ARTISTIC EXPLORATIONS - REVEALING CHARACTER DEVELOPMENT
Grade Band: 6-8
Content Focus: Visual Arts & ELA

LEARNING DESCRIPTION

In this lesson, students will learn about how portrait artists convey characteristics through color and style. Students will then use what they learned to create an artwork to express the changes that a character in a text undergoes due to a conflict or event in the text.

LEARNING TARGETS

Essential Questions	"I Can" Statements
How does a character change throughout a text due to a conflict or event? How can I use color and style to describe a character in a text?	I can identify and explain how a character changes throughout a text due to a conflict or event. I can use color and style to describe a character in a text.

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GEORGIA STANDARDS

Curriculum Standards	Arts Standards
Grade 6 ELAGSE6RL3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves towards a resolution. **Grade 7** ELAGSE7RL3 Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot). ELAGSE7RL6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. **Grade 8** ELAGSE8RL3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	**Grade 6** VA6.CR.1 Visualize and generate ideas for creating works of art. VA6.CR.2 Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art. VA6.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence. VA6.CR.4 Incorporate formal and informal components to create works of art. **Grade 7** VA7.CR.1 Visualize and generate ideas for creating works of art. VA7.CR.2 Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art. VA7.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence. VA7.CR.4 Incorporate formal and informal components to create works of art. **Grade 8** VA8.CR.1 Visualize and generate ideas for creating works of art. VA8.CR.2 Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art. VA8.CR.3 Engage in an array of processes, media, techniques, and/or technology through experimentation, practice, and persistence. VA8.CR.4 Incorporate formal and informal components to create works of art.

SOUTH CAROLINA STANDARDS

Curriculum Standards	Arts Standards
Grade 6 **Reading - Literary Text (RL)**	**Artistic Processes: Creating-** I can make artwork using a variety of materials, techniques, and processes.

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Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context. 8.1 Describe how a plot in a narrative or drama unfolds and how characters respond or change as the plot moves toward a resolution; determine the impact of contextual influences on setting, plot and characters. **Grade 7** **Reading - Literary Text (RL)** Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context. 8.1 Analyze how setting shapes the characters and/or plot and how particular elements of a narrative or drama interact; determine the impact of contextual influences on setting, plot, and characters. **Grade 8** **Reading - Literary Text (RL)** Standard 6: Summarize key details and ideas to support analysis of thematic development. 6.1 Determine one or more themes and analyze the development and relationships to character, setting, and plot over the course of a text; provide an objective summary. Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	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. **Artistic Processes: Responding-** I can evaluate and communicate about the meaning in my artwork and the artwork of others. Anchor Standard 5: I can interpret (read) and evaluate the meaning of an artwork. **Artistic Processes: Connecting-** I can relate artistic ideas and work with personal meaning and external context. Anchor Standard 7: I can relate visual arts ideas to other arts disciplines, content areas, and careers.

KEY VOCABULARY

Content Vocabulary	Arts Vocabulary
● Characterization - The process through which an author develops and describes the personalities of the characters in a story ● Theme - A central or underlying idea or message that the author conveys ● Point of view - The perspective from which a story is narrated or presented	● Color - One of the seven elements of art; reflected or absorbed light ● Style - The distinctive and recognizable way in which an artist expresses themselves through their artwork ● Subject - The primary object, scene, or concept that the artwork is about ● Portrait - An artist's depiction of a person

● Perspective - An individual's particular way of seeing, understanding, or interpreting something ● Internal conflict - When a character experiences a struggle or dilemma within themselves ● External conflict - The struggle or clash between a character and an external force, which can be another character, society, nature, or a situational challenge	

MATERIALS

- Pencils
- Scissors
- Tape or glue sticks
- Colored pencils and/or markers
- Blank color wheel
- Cube template
- Color and Feelings/characteristics graphic organizer

INSTRUCTIONAL DESIGN

Opening/Activating Strategy

- Organize students in small groups of 2-3. Give each group a copy of one of the following artworks. Multiple groups can have the same image.
  - *The Scream* by Edvard Munch
  - *Weeping Woman* by Pablo Picasso
  - *Rembrandt Laughing* by Rembrandt van Rijn
  - Self Portrait in a Cap by Rembrandt van Rijn
  - Sorrowing old man ('At Eternity's Gate') by Vincent Van Gogh
- Ask students to identify and write down what they think the person in the artwork might be thinking and feeling. Direct students' attention to the style, color, and subject of the artwork.
- Then, ask students to write down how they came to that conclusion using evidence from the image. Encourage students to talk about how the artist uses color.
- Project each of the images on the board. Students will share their conclusions with the class.
- Explain to students that they will be creating artwork that shows how a character in a literary work changes over the course of the text.

Work Session

- Review perspective and point of view with students.
- Each student should select a character from the text being studied.
- Students should determine what the catalyst for change is that the character experiences in the text, such as an internal or external conflict, a specific event, etc.
- Show students an image of a color wheel. Tell students that color can communicate different things to different people, and that artists use color as a means of communication. Show students *Woman with Folded Arms* by Pablo Picasso. Ask students how Picasso uses color as a tool of communication.
- Provide each student with a blank color wheel. In the same small groups at the activating strategy, have students label their color wheels with the colors and the feelings/characteristics they associate with that color. Students can use multiple words for each color. Use blue as an example–it can represent sadness, melancholy, calm, peacefulness, etc.
- Next, pass out cube templates. Tell students that they will write a summary of the event, conflict, etc. that propelled change in the character on the bottom inside of what will become the cube/box.
- On each of what will be the sides of the cube, students should briefly explain how the character changed due to the event, conflict, etc. See here.
- Next, students will create four artworks on the reverse side of each character change explanation that illustrate the character of choice at four different points in the text. Each artwork should represent the character at different points in the text as he/she has changed. These will be on the outside of the cube/box when the box is constructed. See here.
  - Students should think about how artists from the activator portrayed different characteristics and emotions.
  - Students should also use their color wheels to help them determine what colors they will use in each illustration.
- Finally, students should use tape or glue to put the cube together. Artwork should be on the outside of the cube and explanations on the inside. See here.

Closing/Reflection

Group students in groups of 4-5. Students should see if they can determine which character from the text each of their classmates selected for their artwork.

Then, students should present their artwork stating which character they selected, identifying the catalyst for change, and explaining how each of their illustrations show the change the character experienced.

ASSESSMENTS

Formative

Teachers will assess understanding through the following questions:
- Are students able to explain how artists communicate characteristics and emotions visually?
- Are students able to identify an event or conflict that leads to change in a character and explain how that character changes over the course of the text?
- Are students able to connect color to emotions/characteristics?

CHECKLIST
- Does students' artwork:
    - Identify the event or conflict that leads to change in a character?
    - Demonstrate visually and verbally how the character changes throughout the text?
    - Use color to communicate feelings and characteristics of the character?
- Are students able to present their artwork stating which character they selected, identifying the catalyst for change, and explaining how each of their illustrations show the change the character experienced?

DIFFERENTIATION

Acceleration: Students should select one of the artworks discussed in class. Students should conduct an independent study on the artwork and artist. Students should create their artwork in the style of this artist.

Remediation:
- Allow students to orally explain how the event or conflict changed the character.
- Allow students to use bullet points or a numbered list to explain how the event or conflict changed the character.
- Allow students to work in small groups on the same artwork and character. Each student can create one small artwork that they will cut out and glue onto the box to make the collaborative artwork.

ADDITIONAL RESOURCES

- Artworks:
    - *Woman with Folded Arms* by Pablo Picasso
    - *The Scream* by Edvard Munch
    - *Weeping Woman* by Pablo Picasso
    - *Rembrandt Laughing* by Rembrandt van Rijn
    - Self Portrait in a Cap by Rembrandt van Rijn
    - Sorrowing old man ('At Eternity's Gate') by Vincent Van Gogh
- Cube template
- Color wheel
- Color and Feelings/characteristics graphic organizer

*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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