artsNOW
Integrated learning solutions

NARRATIVE NECKLACES
Grade Band: 2-3
Content Focus: Visual Arts & ELA



LEARNING DESCRIPTION

This lesson will give students an opportunity to tell a personal narrative through collage art. The narrative collage will incorporate images, colors, symbols and text to help describe each element of the story. Students will then use their narrative collage art to write their personal narratives. Students will be using several modern masters as inspiration, such as Michel Basquiat, Karen Michels and Robert Rauschenberg.

LEARNING TARGETS

Essential Questions	"I Can" Statements
How can a visual art lesson based on art history become a teaching tool for language arts? How can we tell a story through art?	I can tell a personal narrative using symbolism through the artform of collage. I can tell a personal narrative through writing that includes the elements of a story and meets grade level criteria.

GEORGIA STANDARDS

Curriculum Standards	Arts Standards
Grade 2: ELAGSE2W3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **Grade 3:** ELAGSE3W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	**Grade 2:** VA2.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA2.CR.2 Create works of art based on selected themes. VA2.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA2.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art. **Grade 3:** VA3.CR.1 Engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. VA3.CR.2 Create works of art based on selected themes. VA3.CR.3 Understand and apply media, techniques, and processes of two-dimensional art. VA3.CN.2 Integrate information from other disciplines to enhance the understanding and production of works of art.

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
Grade 2: ELA.2.C.3.1 Write narratives to develop real or imagined experiences. When writing: a. establish and describe character(s) and setting; b. sequence events and use temporal words to signal event order (e.g., before, after); and c. provide a sense of ending. **Grade 3:** ELA.3.C.3.1 Write narratives to develop real or imagined experiences. When writing: a. establish a setting and introduce a narrator or characters; b. use temporal words and phrases to sequence a plot structure; c. use	**Anchor Standard 1:** I can use the elements and principles of art to create artwork. **Anchor Standard 2:** I can use different materials, techniques, and processes to make art. **Anchor Standard 7:** I can relate visual arts ideas to other arts disciplines, content areas, and careers.

descriptions of actions, thoughts, and feelings to develop characters; and d. provide an ending.	

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
• Narrative - A story or account of events, experiences, or the like, whether true or fictitious • Character - A person, animal, or being that plays a role in the narrative of a story • Setting - Where a story takes place • Plot - A sequence of events that make up the main story in a narrative	• Art history - The academic discipline that studies the development of painting and sculptural arts; humanistic discipline, humanities, liberal arts; studies intended to provide general knowledge and intellectual skills • Elements of Art - The elements of art are a commonly used group of aspects of a work of art used in teaching and analysis, in combination with the principles of art. • Color - An art element with 3 properties: hue, value and intensity; a response to reflected light • Texture - Texture is the quality of a surface or the way any work of art is represented • Negative space - The space around and between the subject matter • Necklace - An ornament worn around the neck. • Collage - An artistic composition of materials and objects pasted over a surface, often with unifying lines and color

MATERIALS

- Small cardboard tiles with a hole cut out for stringing (several per student)
- Magazines
- Scissors
- Glue
- Oil pastels
- Modge podge sealant

- Paint brushes or sponges to apply modge podge
- Raffia/string/yarn
- Miscellaneous collaging materials like various types of paper and stickers

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Project an example of a collage artwork, such as a collage by Karen Michel. Ask students to work collaboratively to engage in the See, Think, Wonder Artful Thinking Routine.
    - First, students will identify what they see in the image. Emphasize that they should make objective observations about the image (i.e. physical features, colors, textures, etc.).
    - Next, ask students to identify what they think about the image. Emphasize that students should be creating inferences using visual evidence from the image.
    - Finally, ask students what they wonder about the image.
- Facilitate a class-wide discussion around students' observations, inferences, and questions.
- Explain to students that this is an example of collage art. Ask students if any of them has made or knows about collage. Explain that a collage is an artistic work made by combining and pasting materials and images over a surface.

Work Session

- Show students examples of collage art by Basquiat, Michel and Rauschenberg (see links in "Additional Resources").
    - Ask students to compare and contrast the collages. Students should notice how different the artists' styles are even though they are using the same artform of collage.
- Tell students that they will be making a collage that tells a story.
- Have students brainstorm a personal narrative experience. Students will need to establish the setting, characters, and main plot points.
- Facilitate a discussion around examples of symbolism.
    - Draw or project symbols on the board such as a peace sign, a heart, a smiley face, a stop sign, etc. Ask students to tell you what each means. Then, explain that a symbol is an image that communicates meaning.
    - Explain to students that they will be using cardboard tiles and magazine images to represent these elements visually. Each tile will represent something different–one tile for the setting, one tile per character, one tile per plot point, etc.
    - Have students brainstorm with a partner how they could represent each of their story elements using visuals.
- Pass out cardboard tiles that will function as pendants on their necklaces. Have students write their names on their tiles.
- Students will be given magazines and will cut out images and symbols that represent something from their narrative. As these images are cut out, comment on how the student has had an aesthetic reaction to the color, shape, or image and have the student reflect about this.
- Students will glue these images onto their tiles.

- Tell students that negative space in art is the area around the subject matter, or the “empty space”. Students will look at the negative space in their work and fill it with color, textured papers, or text.
- Students will complete their collaged pieces by adding a touch of oil pastel to the edges, giving the pieces a border, and seal with a modge podge (or watered down glue mixture).
- Students will then string their completed pieces onto yarn or raffia, creating a wearable piece of artwork. Remind students to think about sequencing as they choose the order in which they string their collage tiles.
- *Optional: Allow students to add additional decorative elements, such as pony beads, wooden beads, or buttons to give their necklaces more character.*
- Once students have completed their necklaces, each student will write their narrative in paragraph form. Narrative writing should meet the grade level standards criteria.

Closing/Reflection

- Allow students to share their personal narratives with each other, using their necklaces as part of their presentation.

ASSESSMENTS

Formative

Teachers will assess students’ understanding of the content throughout the lesson by observing students’ participation in the activator, discussion of collage as an artform, discussion of symbolism and story elements, artmaking process, and conferencing with students during the writing process.

Summative

CHECKLIST

- Students can tell a personal narrative using symbolism through the artform of collage.
- Students can tell a personal narrative through writing that includes the elements of a story and meets grade level criteria.

DIFFERENTIATION

Acceleration:

- **Technology:** Create a collage using web 2.0 tools compatible with Bring Your Own Device (BYOD) and online availability. Students will take pictures using digital cameras, or find images and symbols online that they find interesting. Guidance on online research may be needed. When the student has saved all of their images to a folder, they can be uploaded to a site to create the collage. Three suggested sites to use are: Fotor (Android, iOS, Mac and Windows platforms) http://www.fotor.com/features/collage.html; Photocollage (Android, iOS, Mac and Windows platforms) http://www.photocollage.net/; and PiZap (Android, iOS, and web platforms) http://www.pizap.com/.
- Have students create a collage necklace to retell a story that has been studied in class or to go in depth exploring a particular character through creating a collage necklace about that character.

Remediation:

- Reduce the number of elements required in the personal narrative necklace. One way to do this is to focus solely on creating only three tiles–one to tell the beginning of the story, one for the middle, and one for the end.
- Provide a graphic organizer or sentence starters to help students structure their writing.

ADDITIONAL RESOURCES

- Jean Michel Basquiat
- Karen Michel
- Robert Rauschenberg

**This integrated lesson provides differentiated ideas and activities for educators that are aligned to a sampling of standards. Standards referenced at the time of publishing may differ based on each state's adoption of new standards.*

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