

Daedal Doodle

Lesson Two: The Art of Victor Stabin

In this lesson students will be introduced to the work of painter and illustrator Victor Stabin. They will work with Victor's Daedal Doodle book and flashcards to determine meanings of words through alliterations and narrative sentences.



Grade Levels: 9-12

Subjects: English – Reading, Writing, Speaking and Listening
Visual Arts – Critical and Aesthetic Response

PA Core: English Language Arts:

CC.1.2.11-12.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

PA Academic Standards:

Reading, Writing, Speaking and Listening:

1.1.12.B: Use context clues, knowledge of root words and word origins as well as reference sources to decode and understand new words.

Art:

9.2.12.H: Identify, describe and analyze the work of Pennsylvania artists in dance, music, theatre and visual arts.

9.3.12.A: Explain and apply the critical examination processes of works in the arts and humanities: compare and contrast, analyze, interpret, form and test hypotheses, evaluation/judgements.

Objectives: Student will...

learn and demonstrate understanding of the words theme, alliteration and narrative.

analyze selected paintings and illustrations to determine meaning.

interact and work collaboratively with others.

Suggested Art images:

Victor Stabin Paintings, Turtle Series

Fish Ferris Wheel



The Fairer Hand

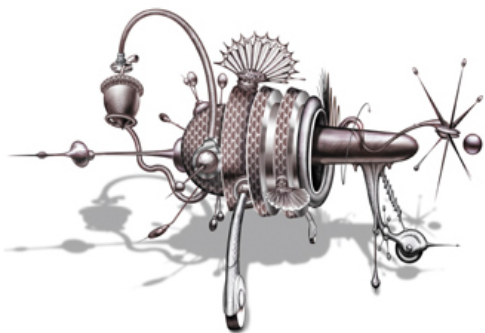


Secret Life of Turtles

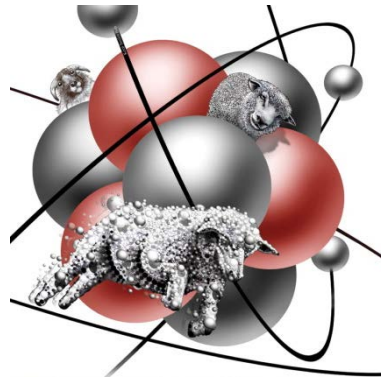


Victor Stabin Illustrations

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Materials:

Art images

Daedal Doodle book

Daedal Doodle Word Lover's Flashcards

Introduction:

Show students a number of the required art images (paintings) by Victor Stabin. Building on the previous lesson, have students compare and contrast the images. What is similar between the images, line, color, subject matter? Can they identify a theme? Next show students the required art images (illustrations) by Victor Stabin. Again, compare and contrast the images. How are the illustrations and paintings the same? How are they different?

Do they think the paintings and illustrations were created by the same artist? Why? Why not? Inform students that the works were all created by one artist, Victor Stabin. Share with students some of Victor's biography that is on his website at www.victorstabin.com. Show students Victor's Daedal Doodle book. Discuss with students the meaning of alliteration and narrative. Have a student choose and read one of the alliterations out loud to the class, have another pick out and read one of the narrative sentences.

Activity:

Divide the class into groups. (Have a least three students per group.) Give each student a Daedal Doodle Flashcard. Have students share cards if needed. Have each student read to themselves the alliteration, definitions and narrative sentence on their card. Have each student take a turn presenting their card by having them place it in the middle of the table and read the alliteration. Have the rest of the group try to define the alliteration by looking at the illustration. What clues in the image can help them define the words? Next have the student read the narrative sentence to give more clues. See how close students can come to the definition of the words from the illustrations and sentences. Finally, have the student read the definition on their card to the rest of the group.

Reflection:

Have students define the words theme, alliteration and narrative. Have them give an example of an alliteration. Ask students to describe the work of Victor Stabin. Ask them if they learned any new words from the Daedal Doodle book or flashcards. Inform students that in the next class they will learn about the process that Victor used to create the Daedal Doodles and that they will use the same process to create their own Daedal Doodle illustration.