

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: 6-8

Subjects: English – Reading, Writing, Speaking and Listening

Visual Arts – Critical and Aesthetic Response

PA Core: English Language Arts:

CC.1.3.7.1: 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:

1.1.7.C: Use meaning and knowledge of words (e.g., literal and figurative meanings, common foreign words) across content areas to expand vocabulary.

Art:

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

9.3.8.A: Know and use the critical processes of the examination of works in the arts and humanities: compare and contrast, analyze, interpret, form and test hypotheses, evaluate/form 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

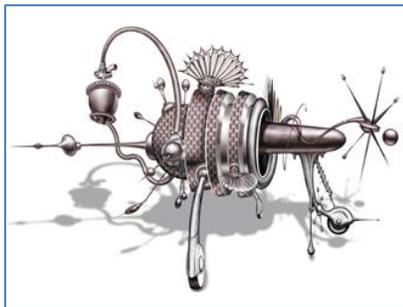


Secret Life of Turtles

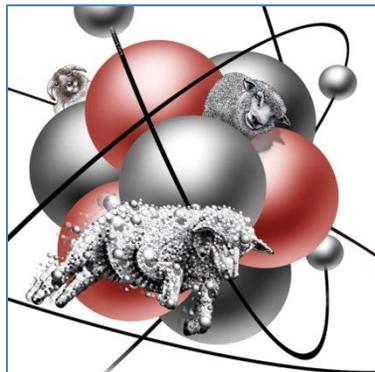


Victor Stabin Illustrations

Daedal Doodle Page G



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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 the students discuss the paintings and compare and contrast the images. Ask them to identify what they see using descriptive words. Have them get as detailed as they can with the descriptions. What is similar between the images, line, color, subject matter? Can they identify a theme? What message or mood is the artist trying to convey? 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. Ask students how this book is different than other "ABC" books they have read. Discuss with students the meaning of alliteration and narrative and how they are used in the book. 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? If they don't know the word, could they guess the root word or related 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.

Learning Extensions:

Have students create their own alliterations for the flash card they were given and for the other flashcard images in their group.

Have students make a list of words starting with the letter that is used on their flashcard. For example, the student who received the "K" card for kaonic karakul would make a list of words starting with "K". See how many words students can come up with. Remind them to come up with verbs and adjectives as well as nouns.