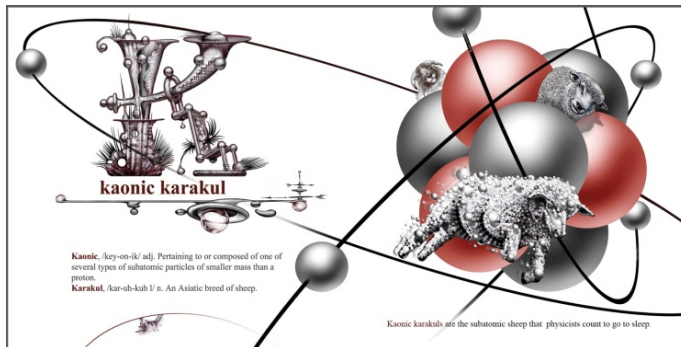


Daedal Doodle

Lesson Six: Creating a Narrative for Your Illustration

In this lesson, students will create a narrative sentence or paragraph that utilizes their alliteration and describes their illustration. They will also participate in a class critique of the completed work.



Grade Levels: 9-12

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

PA Core: English Language Arts:

CC.1.4.9-10.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.11-12.O: Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.5.11-12.D: Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

PA Academic Standards:

Reading, Writing, Speaking and Listening:

1.5.9.E: Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience, and genre have been addressed.

Art:

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:

create narrative sentences or paragraphs inspired by their illustrations and alliterations.
edit and revise their work.
conduct a class critique of the completed work.

Materials:

Lined writing paper

Pencils

Construction paper or mat board

Spray fixative or glue

Introduction:

Inform students that in this lesson they will write a narrative sentence (or paragraph) that includes their alliteration and describes their illustration. A narrative sentence is defined as a sentence that provides clear information about something that happened or is happening; tells a story. Have students read aloud some of the sentences that Victor Stabin wrote to accompany his illustrations in his Daedal Doodle Book. Tell students to have fun with their writing like Victor did with his sentences!

Activity:

Ask students to look at their illustrations. What is happening in the scene, who are the characters, what is the setting? Have students write sentences about their illustrations that includes their alliteration and describes their illustration. Have them ask themselves if the sentence tells a story, is it interesting? Next have students choose the sentence that they feel best works with their illustration. Have them take a second look at the sentence and ask if the sentence is clear, did they use the best ideas, do they need to correct spelling and punctuation? Next have students make the revisions that are needed to complete their sentence. When both illustrations and sentences are complete, have students write their alliterations with definitions on a piece of paper, followed by their sentence. Next have students mount their illustrations, definitions and sentence on a piece of large construction paper or mat board.

Reflection:

Class Critique

Have students place their mounted illustrations on a bulletin board or other place in the classroom where everyone can see them. Give students time to take a look at all of the illustrations and to read the definitions and sentences. Next start the critique. Some questions you could use for the critique may include:

What are some words that best describe the illustrations as a whole?

Is there anything that surprised you about the work?

Do they all have something in common?

What do you think is the most successful illustration? Why do you think that?

What sentence best fits with the illustration?

What is your favorite alliteration?

Do you have any questions about the illustrations or sentences?

Next ask students what they liked best about the project. Do they feel they were successful in with their illustration, alliteration and narrative sentence? What did they learn? Do they feel more confident in their drawing and writing skills?

Next steps: Have an art show to display the students' work in a common area of the school.
Another idea is to compile the artwork together to create a class ABC Book.