

MASTERPIECE MAGIC: THE MARRIAGE OF WRITING AND VISUAL ARTS

Special Area: Art/Music (Grade 3)

Presented by: Patricia Scott, Three Oaks Elementary School

Length of Unit: 9-12 days with 3 lessons

I. ABSTRACT

The visual art of all civilization has always been an inspiration of the mind and the heart. The visual art selections of the Core Knowledge sequence provide an inviting springboard for students to express ideas about those paintings through writing. By using prints of artwork from the sequence, creative ideas, organization, writing conventions, and precise word choice will be taught to 3rd grade students as they examine these masterpieces. The strategies to be used will include organization exercises, story mapping to promote creative thinking, editing writing conventions, and word choice games to build stronger vocabularies.

II. OVERVIEW

A. Concept Objectives

1. Understand that the visual arts can influence the written word.
2. Understand that word choice and organization can shape reactions, perceptions, and beliefs.

B. Content from the *Core Knowledge Sequence*

1. Produce written work with beginning, middle, end.
2. Organize material in paragraphs and understand how to use topic sentence, how to develop a paragraph with examples and details, and that each new paragraph is indented.
3. Examine design-how elements of art work together in Mary Cassatt's "The Bath," Edvard Munch's "The Scream," and Jean Millet's "The Gleaners."

C. Skill Objectives

1. Use the "colored powergraph" to organize writing.
2. Correct incorrect conventions of punctuation, capitalization, and spelling.
3. Organize a narrative
4. Develop the characters, setting, and plot of a narrative.
5. Use vocabulary words correctly.
6. Write dialogue between 2 characters.

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Brommer, Gerald F. *Elements of Design*. Glenview, IL: Crystal Productions, 1995. (These are posters, no ISBN)
2. Brommer, Gerald F. *Principals of Design*. Glenview, IL: Crystal Productions, 1995. (These are posters, no ISBN)
3. Hirsch, Jr. E.D. *What Your Third Grader Needs to Know: Fundamentals of a Good Third Grade Education* New York, New York: Doubleday, 1992. ISBN 0-385-41117-0

B. For Students

1. The students will have knowledge of a variety of types of writing styles.
2. The students will be able to produce written work with a beginning, middle, and end, and when appropriate organize material in paragraphs.

3. The students will, with assistance, be able to revise and edit to clarify and refine meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works.

IV. RESOURCES

- A. Copies of Appendices A-F
- B. Print copies of art works (procured from local framing store)
- C. Cain, Michael. *Mary Cassatt*.
- D. McKittrick, Joseph. *Jean Francois Millet*
- E. Stang, Ragna Thiis. *Edvard Munnch: The Man and his Art*

V. LESSONS

Lesson One: The Gleaners

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Understand that the visual arts can influence the written word.
 - b. Understand that word choice and organization can shape reactions, perceptions, and beliefs.
 2. Lesson Content
 - a. Produce written work with beginning, middle, and end.
 - b. Organize material in paragraphs and understand how to use topic sentence, how to develop a paragraph with examples and details, and that each new paragraph is indented.
 - c. Examine design-how elements of art work together in Jean Millet's "The Gleaners."
 3. Skill Objectives
 - a. Organization of the "colored powergraph."
 - b. Correct incorrect conventions of punctuation, capitalization, and spelling
- B. *Materials*
 1. 18" x 11" manila paper
 2. Colored strips of red, blue, and green paper
 3. Glue
 4. Copy of "The Gleaners"
 5. Overhead transparencies with red, blue, and green overhead pens
 6. Writing paper
 7. Writing instruments
 8. Appendix A
- C. *Key Vocabulary*
 1. *The Gleaners*-a painting of Jean Francois Millet
 2. Depth-feeling of distance
 3. Foreground-appears up front; actually placed at bottom of canvas
 4. Middle ground-mid point of canvas
 5. Background-appears to be furthest back; actually placed at top of canvas
 6. Two-dimensional-height and width
 7. Three-dimensional-height, width, and depth
 8. Topic sentence-Sentence telling what a paragraph is about
 9. Examples-main ideas
 10. Details-specifics that explain a main idea

D. *Procedures/Activities*

1. Introduce artwork. Make visual observations; discuss. Discuss artistic techniques use. Introduce artist's biography.
2. Introduce objectives of writing: to write a powergraph that describes the three women; to organize logically.
3. Explain powergraph format
4. Model format via color strips; students write along matching colors as follows: red-topic sentence; blue-main ideas; green-detail; repeat blue and green strips 2x's; red-conclusion.
5. Strips are glued on paper following color formula
6. Write paragraph directly from strips. Model, using chart paper (use markers by color on chart paper.)
7. Students transfer strip information into paragraph.
8. Provide simple rubric for convention control (see Appendix A)
9. A second writing assignment repeats steps #5,6,7, & 8 above. Write a powergraph telling one of the three women's stories.

E. *Assessment/Evaluation*

1. Teacher will observe that the color strips have been laid out in the correct order. Once the powergraphs have been written, the teacher will use his/her own copy of Appendix A. Grades for the powergraphs will be determined based on the number of "yes" answers dictated by the rubric.

Lesson Two: The Scream

A. *Daily Objectives*

1. Concept Objectives
 - a. Understand that the visual arts can influence the written word.
 - b. Understand that word choice and organization can shape reactions, perceptions, and beliefs.
2. Lesson Content
 - a. Produce written work with beginning, middle, and end.
 - b. Organize material in paragraphs and understand how to use topic sentence, how to develop a paragraph with examples and details, and that each new paragraph is indented.
 - c. Examine design-how elements of art work together in Edvard Munch's "The Scream."
3. Skill Objectives
 - a. Organize a narrative.
 - b. Develop character, setting, and the plot of a narrative.

B. *Materials*

1. Print of "The Scream"
2. Graphic organizers (See Appendix B and Appendix C)
3. Writing paper
4. Writing instruments
5. Simple rubric re: story development and writing conventions (Appendix D)
6. Chart paper with markers

C. *Key Vocabulary*

1. *The Scream*-a painting and woodcut by Edvard Munch
2. Design-elements of art working together, including figure and ground, pattern, balance and symmetry
3. Draft-compose

4. Revise-improve clarity of writing
 5. Proofread-review spelling and mechanics for presentation of a final written copy.
- D. *Procedures/Activities*
1. Introduce artwork. Make visual observations; discuss. Discuss artistic techniques use. Introduce artist's biography.
 2. In discussion, elicit words for word bank that describes mood of print; set aside for later use.
 3. Introduce graphic organizer, Appendix B. Model thinking process for completion, developing story ideas. Allow children to do same.
 4. Introduce graphic organizer, Appendix C. Model thinking process for completion developing narrative text ideas.
 5. Once Appendix C is complete, students draft story from it.
 6. Edit, using rubric, Appendix D, with paragraph format and story structure following a beginning, middle, and end. Also, words from the word bank should be included.
 7. Write final copy .
- E. *Assessment/Evaluation*
1. Teacher will use Rubric, Appendix D, to determine application of skills evaluated. From the rubric, the grade will be determined.

Lesson Three: The Bath

A. *Daily Objectives*

1. Concept Objectives
 - a. Understand that the visual arts can influence the written word.
 - b. Understand that word choice and organization can shape reactions, perceptions, and beliefs.
2. Lesson Content
 - a. Produce written work with beginning, middle, and end.
 - b. Organize material in paragraphs and understand how to use topic sentence, how to develop a paragraph with examples and details, and that each new paragraph is indented.
 - c. Examine design-how elements of art work together in Mary Cassatt's, "The Bath."
3. Skill Objectives
 - a. Use vocabulary words correctly.
 - b. Write dialogue between 2 characters.
 - c. Meet writing conventions.

B. *Materials*

1. Index cards with third grade sight words and enrichment words.
2. 2 decorated containers, 1 for each set of words.
3. Print of "The Bath"
4. Writing instruments
5. Writing paper
6. Dictionaries

C. *Key Vocabulary*

1. *The Bath*-a painting by Mary Cassatt
2. Design-elements of art working together, including figure and ground, pattern, balance and symmetry

3. Dialogue format-a variety of writing that highlights conversation between two or more characters.
- D. *Procedures/Activities*
1. Introduce artwork. Make visual observations; discuss. Discuss artistic techniques use. Introduce artist's biography.
 2. Use graphic organizer, Appendix E to discuss and develop imagination, related to this painting.
 3. Introduce 2 types of words in 2 different containers.
 4. Students, in pairs, select 5 words from each container.
 5. Students meet with partner to establish definitions and correct usages of each word. Dictionaries are used to confirm or reject group decision.
 6. Students are introduced to play dialogue format.
 7. Students are assigned the task of writing a dialogue between mother and child, using graphic organizer, Appendix E, that answers: a. Why did this child take a bath? b. Where is the child headed after the bath? Within the dialogue, students include the 10 vocabulary words selected in Step 4.
 8. Students check dialogue format, story development, and vocabulary usage, using simple rubric, Appendix F.
- E. *Assessment/Evaluation*
1. Final draft must meet rubric criteria from Appendix F.
 2. Students will share scripts.

VI. CULMINATING ACTIVITY

- A. The culminating activity would be an Interactive Art/Writing Museum. The prints would be located around the room.
- B. Students would fill rolls of tour guides, docents, and readers to share knowledge of art and skills of writing with visitors to the Interactive Art/Writing Museum.

VII. HANDOUTS/WORKSHEETS

- A. Appendices A-F

VII. BIBLIOGRAPHY

- A. Brommer, Gerald F. *Elements of Design*. Glenview, IL: Crystal Productions, 1995. (These are posters-no ISBN.)
- B. Brommer, Gerald F. *Principles of Design*. Glenview, IL: Crystal Productions, 1995. (These are posters-no ISBN.)
- C. Cain, Michael. *Mary Cassatt*. New York: Chelsea House Publishers, 1989. 1555466478.
- D. Harden, Mark & Boy, Marie-Line. "Jean-Francois Millet." Web Museum, Paris [On-line]. Available URL: <http://www.ibiblib.org/wm/paint/auth/millet/>, 1996.
- E. McKittrick, Joseph. "Jean-Francois Millet." Netscape [On-line]. Available URL: <http://home.connectnet.com/joe/millet>, 1997.
- F. Messer, Thomas M. *Edvard Munch*. New York: H.N. Abrams, 1985. 0810914158.
- G. Meyer, Susan E. *Mary Cassatt*. New York: N.H. Abrams, 1990. 0810931540.
- H. Sills, Leslie. *Visions: Stories About Women Artists*. Morton Grove, IL: A Whitman, 1993. 0807584916.
- I. Stang, Ragna Thiis. *Edvard Munch: The Man and His Art*. New York: Abbeville Press, 1979. 0896590259.
- J. Timm, Werner. *The Graphic Art of Edvard Munch*. Greenwich, CT: New York Graphic Society, 1969. 0821203339.

K. Turner, Robyn. *Mary Cassatt* Boston, MA: Little, Brown, 1992. 0316856509.

Appendix A-Masterpiece Magic: The Marriage of Writing and Visual Arts

Name _____

SIMPLE RUBRIC TO CHECK POWERGRAPH

After reading the written powergraph, evaluate it with a check in the proper column beside each sentence below. Review the writing carefully!

YES

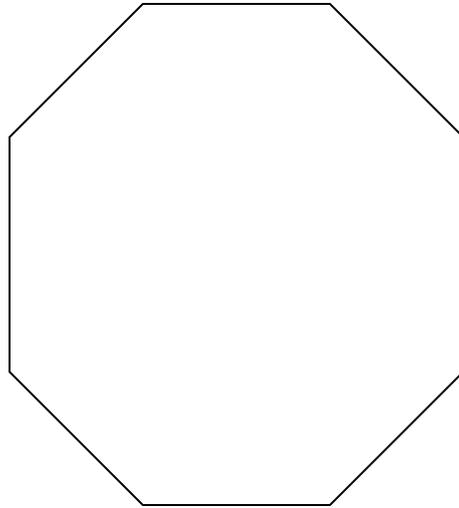
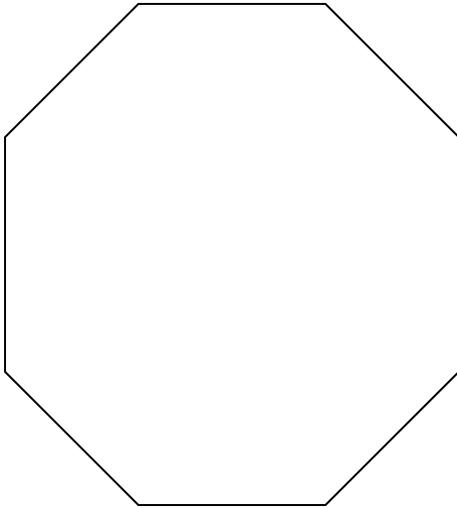
NO

1. Powergraph consists of 8 complete sentences.
2. Each sentence begins with a capital letter.
3. Each sentence begins with proper punctuation.
4. Sentence order matches sentence position on color strips.

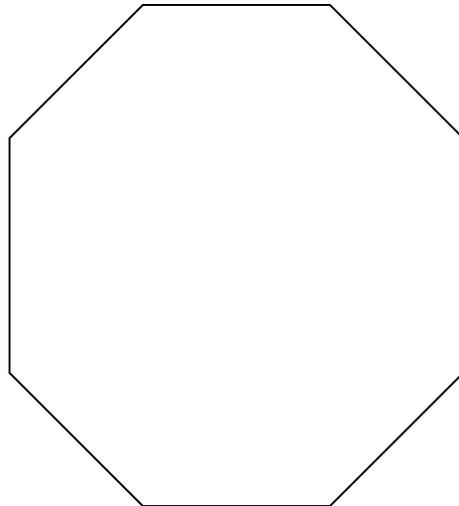
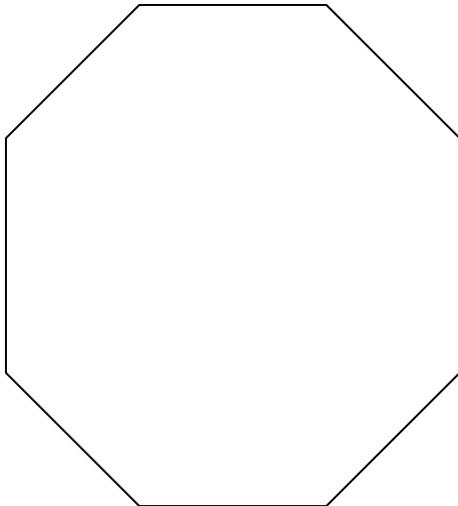
Appendix B-Masterpiece Magic: The Marriage of Writing and Visual Arts

Name _____

Brainstorming Story Ideas



WHERE



WHAT WILL HAPPEN

WHO

Appendix C-Masterpiece Magic: The Marriage of Writing and Visual Arts

Name _____

STORY MAP

Opening sentence:

First . . .	Then . . .	Finally . . .

Closing sentence:

Appendix D-Masterpiece Magic: The Marriage of Writing and Visual Arts

Name _____

WRITING RUBRIC

After reading the written story based on “The Scream,” evaluate it with a check in the proper column beside each statement below. Review the writing carefully!

	Yes	No
1. There is an opening sentence.		
2. Three transition words or word sets can be found in the paragraph.		
3. There is a closing sentence.		
4. All sentences clearly state a complete thought.		
5. Sentences begin with capital letters.		
6. Proper nouns have capital letters.		
7. Appropriate end punctuation appears at the end of all sentences.		
8. Words from the Word Bank can be found and are used appropriately.		

Appendix F-Masterpiece Magic: The Marriage of Writing and Visual Arts

Name _____

Rubric for “The Bath”

	Yes	No
1. Does the writing project present itself in dialogue format?		
2. The third grade sight words can be located in the dialogue.		
3. The enrichment vocabulary can be located in the dialogue.		
4. Items from the Graphic Organizer can easily be found within the dialogue.		
5. There is a clear beginning, middle, and end to the dialogue.		