwork of another student

Respond to and analyze works of art.

VA-Re3.3.2

Investigate the visual arts in relation to history and cultures.

VA-Re4.3.3

Analyze the characteristics of different art forms and identify how they are used to communicate meaning.

VA-Re5.3.4

Analyze the ways that art can be used to express personal and cultural identities.

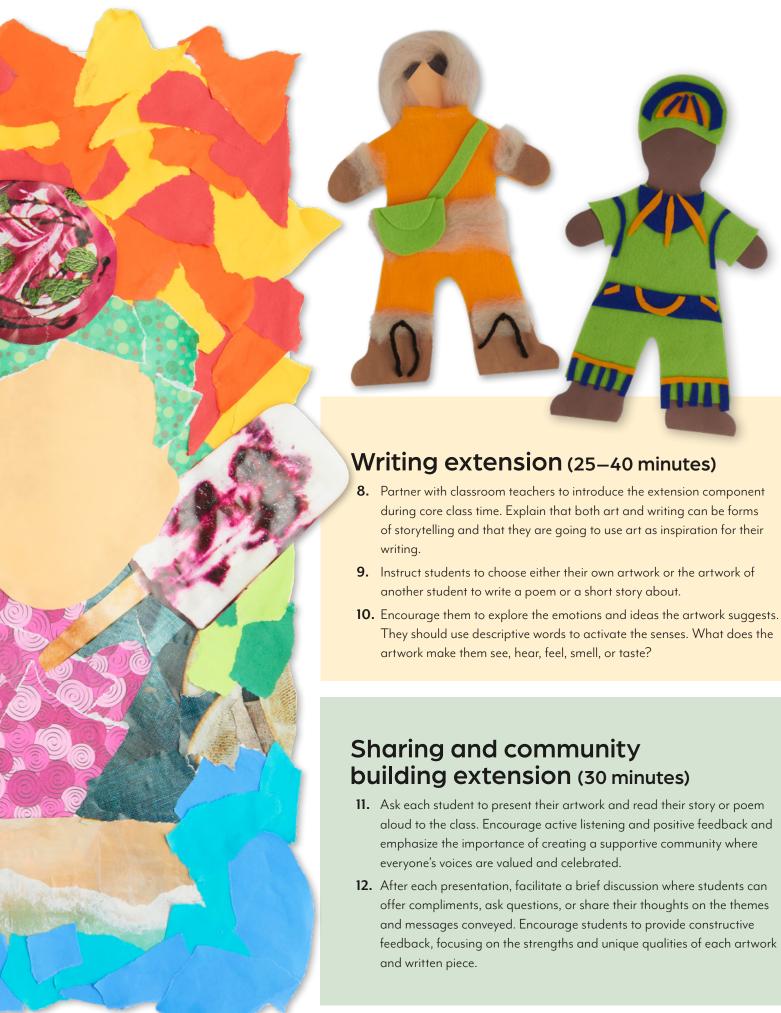
Introduction (5-10 minutes)

- 1. Engage students in a discussion about diversity and storytelling through art. Start by introducing Faith Ringgold and Romare Bearden, artists known for their narrative artwork that focuses on diverse subjects and depictions of people's everyday lives.
- **2.** Show specific examples of their artworks that portray narratives, cultural stories, or personal experiences.
- **3.** Lead a discussion using questions such as the following:
 - What stories do you think the artists are telling through their artwork?
 - What colors, lines, patterns, and textures do you see? How do they help tell the story?
 - What cultural elements or symbols do you notice in the artworks? (Trains, roosters, church events, hats, buildings, musical instruments, words)
 - · How do these symbols give you clues about the artist's life?
 - What types of media do you see? (Painted paper, collage, paint, ink, fabric, etc.)

Exploring personal narratives (25–40 minutes)

- 4. Then, have students think about the stories about their lives that they want to tell with their own artwork. These could include favorite childhood memories or a common scene from their neighborhood. Have them make a list of ideas and then quickly do a thumbnail sketch of each one to see which composition they like best. After students have chosen their scene, encourage them to think about the variety of materials they want to use, as well as cultural or personal symbols they want to incorporate. They can also incorporate words or sentences that are important to them.
- **5.** Provide a variety of pencils, markers, paint, paper, paper dolls, face cutouts, and mixed media, including yarn, beads, fabric, and patterned origami paper to create the background, furniture, people, clothing, and objects in their artwork.
- **6.** Before students begin, demonstrate how to incorporate mixed media techniques by combining different art materials to add depth and texture.
- 7. When students are finished, have them think about what they would like to name their piece. Then display finished artwork with the name of the piece next to it.









- Pack (NE20303)
- · Fabric (9732786A & 9732786B)
- · Patterned origami paper (9723265)
- · Paintbrushes (9742098)
- · Water cups (9719971)

- · Scissors (9730432)
- · Glue sticks (9725921)
- · Yarn (9713188)
- · Beads (9727983)
- Newspaper and magazines

Nasco Multicultural Art Supply Enhancement Pack