

# UbD/DI: Narrative Project

## Stage 1 - Desired Results

**Established Goal(s):** students will create a narrative piece that reflects their heritage, family, sport, neighborhood, story of family etc. Students will be able to talk about their work using appropriate vocabulary. Grade 7 and up will write an artist's statement. This project is designed to be shown, students will help make decisions on how it will be hung and the older students can help by actually putting the show up. Students will listen to other students talk about their work. Students will appreciate the depth and breadth of differences in cultures, lives and communities.

**Understanding(s):** Vocabulary to describe the work. What an artist's statement accomplishes. Color, composition and images that reflect the student's background.

**Essential Question(s):**

What are the similarities amongst the works? What are the differences? What can we learn when we understand other students' cultures and communities?

**Knowledge**

*Students will know . . .* to make a piece of work that has a clear narrative/tells a story. Students will know how to use color, line, texture to make the piece. Students will know hoe to talk about their work

**Skill**

*Students will be able to . . .* use scissors, paint, fabric, and other media to make their composition cohesive. Students will make decisions on what mediums to use that best represent their narratives, as well as know enough about the qualities of materials to choose the best mediums to represent their work

## Stage 2 - Assessment Evidence

**Performance Task(s):**

Students will sketch out an idea of what story they want to share. In groups or with educators they will discuss what materials will work best for this project. Students will start on a project and have regular critiques to help them modify their work. It is important that the piece has a clear narrative. At each critique or other designated time have the students write thor thoughts down and start building an artist's statement.

**Other Evidence:**

Students will have the ability to discuss their work and change it if and when it is necessary. Students will be able to give fellow students helpful feedback about their pieces. Students will understand the meaning of a narrative piece.

## Stage 3-Learning Plan

For K-12 Start with a drawing of the narrative that students want to express. For the younger grades it might be helpful to give them a single prompt. Example: a typical Saturday, a trip to a relatives house, a Friday evening in their home. Getting ready for school etc. Show examples from MIA website about how the Hmong textile captured a history of activities and is part history and part art. Huie's photographs are full of narratives. Have the students discuss what is happening in each photo.

The older grades can present their own ideas of narratives to explore.

**Oral Assessment:** Ask students what they think narrative art is. What is a narrator? Can art be a visual story? Can Narratives teach, inform or present ideas? Traditionally textiles or fabric work has been seen as “women’s work” “primitive” or “craft”. If textile work is not viewed as important, what does that say to women making the work? What implications does that have in the larger framework of communities?

**Vocabulary: Narrative:** A narrative is simply a story. Narrative art is art that tells a story. Much of Western art until the twentieth century has been narrative, depicting stories from religion, myth and legend, history and literature. Composition, color, form.

### History:

**Local MN artists:** Ka Zoua Lee used textiles to tell about her life and history in Laos. [Wing Young Huie](#) uses his camera to capture stories about people and places; they are often of daily life and reflect the subject's community and ethnicity. How do they each tell a story? What is similar? What is different about their approaches?

Outside of Minnesota: [Carrie Mae Weems](#), a Black, woman photographer uses narrative photography to explore what it was to be Black in America. What are her pieces showing? What does her [perspective show you? [Wendy Red Star](#), American Indian, Apsáalooke, Crow, in this series explores the seasons. She uses herself in the work. What is she poking fun at? Why do you think she uses bright colors and “props”? What is she saying about the history that has been taught about Native peoples? [Bisa Butler](#) makes colorful quilted, textile pieces that reflect Black history. How does her approach differ from Carrie Mae Weems?

### Materials:

- Textile route: use felt and scraps of fabric to create a textile.**
- Large sheets of colored paper to use as backdrop for narrative**
- Scissors. If going fabric route, have scissor sharpener**
- Glue, glue sticks, fabric glue or hot glue for fabric**
- Pencils**

- Sketch paper for ideas
- Notebook, tablet or other item to make an artist's statement on

### **Production:**

This project can be made with fabric adhered to cardboard, with paper or felt forms glued to it. It can be made with paper only. For the advanced group or older students it can be a painting, or series of paintings. See Cy Thao 50 paintings of Hmong history. The textile route can also be fully embraced with a combination of stitching and fabric placement. Look at Bisa Butler work too to get an idea of how fabric pieces can be used to layer texture and color. The easiest place to start is with paper. Have students start by deciding a narrative they want to share. Grades K-5 would most likely want to pick one time or idea to start with, the older grades can pick more of their own ideas.

K-5: Saturday morning example. Wake up, let the dog out, make breakfast, go grocery shopping, do chores, lunch, see friends, walk the dog, attend a birthday party, and go home to bed. Another example: The narrative can be about an activity at school. (This might be a good one if there are students reluctant to share matters at home)

Have students draw shapes with markers or pencils. They can draw directly on the paper and color it in. They can draw the activities on paper and color, cut and paste on top of another paper, to make a paper version of the Lee Textile. Students can add cut out shapes around the edge of the piece to make it look more like a textile piece.

If using fabric, use a combination of fabric and felt to make a textile piece. This might be a good place to make a large scale "textile" if the idea of a school narrative is decided. The fabric can be hung on the walls of school or in the classroom. The students can focus on a version of themselves for the piece. Other parts of the piece can be shared amongst the class.

Make sure to touch on vocabulary.

The older students need to work on a written description of their piece.

**Use the Banks' scale to appropriately make the art lessons move into 3 and 4 if and when ready**

**The James A. Banks' Levels of Multiculturalism are**

- 1) The Contributions Approach: Focuses on heroes, holidays and discrete cultural elements**
- 2) Additive Approach: Content, concepts, themes and perspectives are added to the curriculum without changing its structure**

- 3) **The Transformation Approach: The structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspectives of diverse ethnic and cultural groups**
- 4) **The Social Action Group: Students make decisions on important social issues and take actions to help solve them.**

Click for more information [Artist Statement:](#)

**1:Why Do You Make This Type of Art?** (Why choose this theme for students that got specific prompt-don't want a bunch of, the teacher made me statements)

**2:What Does Your Artwork Represent?** Does your art represent something about you? Does it represent a message about the world? Does it focus on a piece of history or look to the future?

**3:What Inspires You?** What motivates you?

**4: How Do You Make It?**

**5: What Does Your Art Mean to You?**

**Critique:** What kind of compositions have other students used? How do we know as the viewer what the artist thinks is the most important? What can the viewer take away from the piece? What story have they learned? If the class wrote artist statements, how did that go? Were they clear and gave a better window into the “why” of the artist?

**Aesthetics:** How does the idea of functional textiles affect the way this art is viewed? Aesthetically what pleases the viewer?

Notes:

Minnesota State Standards:

	Grade K		Strand	Anchor Standard	Benchmark
5.0.5.9.1	5. Visual Arts	0	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Create <i>art</i> that tells a story about a life experience.
5.0.5.10.1	5. Visual Arts	0	5. Connect	10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the	1. Recognize that all humans make <i>art</i> .

				contributions of Minnesota American Indian tribes and communities.	
5.1.5.10.1	5. Visual Arts	1	5. Connect	10. Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Recognize that people from different places and times have made <i>art</i> for a variety of reasons.
5.2.2.4.1	5. Visual Arts	2	2. Create	4. Revise and complete original artistic work.	1. Describe choices made at different steps in an <i>art</i> making process.
5.3.2.3.1	5. Visual Arts	3	2. Create	3. Create original artistic work.	1. Create visual representations of places or systems that are part of everyday life using <b>artistic foundations</b> .
5.4.4.8.1	5. Visual Arts	4	4. Respond	8. Evaluate artistic work by applying criteria.	1. Analyze <i>form and content</i> in <i>visual representations</i> that convey messages.
5.5.3.5.1	5. Visual Arts	5	3. Present	5. Develop and refine artistic techniques and work for presentation.	1. Compare and contrast methods for preparing and presenting <i>art</i> .
5.6.4.8.1	5. Visual Arts	6	4. Respond	8. Evaluate artistic work by applying criteria.	1. Analyze multiple ways that images influence specific audiences.
5.7.2.4.1	5. Visual Arts	7	2. Create	4. Revise and complete original artistic work.	1. Justify important information about one's own <i>artwork</i> in an <i>artist statement</i> or <i>critique</i> .
5.8.3.5.1	5. Visual Arts	8	3. Present	5. Develop and refine artistic techniques and work for presentation.	1. Collaboratively apply appropriate methods to prepare and present selected <i>artwork</i> for display.
5.9.3.5.1	5. Visual Arts	HS	3. Present	5. Develop and refine artistic techniques and work for presentation.	1. Evaluate, select, and apply methods or processes appropriate to display <i>artwork</i> in a specific place, including an <i>artist statement</i> .
5.9.3.6.1	5. Visual Arts	HS	3. Present	6. Make artistic choices in order to convey meaning through presentation.	1. Analyze, <i>critique</i> , and justify <i>artwork</i> in an <i>artist statement</i> for a <i>collection</i> or <i>portfolio</i> presentation.