

<b>Title of Unit: 18<sup>th</sup> and 19<sup>th</sup> Century Narrative Art: <i>Watson and the Shark</i></b> by John Singleton Copley	
<b>Title of Lesson: Narrative Art: Create Your Own Story</b>	
<b>Course: Art and Culture</b>	<b>Estimated Class Time: 5 Days</b>
<b>Overview &amp; Objectives</b>	<b>BODY OF THE LESSON</b>
<ol style="list-style-type: none"> <li>1. The student will...observe, describe and discuss the narrative story behind the painting <i>Watson and the Shark</i> by John Singleton Copley as a study in Art History and early American Culture</li> <li>2. The students will describe a visual image of their personal experience and/or story to their peers and the teacher</li> <li>3. The students will illustrate a major event of their lifetime as a narrative painting in oil pastel.</li> </ol>	DAY 1 - Introduction to the lesson: Narrative Paintings from the National Gallery of Art. <ol style="list-style-type: none"> <li>1. Pass out handout 1 – narrative vocabulary and initial three questions:</li> <li>2. What is a narrative painting? Display the painting <a href="#">Watson and the Shark</a> by John Singleton Copley.</li> <li>3. The students will discuss the details they notice in the painting.</li> <li>4. The students will answer the 3 questions posed in the <a href="#">handout 1</a> <ol style="list-style-type: none"> <li>a. What do you think the story is about?</li> <li>b. List the characters involved in the story:</li> <li>c. What do you think the ending of this story will be?</li> </ol> </li> <li>5. The Teacher will then link to <a href="#">the website</a> to review details of the painting and its history.</li> <li>6. Pass out the KWL handout to reflect on student knowledge before presenting the remainder of the narrative images linked to the teacher background section including Copley portraits and some of the Pre-Raphaelites work.</li> </ol>
<b>Background Information for teacher:</b>	
Artworks: <i>With links for descriptions</i> <a href="#">Watson and the Shark</a> by John Singleton Copley  <a href="#">The Expulsion of Adam and Eve...</a> <a href="#">The Story of Venus and Adonis</a> <a href="#">The Story of Pluto and Proserpine</a> <a href="#">The Sacrifice of Polyxena</a> <a href="#">Ichabod Crane and the Headless Horseman</a> <a href="#">Siegfried and the Rhine Maidens</a> <a href="#">Peaceable Kingdom by Edward Hicks</a> <a href="#">A View of the Mountain Pass Called the Notch of the White Mountains</a> <a href="#">The Voyage of Life by Thomas Cole</a>	
Content Info: Teacher links: <a href="#">Narrative Art NGA</a>	
<b>Materials and Resources</b>	
<ol style="list-style-type: none"> <li>1. <a href="#">handout 1</a> - Vocabulary and questions for discussion of painting</li> <li>2. <a href="#">handout 2</a> - Assignment and instructions for the student</li> <li>3. <a href="#">KWL Handout</a> – For student reflection</li> </ol> <p><b>Art materials:</b></p> <ul style="list-style-type: none"> <li>• scrap typing paper</li> <li>• 12 x 18 paper or watercolor paper</li> <li>• pencils, eraser, etc</li> <li>• oil pastels or acrylic paints</li> <li>• tortillons for blending</li> </ul>	

<p><b>Bell work</b></p> <p>Day 1 - Select one of the artworks provided from the list and answer the questions from handout 1 – Look up the work you have chosen at home</p> <p>Day 2 – Go to the computer lab and Save a word page with your chosen painting. Write a summary of 2-3 paragraphs about the story behind the painting, the artists and when it was created. – 2 rough sketches will be created on typing paper to illustrate the event</p> <p>Day 3 – prepare white paper with sketch of their chose event</p> <p>Day 4-5 no warm-up – Teacher review of assignment</p>	<p><b>Assignment:</b> The students will begin planning ideas to illustrate a major event in their own lives or in the world during their lifetime with Handout 2.</p> <p>DAY 2 – Student study of narrative artist of 18<sup>th</sup> -19<sup>th</sup> century and teacher review of the <i>Watson and the Shark</i> painting.</p> <ol style="list-style-type: none"> <li>1. Select a narrative artist from the 18<sup>th</sup> or 19<sup>th</sup> century introduced in the previous day’s presentation.</li> <li>2. Revisit them on the internet in the computer lab and save information to your folder.</li> <li>3. Assemble 2-3 paragraph biography on the narrative artist as well as 2-3 images of their work.</li> <li>4. Use handout 2 to think and plan your own narrative composition for this assignment.</li> <li>5. Use the remainder of the class period to sketch ideas for your own narrative painting in oil pastel. It should be based on an important event during your lifetime; a personal or world-wide event</li> </ol> <p>DAY 3 - The students will lay out their image on the 12 x 18 paper in pencil and begin work from initial sketches in the narrative style,.</p> <p>DAY 4 - workday</p> <p>DAY 5 – workday and brief review of student work in gallery format</p>
<p><b>VOCABULARY</b></p> <p><b>Myth</b> - a traditional story from an ancient culture</p> <p><b>Storyteller</b> the person who tells a story</p> <p><b>Character</b> a person in a story</p> <p><b>Setting</b> where a story takes place</p> <p><b>Plot</b> the series of events that take place in a story</p> <p><b>God/Goddess</b> a character in a myth who has special powers and is immortal</p> <p><b>Mortal</b> a human being; someone who dies</p>	

Competencies and Goals	Summary and closure:
<p><b>Illinois State Standards for the Visual Arts</b></p> <p><b>25.A.4</b> Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition</p> <p><b>26.A.4</b> Analyze and evaluate how tools/technologies and processes combine to convey meaning.</p> <p><b>25.B.4d</b> Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and problem solving.</p> <p><b>27.B.4a</b> Analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture.</p>	<ol style="list-style-type: none"> <li>1. Did students show understanding of the vocabulary during oral discussion?</li> <li>2. Did students follow the steps in creating art?</li> <li>3. Did students critique artworks by applying concepts presented?</li> </ol>
	<p><b>ASSESSMENT:</b></p> <ol style="list-style-type: none"> <li>1. Written participation on handouts 0-25 pts</li> <li>2. printed one page biography of narrative artist from the 18<sup>th</sup> or 19<sup>th</sup> century with picture samples (<a href="#">rubric</a>)</li> <li>3. student critique ( <a href="#">Feldman Critique Method</a>)</li> </ol>

